

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

HANDBOOK FOR COORDINATORS





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Transforming Teaching, Education & Learning



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**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:
 - 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:
 - there will be a subject specialist writing for each subject
 - 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	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 1 for Lesson 1 in the 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 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 semester – in session one <ul style="list-style-type: none"> ➤ 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 semester (See Course Assessment Components Appendix NB in subjects where there are no assessment 	1(a) Introduction to the semester 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 : <i>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.</i> 1.2 Ask tutors to share some of their experiences from their STS supervision visits during the Year 4 Semester 1 STS.	1(a) Introduction to the semester 1.1 Sing a short song in French as an icebreaker. Example : <i>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.</i> 1.2 Share some of your experiences from your STS supervision visits during Year 4 Semester 1 STS.	20 mins

<p>components in the course manuals examples will need to be provided by the SWL for the SL/HoD.</p> <p>1b Introduction to the session</p> <ul style="list-style-type: none"> ➤ 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, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>Example:</p> <ul style="list-style-type: none"> i. <i>Location of schools of practice</i> ii. <i>Attitude of student teachers and mentors to the STS.</i> iii. <i>School infrastructure</i> iv. <i>Availability and use of Teaching Learning Resources</i> v. <i>Observed challenges</i> vi. <i>What student teachers have learned about teaching French during STS and what they need to know more about</i> <p>1.3 Lead tutors to discuss the main purpose of the course for the semester through the use of think-pair-share.</p> <p>1.4 In pairs, ask tutors to read the introductory sections of the course manual and identify the Course Learning Outcomes (CLOs) and Course Learning Indicators (CLIs) for whole group discussion.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <p>CLO</p> <p><i>Demonstrate content Knowledge in advanced general communication skills in French both orally and in writing (NTS 2c, pg13, NTECFpg20, 23).</i></p> <p>CLIs</p> <p><i>1.1 Speak French fluently and interact with natives of France and Francophone countries.</i></p>	<p>Example:</p> <ul style="list-style-type: none"> 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 <p>1.3 Discuss the main purpose of the course for the semester through the use of think-pair-share.</p> <p>1.4 In pairs, read the introductory sections of the course manual and identify the Course Learning Outcomes (CLOs) and Course Learning Indicators (CLIs) for whole group discussion.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <p>CLO</p> <p><i>Demonstrate content Knowledge in advanced general communication skills in French both orally and in writing (NTS 2c, pg13, NTECFpg20, 23).</i></p> <p>CLIs</p> <p><i>1.1 Speak French fluently and interact with natives of France and Francophone countries.</i></p>	
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	<p>1.2 <i>Take up functions where French communication is required</i></p> <p>ii. Discourse Analysis and Translation</p> <p>CLO <i>Critically analyse and show comprehension of the various approaches to discourse analysis in French. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>CLIs</p> <p>1.1. <i>List and explain the various approaches to discourse analysis in French.</i></p> <p>1.2. <i>Debate in groups and bring out the shortcomings in the various approaches.</i></p> <p>1.3. <i>Write short exposé of about 1000 words on any three selected approaches.</i></p> <p>iii. French Literature</p> <p>CLO <i>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)</i></p> <p>CLIs</p> <p>1.1 <i>The student teacher must able to state the features of the 17th Century French literature</i></p> <p>1.2 <i>State the features of the 18th Century French literature.</i></p>	<p>1.2 <i>Take up functions where French communication is required</i></p> <p>ii. Discourse Analysis and Translation</p> <p>CLO <i>Critically analyse and show comprehension of the various approaches to discourse analysis in French. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>CLIs</p> <p>1.1 <i>List and explain the various approaches to discourse analysis in French.</i></p> <p>1.2 <i>Debate in groups and bring out the shortcomings in the various approaches.</i></p> <p>1.3 <i>Write short exposé of about 1000 words on any three selected approaches.</i></p> <p>iii. French Literature</p> <p>CLO <i>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)</i></p> <p>CLIs</p> <p>1.1 <i>The student teacher must able to state the features of the 17th Century French literature</i></p> <p>1.2 <i>State the features of the 18th Century French literature.</i></p>	
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	<p>1.5 Lead tutors to brainstorm how these CLOs and CLIs are related to student teachers' relevant previous knowledge.</p> <p>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.</p> <p>NB: Subject portfolio: This may include the following: - <i>A mid-semester quiz/interim assessment, class assignment, a copy of project.</i> _ <i>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</i></p> <p>Subject project: Example: 1. <i>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.</i> a. <i>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</i></p>	<p>1.5 Brainstorm how these CLOs and CLIs are related to student teachers' relevant previous knowledge and experience in school</p> <p>1.6 Read the subject project and portfolio assessment components of the Course Manual, compare with the requirements in NTEAP and review as appropriate.</p> <p>NB: Subject portfolio: This may include the following: - <i>A mid-semester quiz/interim assessment, class assignment, a copy of project.</i> _ <i>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</i></p> <p>Subject project: Example: 1. <i>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.</i> a. <i>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</i></p>
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	<p><i>vocabulary (masculine/feminine forms where applicable).</i></p> <p><i>b. Identify and select online resources/ materials to be used for teaching. (Special attention should be paid to gender and social inclusion.)</i></p> <p><i>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.</i></p> <p><i>d. Submit your project to your supervisor for assessment and feedback.</i></p> <p><u>1b: Introduction to PDS 1</u></p> <p>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.</p> <p>Example:</p> <p><i>i. Advanced Communication Skills in French</i></p> <ul style="list-style-type: none"> - <i>Advanced Techniques for oral communication</i> <p><i>ii. Discourse Analysis and Translation</i></p> <ul style="list-style-type: none"> - <i>Nature of discourse analysis</i> <p><i>iii. French Literature</i></p>	<p><i>choice/selection of vocabulary (masculine/feminine forms where applicable).</i></p> <p><i>b. Identify and select online resources/ materials to be used for teaching (Special attention should be paid to gender and social inclusion.)</i></p> <p><i>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.</i></p> <p><i>d. Submit your project to your supervisor for assessment and feedback.</i></p> <p><u>1b: Introduction to PDS 1</u></p> <p>1.7 Refer to lesson 1 of your course manual and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson.</p> <p>Example:</p> <p><i>i. Advanced Communication Skills in French</i></p> <ul style="list-style-type: none"> - <i>Advanced Techniques for oral communication</i> <p><i>ii. Discourse Analysis and Translation</i></p> <ul style="list-style-type: none"> - <i>Nature of discourse analysis</i> <p><i>iii. French Literature</i></p>	
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	<p align="center">- <i>Introduction to French literature</i></p> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> - 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 <p>1.8 Ask tutors to read the introductory section of lesson 1 and bring out LOs and LIs for whole group discussion.</p> <p>Example: i. Advanced Communication Skills in French</p> <p>LO <i>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)</i></p> <p>LIs <i>a. Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i> <i>b. Discuss topics on selected themes of conversation on everyday life situations.</i></p>	<p align="center">- <i>Introduction to French literature</i></p> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> - 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 <p>1.8 Read the introductory section of lesson 1 and bring out LOs and LIs for whole group discussion.</p> <p>Example: i. Advanced Communication Skills in French</p> <p>LO <i>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)</i></p> <p>LIs <i>a. Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i> <i>b. Discuss topics on selected themes of</i></p>	
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	<p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of the concept discourse analysis</i></p> <p>LIs</p> <p>a. <i>Discuss the concept discourse analysis</i></p> <p>b. <i>Explain the concept discourse analysis</i></p> <p>iii. French Literature</p> <p>LO <i>Demonstrate knowledge and understanding of French literature.</i></p> <p>LIs</p> <p>a. <i>Narrate a short history of French literature.</i></p> <p>b. <i>Identify movements/ events that lead to the beginning of French literature</i></p> <p>c. <i>Identify characteristics of the Middle Age (Moyen Âge) in relation to French literature.</i></p> <p>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.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>- <i>Coût de vie</i></p>	<p><i>conversation on everyday life situations.</i></p> <p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of the concept discourse analysis</i></p> <p>LIs</p> <p>a. <i>Discuss the concept discourse analysis</i></p> <p>b. <i>Explain the concept discourse analysis</i></p> <p>iii. French Literature</p> <p>LO <i>Demonstrate knowledge and understanding of French literature.</i></p> <p>LIs</p> <p>a. <i>Narrate a short history of French literature.</i></p> <p>b. <i>Identify movements/ events that lead to the beginning of French literature</i></p> <p>c. <i>Identify characteristics of the Middle Age (Moyen Âge) in relation to French literature.</i></p> <p>1.9 Identify the distinct (unique) aspects of the first lesson, explain what makes these features unique and how you would teach these features to the whole group.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>- <i>Coût de vie</i></p>	
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	<ul style="list-style-type: none"> - <i>Conditions de logement.</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Notion d'analyse de discours</i> - <i>Les approches d'analyse du discours</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Histoire de la littérature française</i> - <i>Le Moyen Âge</i> <p>1.10 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p> <p>Example:</p> <ul style="list-style-type: none"> - Différences entre les approches et les branches de l'analyse du discours - Moyen Age et Temps modernes. 	<ul style="list-style-type: none"> - <i>Conditions de logement.</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Notion d'analyse de discours</i> - <i>Les approches d'analyse du discours</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Histoire de la littérature française</i> - <i>Le Moyen Âge</i> <p>1.10 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p> <p>Example:</p> <ul style="list-style-type: none"> - Différences entre les approches et les branches de l'analyse du discours. - Moyen Age et Temps modernes. 	
<p><i>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.</i></p>	<p>1.11 Ask tutors to discuss in pairs the components of a subject portfolio and the need for its development by student teachers.</p> <p>Example:</p> <p>Components</p> <ol style="list-style-type: none"> a. <i>Course assignments</i> b. <i>written reports on projects</i> c. <i>revisions and work samples</i> d. <i>student self-assessments</i> e. <i>reflections on own works. etc</i> 	<p>1.11 In pairs, discuss the components of a subject portfolio and the need for its development by student teachers.</p> <p>Example:</p> <p>Components</p> <ol style="list-style-type: none"> a. <i>Course assignments</i> b. <i>written reports on projects</i> c. <i>revisions and work samples</i> d. <i>student self-assessments</i> e. <i>reflections on own works. etc</i> 	

	<p>The need for portfolio <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p>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.</p> <p>Example: Items to be included</p> <ol style="list-style-type: none"> a. <i>Sample Videos of their teaching</i> b. <i>Statement of teaching philosophy</i> c. <i>Evaluations</i> d. <i>Sample lesson plans</i> e. <i>Report on Classroom Innovations (e.g., creation of TLRs, new methods)</i> f. <i>Relevant photographs</i> g. <i>Teaching honours and/or awards</i> h. <i>Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)</i> i. <i>Continuing Education/Workshops completed (CPD)</i> <p>Benefits</p> <ol style="list-style-type: none"> a. <i>Promotion</i> b. <i>Professional development</i> 	<p>The need for portfolio <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p>1.12 Discuss how you will prepare student teachers for NTC'S Professional Teaching Portfolio (PTP) Assessment in the world of work as beginning teachers.</p> <p>Example: Items to be included</p> <ol style="list-style-type: none"> a. <i>Sample videos of their teaching</i> b. <i>Statement of teaching philosophy</i> c. <i>Evaluations</i> d. <i>Sample lesson plans</i> e. <i>Report on Classroom Innovations (e.g., creation of TLRs, new methods)</i> f. <i>Relevant photographs</i> g. <i>Teaching honours and/or awards</i> h. <i>Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)</i> i. <i>Continuing Education/Workshops completed (CPD)</i> <p>Benefits</p> <ol style="list-style-type: none"> a. <i>Promotion</i> b. <i>Professional development</i> 	
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	<p>c. <i>Reference material</i> d. <i>Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i> e. <i>Keeps a record of a teacher's accomplishments</i> <i>Take feedback and discuss</i></p> <p>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).</p> <p>Example: Select a Focus</p> <p>a. <i>know what you want to investigate in relation to the teaching and assessment of French (Research Problem/Topic)</i> b. <i>Develop some questions about the area you have identified.</i> c. <i>Establish a plan to answer the questions.</i></p> <p>Data Collection <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p>	<p>c. <i>Reference material</i> d. <i>Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i> e. <i>Keeps a record of a teacher's accomplishments</i></p> <p>1.13 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).</p> <p>Example: Select a Focus</p> <p>a. <i>know what you want to investigate in relation to the teaching and assessment of French (Research Problem/Topic)</i> b. <i>Develop some questions about the area you have identified</i> c. <i>Establish a plan to answer the questions.</i></p> <p>Data Collection <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p>	
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	<p>Data Analysis and Interpretation <i>Analyse and interpret data in order to arrive at a decision.</i></p> <p>Take Action – do any of the following:</p> <ul style="list-style-type: none"> a. <i>continue with the intervention</i> b. <i>disband the intervention</i> c. <i>modify the intervention in some way(s) - when necessary.</i> <p><i>Take feedback and discuss</i></p> <p>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</p> <p>Example:</p> <ul style="list-style-type: none"> a. <i>Class management</i> b. <i>GESI responsiveness</i> c. <i>Classroom Innovations and TLRs</i> d. <i>Teaching Philosophy</i> e. <i>Use of ICT tools in teaching (Benefits and Challenges)</i> f. <i>Teaching Portfolio Development</i> g. <i>NTS</i> h. <i>Classroom Enquiry and Action Research</i> <p><i>Take feedback and discuss</i></p>	<p>Data Analysis and Interpretation <i>Analyse and interpret data in order to arrive at a decision.</i></p> <p>Take Action – do any of the following:</p> <ul style="list-style-type: none"> a. <i>continue with the intervention</i> b. <i>disband the intervention</i> c. <i>modify the intervention in some way(s) - when necessary.</i> <p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> a. <i>Class management</i> b. <i>GESI responsiveness</i> c. <i>Classroom Innovations and TLRs</i> d. <i>Teaching Philosophy</i> e. <i>Use of ICT tools in teaching (Benefits and Challenges)</i> f. <i>Teaching Portfolio Development</i> g. <i>NTS</i> h. <i>Classroom Enquiry and Action Research</i> 	
<p><i>For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give</i></p>	<p>1.15 Ask Tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p>	<p>1.15 Discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p>	

<p><i>regard for GESI, CCI, ICT etc</i></p>	<p>Example:</p> <ul style="list-style-type: none"> 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. Take feedback and discuss 	<p>Example:</p> <ul style="list-style-type: none"> 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 	
<p>2 Concept Development (New learning likely to arise in lesson/s) : ➤ Identification and discussion of new learning, potential barriers to learning</p>	<p>2.1 In pairs, ask tutors to discuss new concepts of the lesson and share with the whole group as appropriate.</p>	<p>2.1 In pairs, discuss new concepts of the lesson and share with the whole group as appropriate.</p>	<p>15 mins</p>

<p>for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Coût de vie</i> - <i>Conditions de logement.</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Les approches d'analyse du discours</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Origine et évolution de la littérature française</i> - <i>Les traits marquant du Moyen Âge</i> <p>2.2 Ask tutors to identify possible barriers to the new learning/lesson</p> <p>Example.</p> <p>i. <i>Unfamiliarity with native French speakers' accent.</i></p> <p>ii. <i>Absence or inadequate reading materials on French Literature and Linguistics</i></p> <p>iii. <i>Large class size</i></p> <p><i>Take feedback and discuss</i></p> <p>Suggested solutions</p> <p>i. <i>Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.</i></p> <p>ii. <i>Identify and use more 'documents authentiques' such as online journals, magazines etc.</i></p> <p>iii. <i>Consider regrouping of classes where applicable especially for oral lessons</i></p>	<p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Coût de vie</i> - <i>Conditions de logement.</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Les approches d'analyse du discours</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Origine et évolution de la littérature française</i> - <i>Les traits marquant du Moyen Âge</i> <p>2.2 Identify possible barriers to the new learning/lesson</p> <p>Example.</p> <p>i. <i>Unfamiliarity with native French speakers' accent.</i></p> <p>ii. <i>Absence or inadequate reading materials on French Literature and Linguistics</i></p> <p>iii. <i>Large class size</i></p> <p>Suggested solutions</p> <p>i. <i>Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.</i></p> <p>ii. <i>Identify and use more 'documents authentiques' such as online journals, magazines etc.</i></p> <p>iii. <i>Consider regrouping of classes where applicable especially for oral lessons</i></p>	
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	<p>2.3 Lead tutors to identify and discuss pedagogical approaches such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, that can be used in the delivery of the lesson.</p>	<p>2.3 Identify and discuss pedagogical approaches such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, that can be used in the delivery of the lesson.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> 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: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, Classroom Enquiry and Action Research (CEAR), 	<p>3.1 Ask tutors to individually read the teaching and learning activities for Lesson 1, and identify the proposed activities for whole group discussion.</p> <p>Example :</p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French - <i>Expressions and vocabulary used in conversations on accommodation.</i> ii. Discourse Analysis and Translation - <i>Approaches to discourse analysis</i> iii. French Literature - <i>History of French literature.</i> <p>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</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>Use an IT tool (the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint presentations by</i> 	<p>3.1 Read the teaching and learning activities for Lesson 1, and identify the proposed activities for whole group discussion.</p> <p>Example :</p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French - <i>Expressions and vocabulary used in conversations on accommodation.</i> ii. Discourse Analysis and Translation - <i>Approaches to discourse analysis</i> iii. French Literature - <i>History of French literature.</i> <p>3.2 In pairs, 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</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>Use an IT tool (use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint presentations</i> 	

<p>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</p> <ul style="list-style-type: none"> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning <p>Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>student-teachers to present group works, etc)</i></p> <ul style="list-style-type: none"> • 21st Century Skills: <ul style="list-style-type: none"> -<i>Collaborative work and Communication skills</i> - Cognitive processes and strategies (Critical thinking, Problem solving, etc) <ul style="list-style-type: none"> ➤ 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. <p>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).</p> <p>Example :</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>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.</i> ii. Discourse Analysis and Translation <ul style="list-style-type: none"> 1. a) <i>What is discourse analysis?</i> b) <i>How does discourse analysis differ from core areas of linguistics, i.e. phonology, morphology, semantics, or syntax?</i> 	<p><i>by student-teachers to present group works, etc)</i></p> <ul style="list-style-type: none"> • 21st Century Skills: <ul style="list-style-type: none"> -<i>Collaborative work and Communication skills</i> - Cognitive processes and strategies (Critical thinking, Problem solving, etc). <ul style="list-style-type: none"> ➤ 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. <p>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).</p> <p>Example :</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>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.</i> ii. Discourse Analysis and Translation <ul style="list-style-type: none"> 1. a) <i>What is discourse analysis?</i> b) <i>How does discourse analysis differ from core areas of linguistics, i.e.,</i> 	
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	<p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>In groups, using PowerPoint presentations, write on the importance of studying French literature in Ghana.</i> <p>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 1; Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>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.</i> <p><i>Disponible sur:</i> https://www.youtube.com/watch?v=r7FQKUqN0uo.</p> <ul style="list-style-type: none"> - <i>À l'hôtel: conversation en français / At the hotel: French conversation. Disponible sur:</i> https://www.youtube.com/watch?v=geyHn8Ai6NM) <p>ii. Discourse Analysis and Translation</p> <p>a) Maingueneau, D. (2016). <i>Les termes clés de l'analyse du discours</i>. Média Diffusion.</p> <p>b) Ducrot, O., & Todorov, T. (1972). <i>Dictionnaire</i></p>	<p><i>phonology, morphology, semantics, or syntax?</i></p> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>In groups, using PowerPoint presentations, write on the importance of studying French literature in Ghana.</i> <p>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:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>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.</i> <p><i>Disponible sur:</i> https://www.youtube.com/watch?v=r7FQKUqN0uo.</p> <ul style="list-style-type: none"> - <i>À l'hôtel: conversation en français / At the hotel: French conversation. Disponible sur:</i> https://www.youtube.com/watch?v=geyHn8Ai6NM <p>ii. Discourse Analysis and Translation</p> <p>a) Maingueneau, D. (2016). <i>Les termes clés de l'analyse du discours</i>. Média Diffusion.</p> <p>b) Ducrot, O., & Todorov, T. (1972). <i>Dictionnaire</i></p>	
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	<p><i>encyclopédique des sciences du langage.</i> FeniXX.</p> <p>iii. French Literature</p> <p>a) Julaud, J. J. (2014). <i>La littérature française pour les nuls</i>. Éditions First. (Refer to Première partie, Le Moyen Âge : fervent et farceur. pp. 27-25)</p> <p>b) Masson, N. (2007). <i>La littérature française</i>. Éditions Eyrolles. (Refer to Pages 17-25)</p> <p>3.5 In groups, ask tutors to discuss their plans for teaching Lesson 1.</p> <p>NB: Remind tutors to prepare a brief report on how they used the resources suggested for lesson 1 and any other resources they might have introduced during the delivery of their lesson for discussion during the next PD session.</p>	<p><i>encyclopédique des sciences du langage.</i> FeniXX.</p> <p>iii. French Literature</p> <p>a) Julaud, J. J. (2014). <i>La littérature française pour les nuls</i>. Éditions First. (Refer to Première partie, Le Moyen Âge : fervent et farceur. pp. 27-25)</p> <p>b) Masson, N. (2007). <i>La littérature française</i>. Éditions Eyrolles. (Refer to Pages 17-25)</p> <p>3.5 In groups, discuss your plans for teaching Lesson 1.</p> <p>NB: Prepare a brief report on how you used the resources suggested for lesson 1 and any other resources you might have introduced during the delivery of your lesson for discussion during the next PD session.</p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>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</p> <p>4.2. Ask tutors to individually write down issues observed about the simulated teaching of lesson 1 and share their observations with the whole group for discussion.</p> <p>NB: Remind tutors to read Lesson 2 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</p>	<p>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</p> <p>4.2 Write down issues observed about the simulated teaching of lesson 1 and share your observations with the whole group for discussion.</p> <p>NB: Read Lesson 2 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</p>	15 mins

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 2 for Lesson 2 in the 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 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
1 Introduction to the 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 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 <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and	1 Introduction to the session 1.1 Start the PD session with an icebreaker in French with a short song. Example: <i>Petite oiseau...</i> 1.2 Ask tutors to mention the topic they discussed in lesson 1. Example: i. Advanced Communication Skills in French - <i>Advanced Techniques for oral communication I</i> ii. Discourse Analysis and Translation - <i>Nature of discourse analysis</i> French Literature - <i>Introduction to French literature</i> 1.3 Through think-pair-share, ask tutors and the Critical Friend to reflect on Lesson 1 and share what lessons they learnt.	Introduction to the session 1.1 Start the PD session with an icebreaker in French with a short song. Example: <i>Petite oiseau...</i> 1.2 Mention the topic discussed in lesson 1. Example: i. Advanced Communication Skills in French - <i>Advanced Techniques for oral communication</i> ii. Discourse Analysis and Translation - <i>Nature of discourse analysis</i> French Literature - <i>Introduction to French literature</i> 1.3 Through think-pair-share and with the Critical Friend, reflect on Lesson 1 and share what lessons were learnt.	20 mins

<p>support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.4 Ask tutors to read Lessons 2's descriptions in the manual for discussion</p> <p>1.5 Brainstorm with tutors, possible content/new learning of lesson 2 as indicated in the description of the manual</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Advanced Techniques for oral communication II</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Language and language use: Theories and conceptual issues</i> - <i>Trend of the French literary movements from the 17th to the 18th Centuries I</i> <p>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.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>LO <i>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)</i></p> <p>LIs <i>Discuss topics on selected themes of conversation on everyday life situations.</i></p>	<p>1.4 Read Lessons 2's descriptions in the manual for discussion</p> <p>1.5 Brainstorm possible content/ new learning of lesson 2 as indicated in the description of the manual</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Advanced Techniques for oral communication II</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Language and language use: Theories and conceptual issues</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Trend of the French literary movements from the 17th to the 18th Centuries I</i> <p>1.6 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>LO <i>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)</i></p> <p>LIs <i>Discuss topics on selected themes of conversation on everyday life situations.</i></p>	
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	<p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of the language and language use in texts and in contexts. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>LIs <i>Discuss the patterns of the language and language use in texts and in contexts</i> French Literature</p> <p>LO <i>Demonstrate understanding of the characteristics of the French literary movements from the 17th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>LIs - Explain the 17th Century French literary movement. - State the features of the 17th Century French literature.</p> <p>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 - <i>Les droits des étudiants</i> ii. Discourse Analysis and Translation - <i>Patterns of language and language use</i> - <i>Language registers</i> iii. French Literature - <i>Caractéristiques de la littérature française du XVIIe Siècle</i></p>	<p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of the language and language use in texts and in contexts. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>LIs <i>Discuss the patterns of the language and language use in texts and in contexts</i> French Literature</p> <p>LO <i>Demonstrate understanding of the characteristics of the French literary movements from the 17th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>LIs - Explain the 17th Century French literary movement. - State the features of the 17th Century French literature.</p> <p>1.7 Identify the distinct (unique) aspects of the first lesson and share observations with the whole group. Example: i. Advanced Communication Skills in French - <i>Les droits des étudiants</i> ii. Discourse Analysis and Translation - <i>Patterns of language and language use</i> - <i>Language registers</i> iii. French Literature - <i>Caractéristiques de la littérature française du XVIIe Siècle</i></p>	
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	- <i>Les mouvements de XVIIe Siècle de la littérature française.</i>	- <i>Les mouvements de XVIIe Siècle de la littérature française.</i>	
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.	<p>1.8 Discuss with tutors on how to assist student teachers to prepare adequately for the world of work through Post internship seminar.</p> <p>1.9 Let tutors identify areas where student teachers require further training. Example:</p> <ul style="list-style-type: none"> - Professional Teaching portfolio (page 64-68) - Continuous professional development (pages 104-113) - Teacher-Community relations (pages 51-54) <p>NB: Refer to the STS <i>Handbook</i>. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	<p>1.8 Discuss how to assist student teachers to prepare adequately for the world of work through Post internship seminar.</p> <p>1.9 Identify areas where student teachers require further training. Example:</p> <ul style="list-style-type: none"> - Professional Teaching portfolio (page 64-68) - Continuous professional development (pages 104-113) - Teacher-Community relations (pages 51-54) <p>NB: Refer to the STS <i>Handbook</i>. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	
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.	<p>1.10 Lead tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc Example:</p> <ol style="list-style-type: none"> i. <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).</i> ii. <i>Asking student teachers to review their teaching philosophy to suit the context of practice.</i> iii. <i>Reminding student teachers to use audio-</i> 	<p>1.10 Discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc. Example:</p> <ol style="list-style-type: none"> i. <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).</i> ii. <i>Asking student teachers to review their teaching philosophy to suit the context of practice.</i> iii. <i>Reminding student teachers to use audio-visual materials such as</i> 	

	<p><i>visual materials such as (television, I-box, laptop, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.</i></p> <p>iv. <i>Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</i></p> <p>v. <i>Asking students to tap into the expertise of resource persons in their community of teaching.</i></p> <p>vi. <i>Reminding student teachers to always link their lesson with the National Teachers Standard.</i></p> <p>vii. <i>Asking Student teachers to be reflective practitioners.</i></p>	<p><i>(television, I-box, laptop, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.</i></p> <p>iv. <i>Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</i></p> <p>v. <i>Asking students to tap into the expertise of resource persons in their community of teaching.</i></p> <p>vi. <i>Reminding student teachers to always link their lesson with the National Teachers Standard.</i></p> <p>vii. <i>Asking Student teachers to be reflective practitioners</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ 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</p> <p>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.</p>	<p>2 Concept Development</p> <p>2.1 In groups, let tutors read the topic of the Lesson 2 and discuss possible subtopics under them.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>- <i>Explication des décisions prises</i></p> <p>ii. Discourse Analysis and Translation</p> <p>- <i>Patterns of language and language use</i></p> <p>iii. French Literature</p> <p><i>Les personnalités du XVIIe Siècle de la littérature française</i></p> <p>2.2 Guide tutors in groups to identify possible barriers in teaching the subtopics/ concepts.</p> <p>Example:</p>	<p>2 Concept Development</p> <p>2.1 In groups, read the topic of the Lesson 2 and discuss possible subtopics under them.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>- <i>Explication des décisions prises</i></p> <p>- Discourse Analysis and Translation</p> <p>- <i>Patterns of language and language use</i></p> <p>ii. French Literature</p> <p><i>Les personnalités du XVIIe Siècle de la littérature française</i></p> <p>2.2 In groups, identify possible barriers in teaching the subtopics/ concepts. Example:</p>	15 mins

	<p>i. <i>Unfamiliarity with different language register</i></p> <p>ii. <i>Limited copies of reading resources</i></p> <p>iii. <i>Absence or inadequate reading materials on French Literature and Linguistics</i></p> <p>Suggested solutions</p> <p>i. <i>Provide samples of different language registers for student teachers to compare</i></p> <p>ii. <i>Put together and use more ‘documents authentiques’ such as online journals, magazines etc.</i></p> <p>iii. <i>Consider regrouping of classes where applicable especially for oral lessons</i></p> <p>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: <i>Storytelling, group work and talking point</i></p>	<p>i. <i>Unfamiliarity with different language register</i></p> <p>ii. <i>Limited copies of reading resources</i></p> <p>iii. <i>Absence or inadequate reading materials on French Literature and Linguistics</i></p> <p>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: <i>Storytelling, group work and talking point</i></p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> 	<p>3 Teaching and learning activities for the lesson</p> <p>3.1 Ask tutors in groups to read the teaching and learning activities on the lesson and identify areas that require clarification.</p> <p>3.2 Lead tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula.</p>	<p>3 Teaching and learning activities for the lesson</p> <p>3.1 In groups, read the teaching and learning activities on the lesson and identify areas that require clarification.</p> <p>3.2 Discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula. Example:</p>	40 mins

<p><i>links to the Basic School Curriculum</i></p> <ul style="list-style-type: none"> ➤ 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 	<p>Example: <i>-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.</i> <i>-Collaborative work and Communication skills</i> <i>-Leadership (eg. Responsibility)</i></p> <p>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.</p> <p>Take note of these components:</p> <ol style="list-style-type: none"> 1 Subject project 2 Subject portfolio <p>Example</p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French <i>- Develop a teaching and learning material to teach the subtopics of your choice. (Eg: The use of YouTube video material and 'documents authentiques'.</i> ii. Discourse Analysis and Translation <i>a) What are the different registers of French language?</i> <i>b) Give examples of the registers</i> iii. French Literature <i>- Identify different genres of literature of 17th Century and some personalities that can associated with them.</i> <p>3.4 Ask tutors in groups to identify and discuss the appropriate resources</p>	<p><i>-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.</i> <i>-Collaborative work and Communication skills</i> <i>-Leadership (eg. Responsibility)</i></p> <p>3.3 Read the assessment components of the Lesson 2 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>Take note of these components:</p> <ol style="list-style-type: none"> 1. Subject project 2. Subject portfolio <p>Example</p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French <i>- Develop a teaching and learning material to teach the subtopics of your choice. (Eg: The use of YouTube video material and 'documents authentiques'.</i> ii. Discourse Analysis and Translation <i>a) What are the different registers of French language?</i> <i>b) Give examples of the registers</i> iii. French Literature <i>- Identify different genres of literature of 17th Century and some personalities that can associated with them.</i> <p>3.4 In groups, identify and discuss the appropriate resources needed for</p>	
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<p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>needed for the teaching and learning of the concepts/ sub-topics, Example: Example: i. Advanced Communication Skills in French Lamoureux, J. (2001). <i>Pratique de la communication téléphone en français</i>. Grenoble : PUG ii. Discourse Analysis and Translation Adam, J.-M. (2005). <i>La linguistique textuelle : introduction à l'analyse textuelle des discours</i>. Paris : Armand Colin iii. French Literature Brunel P. (1986). <i>L'histoire de la littérature française : de moyen Age au XVIIIe siècle</i> Paris : CLE International</p> <p>3.5 In groups, lead tutors to discuss their plans for teaching Lesson 2 by simulating a classroom scenario.</p> <p>NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 2 and any other resources they might have introduced during the delivery of their lesson for discussion during the next PD session.</p>	<p>the teaching and learning of the concepts/ sub-topics: Example: i. Advanced Communication Skills in French Lamoureux, J. (2001). <i>Pratique de la communication téléphone en français</i>. Grenoble : PUG ii. Discourse Analysis and Translation Adam, J.-M. (2005). <i>La linguistique textuelle : introduction à l'analyse textuelle des discours</i>. Paris : Armand Colin iii. French Literature Brunel P. (1986). <i>L'histoire de la littérature française : de moyen Age au XVIIIe siècle</i> Paris : CLE International</p> <p>3.5In groups, discuss plans for teaching Lesson 2 by simulating a classroom scenario.</p> <p>NB: Be reminded to prepare a report on how you used the resources suggested for lesson 2 and any other resources you might have introduced during the delivery of your lesson for discussion during the next PD session.</p>	
<p>4. Evaluation and review of session:</p> <p>➤ Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>➤ Identifying and addressing any outstanding issues relating to the</p>	<p>4. Evaluation and review of session:</p> <p>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</p>	<p>4. Evaluation and review of session:</p> <p>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</p>	<p>15 mins</p>

<p>lesson/s for clarification</p>	<p>4.2 Ask tutors to individually write down issues observed about the simulated teaching of lesson 2 and share their observations with the whole group for discussion</p> <p><i>NB: Remind tutors to read Lesson 3 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</i></p>	<p>4.2 Individually write down issues observed about the simulated teaching of lesson 2 and share observations with the whole group for discussion</p> <p><i>NB: Be reminded to read Lesson 3 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</i></p>	
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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 3 for Lesson 3 in the 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 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
1 Introduction to the 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 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 <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to	1.1 Start by welcoming tutors 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) Paroles : <i>Tête, épaule, jambes, pieds, petits yeux, oreilles, bouche et nez</i> 1.2 Ask a Critical Friend for Lesson 2 and tutors to reflect individually on the previous week’s session and share their experiences. 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	1.1 Start the Lesson 3 PD 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) Paroles : <i>Tête, épaule, jambes, pieds, petits yeux, oreilles, bouche et nez</i> 1.2 Together with a Critical Friend for Lesson 2, reflect individually on the previous week’s session and share your experiences. 1.3 Refer to Lesson 3 of the course manual and discuss in pairs the lesson title as well as relevant prior	20 mins

<p>gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>learning needed for the lesson. Example: iv. Advanced Communication Skills in French - <i>Text-based written and oral production</i> Discourse Analysis and Translation - <i>Language and language use: Theories and conceptual issues</i> vi. French Literature - <i>Trend of the French literary movements from the 17th to the 18th centuries II</i> 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 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.</p> <p>1.4 Ask tutors to read the introductory section of lesson 3 and bring out LOs and LIs for whole group discussion.</p> <p>Example: iv. Advanced Communication Skills in French</p>	<p>learning needed for the lesson. Example: i. Advanced Communication Skills in French - <i>Text-based written and oral production</i> ii. Discourse Analysis and Translation - <i>Language and language use: Theories and conceptual issues</i> iii. French Literature - <i>Trend of the French literary movements from the 17th to the 18th centuries II</i> 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 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.</p> <p>1.4 Read the introductory section of lesson 3 and bring out LOs and LIs for whole group discussion.</p> <p>Example: i. Advanced Communication Skills in French</p>	
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	<p>LO <i>Spontaneously enter conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)</i></p> <p>LIs <i>c. Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>v. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of the concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson</i></p> <p>LIs <i>a. Identify the concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson</i> <i>b. Discuss the concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson</i></p> <p>vi. French Literature</p> <p>LO <i>Demonstrate understanding of the characteristics of the French literary movements from the 18th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>LIs <i>Explain the 18thCentury French literary movement.</i></p>	<p>LO <i>Spontaneously enter conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)</i></p> <p>LIs <i>a. Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of the concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson</i></p> <p>LIs <i>a. Identify the concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson</i> <i>b. Discuss the concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson</i></p> <p>iii. French Literature</p> <p>LO <i>Demonstrate understanding of the characteristics of the French literary movements from the 18th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>LIs <i>Explain the 18thCentury French literary movement.</i></p>	
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	<p>1.5 Ask tutors to identify the distinct (unique) aspects of the Lesson 3 and share their observations with the whole group.</p> <p>1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications. Example:</p> <ul style="list-style-type: none"> - Traditional and religious festivals with their clothing mode. - The concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson. 	<p>1.5 Identify the distinct (unique) aspects of the Lesson 3 and share your observations with the whole group.</p> <p>1.6 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications. Example:</p> <ul style="list-style-type: none"> - Traditional and religious festivals with their clothing mode. - The concepts related to Roland Barthes, Emile Benveniste and Roman Jacobson. 	
<p>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 the organisation of Post Internship Seminar.</p>	<p>1.7 Discuss with tutors on how to assist student teachers to prepare adequately for the world of work through Post internship seminar.</p> <p>1.8 Let tutors identify areas where student teachers require further training. Example:</p> <ul style="list-style-type: none"> - Professional Teaching portfolio (page 64-68) - Continuous professional development (pages 104-113) - Teacher-Community relations (pages 51-54) <p>NB: Refer to the STS Handbook. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	<p>1.7 Discuss with tutors on how to assist student teachers to prepare adequately for the world of work through Post internship seminar.</p> <p>1.8 Let tutors identify areas where student teachers require further training. Example:</p> <ul style="list-style-type: none"> - Professional Teaching portfolio (page 64-68) - Continuous professional development (pages 104-113) - Teacher-Community relations (pages 51-54) <p>NB: Refer to the STS Handbook. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	
<p>For each session remember this is the</p>	<p>1.9 Lead tutors to discuss and provide prompts to</p>	<p>1.9 Lead tutors to discuss and provide prompts</p>	

<p><i>final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>support planning for beginning teachers, considering GESI, CCI, ICT etc</p> <p>Example:</p> <ol style="list-style-type: none"> 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 audio-visual 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. 	<p>to support planning for beginning teachers, considering GESI, CCI, ICT etc</p> <p>Example:</p> <ol style="list-style-type: none"> 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 audio-visual 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. 	
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<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ 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</p> <p>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.</p>	<p>2.1 In pairs, ask tutors to discuss new concepts of the lesson and share with the whole group as appropriate. Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Des conversations sur la vie quotidienne</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Les concepts de : Roland Barthes, Émile Benveniste et Roman Jakobson</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>La littérature française du XVIIIe Siècle</i> <p>2.2 Ask tutors to identify possible barriers to the new learning/lesson Example.</p> <p>i. <i>Unfamiliarity with native French speakers' accent in videos to be used in class.</i></p> <p>ii. Absence or inadequate discourse analysis books.</p> <p>iii. Absence or inadequate books on the 18th century French literature.</p> <p>Suggested solutions</p> <p>a. <i>Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.</i></p> <p>b. <i>E-books on discourse analysis and the 18th century French literature should be made available to student-teachers</i></p>	<p>2.1 In pairs, discuss new concepts of the lesson and share with the whole group as appropriate. Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Des conversations sur la vie quotidienne</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Les concepts de : Roland Barthes, Émile Benveniste et Roman Jakobson</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>La littérature française du XVIIIe Siècle</i> <p>2.2 Identify possible barriers to the new learning/lesson Example.</p> <p>i. <i>Unfamiliarity with native French speakers' accent in videos to be used in class.</i></p> <p>ii. <i>Absence or inadequate discourse analysis books.</i></p> <p>iii. <i>Absence or inadequate books on the 18th century French literature.</i></p> <p>Suggested solutions</p> <p>a. <i>Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.</i></p> <p>b. <i>E-books on discourse analysis and the 18th century French literature should be made available to student-teachers</i></p>	<p>15 mins</p>
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<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <p>a. Reading and discussion of the teaching and learning activities</p> <p>b. Noting, addressing, and explaining areas where tutors may require clarification</p> <p>c. Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</p> <p>d. Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>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</p> <p>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</p>	<p>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.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French -<i>Acquisition of the appropriate expressions and engage in conversations on fashion clothing.</i></p> <p>ii. Discourse Analysis and Translation a. <i>Identification of the contributions of Roman Jacobson to Discourse Analysis.</i></p> <p>iii. French Literature a. <i>Discussion of the characteristics/features of the 18th Century French literature.</i></p> <p>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</p> <p>Example:</p> <p>a. GESI issues: Give equal leadership opportunities to both males and females during collaborative activities in class.</p> <p>b. ICT: Digital literacy such as the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint for presentations</p>	<p>3.1 Read the teaching and learning activities for Lesson 3, and to present the areas identified for whole group discussion.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>Acquisition of the appropriate expressions and engage in conversations on fashion clothing.</i></p> <p>ii. Discourse Analysis and Translation -<i>Identification of the contributions of Roman Jacobson to Discourse Analysis.</i></p> <p>iii. French Literature - <i>Discussion of the characteristics/features of the 18th Century French literature.</i></p> <p>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</p> <p>Example:</p> <p>a. GESI issues: Give equal leadership opportunities to both males and females during collaborative activities in class.</p> <p>b. ICT: Digital literacy such as the use of a laptop/mobile phone to show videos from</p>	<p>40 mins</p>
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<p>to be given to local availability</p> <p>g. Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>by student-teachers to present group works, etc)</p> <p>c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc)</p> <p>d. Address issues of SEN by using braille or enlarged texts during group presentations.</p> <p>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.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>- <i>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.</i></p> <p>ii. Discourse Analysis and Translation</p> <p>- <i>In a one-page document, discuss how relevant the contributions of Roland Barthes, Emile Benveniste and Roman Jakobson are, to the teaching and learning of French in Ghana?</i></p> <p>iii. French Literature</p> <p>- <i>In pairs, identify the differences between the</i></p>	<p>YouTube, the use of PowerPoint for presentations by student-teachers to present group works, etc)</p> <p>c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc)</p> <p>d. Address issues of SEN by using braille or enlarged texts during group presentations.</p> <p>3.3 Read the assessment components of the Lesson 3 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>- <i>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.</i></p> <p>ii. Discourse Analysis and Translation</p> <p>- <i>In a one-page document, discuss how relevant the contributions of Roland Barthes, Emile Benveniste and Roman Jakobson are, to the teaching and learning of French in Ghana?</i></p>	
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	<p><i>17th and 18th century literature.</i></p> <p>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;</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>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:</i> - (https://www.afrikmag.com/tradition-prime-modernite-ghana-pays/) <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - Maingueneau, D. (2007). <i>Analyser les textes de communication</i>. Paris: Armand Colin. <p>iii. French Literature: Extraits de :</p> <p>a. Gide, André (1902). <i>L'immoraliste</i>, Paris, Mercure de France, coll. « Folio » n° 229.</p> <p>b. Camus, A. (1950). <i>Les Justes</i>. Paris: Gallimard. Coll. Folio n° 477.</p> <p>3.5 In groups, ask tutors to discuss their plans for teaching Lesson 3 by simulating a classroom scenario.</p>	<p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>In pairs, identify the differences between the 17th and 18th century literature.</i> <p>3.4 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 3;</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>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:</i> - (https://www.afrikmag.com/tradition-prime-modernite-ghana-pays/) <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - Maingueneau, D. (2007). <i>Analyser les textes de communication</i>. Paris: Armand Colin. <p>iii. French Literature: Extraits de :</p> <p>a. Gide, André (1902). <i>L'immoraliste</i>, Paris, Mercure de France, coll. « Folio » n° 229.</p> <p>b. Camus, A. (1950). <i>Les Justes</i>. Paris: Gallimard. Coll. Folio n° 477.</p> <p>3.5 In groups, discuss your plans for teaching Lesson 3 by simulating a classroom scenario.</p>	
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	NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 3 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 3 and any other resources you might have introduced during the delivery of your lesson for discussion during the next PD session.	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should identify critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>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</p> <p>4.2 Ask tutors to individually write down issues observed about the simulated teaching of lesson 3 and share their observations with the whole group for discussion.</p> <p><i>NB: Remind tutors to read Lesson 4 in both the course and PD manuals and identify key issues for discussion during the next PD session.</i></p>	<p>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</p> <p>4.2 Write down issues observed about the simulated teaching of the lesson 3 and share your observations with the whole group for discussion.</p> <p><i>NB: Read Lesson 4 in both the course and PD manuals and identify key issues for discussion during the next PD session.</i></p>	15 mins

Tutor PD Session			
Age Level: JHS	Name of Subject: FRENCH 5 Advanced Communication Skills in French 6 Discourse Analysis and Translation 7 French Literature		
Year 4	Semester 2		
Tutor PD Session 4 for Lesson 4 in the 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 manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
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 <i>provide explanations</i> 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. 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 : <i>Chevaliers de la table ronde</i> https://www.youtube.com/watch?v=uamJnvFM9w 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 pairs the lesson title as well as relevant prior	1. Introduction to the course 1.1 Sing a short song in French as an icebreaker. Example : <i>Chevaliers de la table ronde</i> https://www.youtube.com/watch?v=uamJnvFM9w 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 relevant prior learning needed for the lesson.	20 mins

	<p>learning needed for the lesson.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French - <i>Language practice: Oral /written communication in the administrative services</i> ii. Discourse Analysis and Translation - <i>Interpretation of language and strategies of communication</i> iii. French Literature - <i>Trend of the French literary movements from the 17th to the 18th Centuries I</i> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> i. <i>Basic skills in oral communication including how to organise debates on a given topic.</i> ii. <i>Basic knowledge of interpretation as a result of listening to radio and television stations.</i> iii. <i>Ability to identify key features and figures of XVIIIe Century French literature.</i> <p>1.4 Ask tutors to read the introductory section of lesson 4 and bring out LOs and LIs for whole group discussion.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French 	<p>Example:</p> <ul style="list-style-type: none"> iv. Advanced Communication Skills in French - <i>Language practice: Oral /written communication in the administrative services</i> v. Discourse Analysis and Translation - <i>Interpretation of language and strategies of communication</i> vi. French Literature - <i>Trend of the French literary movements from the 17th to the 18th Centuries I</i> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> i. <i>Basic skills in oral communication including how to organise debates on a given topic.</i> ii. <i>Basic knowledge of interpretation as a result of listening to radio and television stations.</i> iii. <i>Ability to identify key features and figures of XVIIIe Century French literature.</i> <p>1.4 Read the introductory section of lesson 4 and bring out LOs and LIs for whole group discussion.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French 	
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	<p>LO <i>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)</i></p> <p>LIs</p> <p>a. <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>b. <i>Discuss topics on selected themes of conversation on everyday life situations.</i></p> <p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate content knowledge and understanding of theories and strategies of interpretation and translation of language (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>LI</p> <p>a. <i>Discuss theories and strategies of interpretation and translation of language</i></p> <p>b. <i>Apply theories and strategies of interpretation to given texts in French and English.</i></p> <p>iii. French Literature</p>	<p>LO <i>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)</i></p> <p>LIs</p> <p>a. <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>b. <i>Discuss topics on selected themes of conversation on everyday life situations.</i></p> <p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate content knowledge and understanding of theories and strategies of interpretation and translation of language (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>LI</p> <p>a. <i>Discuss theories and strategies of interpretation and translation of language</i></p> <p>b. <i>Apply theories and strategies of interpretation to given texts in French and English.</i></p> <p>iii. French Literature</p>	
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	<p>LO <i>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)</i></p> <p>LIs</p> <p>a. <i>Identify French literary movements of 17th and 18th Centuries.</i></p> <p>b. <i>Study and analyse at least two text extracts of the two Centuries</i></p> <p>c. <i>Link/compare the contents of the extracts to the Centuries.</i></p> <p>1.5 Ask tutors to identify the distinct (unique) aspects of the fourth lesson and share their observations with the whole group.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Gastronomie</i> - <i>Sport</i> - <i>Santé</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : traduction, théories et stratégies de traduction</i> - <i>Définition : traduction, théories et stratégies d'interprétation</i> 	<p>LO <i>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)</i></p> <p>LIs</p> <p>a. <i>Identify French literary movements of 17th and 18th Centuries.</i></p> <p>b. <i>Study and analyse at least two text extracts of the two Centuries</i></p> <p>c. <i>Link/compare the contents of the extracts to the Centuries.</i></p> <p>1.5 Identify the distinct (unique) aspects of the fourth lesson and share your observations with the whole group.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Gastronomie</i> - <i>Sport</i> - <i>Santé</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : traduction, théories et stratégies de traduction</i> - <i>Définition : traduction, théories et stratégies d'interprétation</i> 	
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	<p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Étude pratique d'un extrait d'un ouvrage de XVIIe siècle</i> - <i>Étude pratique d'un extrait d'un ouvrage de XVIIIe siècle</i> - <i>Étude pratique et comparative des extraits des ouvrages du XVIIe et XVIIIe siècle</i> <p>1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Gastronomie</i> - <i>Sport</i> - <i>Santé</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : traduction, théories et stratégies de traduction</i> - <i>Définition : traduction, théories et stratégies d'interprétation</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Étude pratique d'un extrait d'un ouvrage de XVIIe siècle</i> - <i>Étude pratique d'un extrait d'un</i> 	<p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Étude pratique d'un extrait d'un ouvrage de XVIIe siècle</i> - <i>Étude pratique d'un extrait d'un ouvrage de XVIIIe siècle</i> - <i>Étude pratique et comparative des extraits des ouvrages du XVIIe et XVIIIe siècle</i> <p>1.6 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Gastronomie</i> - <i>Sport</i> - <i>Santé</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : traduction, théories et stratégies de traduction</i> - <i>Définition : traduction, théories et stratégies d'interprétation</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Caractéristiques de la littérature française du XVIIe Siècle</i> - <i>Les mouvements du XVIIe Siècle de la</i> 	
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	<p><i>ouvrage de XVIIIe siècle</i></p> <ul style="list-style-type: none"> - <i>Étude pratique et comparative des extraits des ouvrages du XVIIe et XVIIIe siècle.</i> 	<p><i>littérature française.</i></p> <ul style="list-style-type: none"> - <i>Les personnalités du XVIIe Siècle de la littérature française</i> 	
<p>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.</p>	<p>1.7 Ask tutors to discuss the components of a subject portfolio and the need for its development by student teachers.</p> <p>Example:</p> <ul style="list-style-type: none"> a. <i>Course assignments</i> b. <i>written reports on projects</i> c. <i>revisions and work samples</i> d. <i>student self-assessments</i> e. <i>reflections on own works. etc</i> <p>The need for portfolio <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p>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.</p> <p>Example: Articles to be included</p> <ul style="list-style-type: none"> a. <i>Sample Videos of their teaching</i> b. <i>Statement of teaching philosophy</i> c. <i>Evaluations</i> d. <i>Sample lesson plans</i> 	<p>1.7 Discuss the components of a subject portfolio and the need for its development by student teachers.</p> <p>Example:</p> <ul style="list-style-type: none"> a. <i>Course assignments</i> b. <i>written reports on projects</i> c. <i>revisions and work samples</i> d. <i>student self-assessments</i> e. <i>reflections on own works. etc</i> <p>The need for portfolio <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p>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.</p> <p>Example: Articles to be included</p> <ul style="list-style-type: none"> a. <i>Sample videos of their teaching</i> b. <i>Statement of teaching philosophy</i> c. <i>Evaluations</i> d. <i>Sample lesson plans</i> 	

	<p>e. <i>Report on Classroom Innovations (e.g., creation of TLRs, new methods)</i></p> <p>f. <i>Relevant photographs</i></p> <p>g. <i>Teaching honours and/or awards</i></p> <p>h. <i>Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)</i></p> <p>i. <i>Continuing Education/Worksh ops completed (CPD)</i></p> <p>Benefits</p> <p>i. <i>Promotion</i></p> <p>ii. <i>Professional development</i></p> <p>iii. <i>Reference material</i></p> <p>iv. <i>Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i></p> <p>v. <i>Keeps a record of a teacher's accomplishments</i></p> <p>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).</p> <p>Example: Select a Focus</p>	<p>e. <i>Report on Classroom Innovations (e.g., creation of TLRs, new methods)</i></p> <p>f. <i>Relevant photographs</i></p> <p>g. <i>Teaching honours and/or awards</i></p> <p>h. <i>Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)</i></p> <p>i. <i>Continuing Education/Worksh ops completed (CPD)</i></p> <p>Benefits</p> <p>i. <i>Promotion</i></p> <p>ii. <i>Professional development</i></p> <p>iii. <i>Reference material</i></p> <p>iv. <i>Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i></p> <p>v. <i>Keeps a record of a teacher's accomplishments</i></p> <p>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)..</p> <p>Example: Select a Focus</p>	
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	<p>a. <i>know what you want to investigate (Research Problem/Topic)</i></p> <p>b. <i>develop some questions about the area you have identified</i></p> <p>c. <i>Establish a plan to answer the questions.</i></p> <p>Data Collection <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p> <p>Data Analysis and Interpretation <i>Analyse and interpret in order to arrive at a decision.</i></p> <p>Take Action a. <i>continue the intervention</i> b. <i>disband the intervention</i> c. <i>modify the intervention in some way(s) - when necessary.</i></p> <p>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</p> <p>Example: a. <i>Class management</i> b. <i>GESI responsiveness</i></p>	<p>a. <i>know what you want to investigate (Research Problem/Topic)</i></p> <p>b. <i>develop some questions about the area you have identified</i></p> <p>c. <i>Establish a plan to answer the questions.</i></p> <p>Data Collection <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p> <p>Data Analysis and Interpretation <i>Analyse and interpret in order to arrive at a decision.</i></p> <p>Take Action a. <i>continue the intervention</i> b. <i>disband the intervention</i> c. <i>modify the intervention in some way(s) - when necessary.</i></p> <p>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.</p> <p>Example: a. <i>Class management</i> b. <i>GESI responsiveness</i></p>	
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	<ul style="list-style-type: none"> c. <i>Classroom Innovations and TLRs</i> d. <i>Teaching Philosophy</i> e. <i>Use of ICT tools in teaching (Benefits and Challenges)</i> f. <i>Teaching Portfolio Development</i> g. <i>NTS</i> h. <i>Classroom Enquiry and Action Research</i> 	<ul style="list-style-type: none"> c. <i>Classroom Innovations and TLRs</i> d. <i>Teaching Philosophy</i> e. <i>Use of ICT tools in teaching (Benefits and Challenges)</i> f. <i>Teaching Portfolio Development</i> g. <i>NTS</i> h. <i>Classroom Enquiry and Action Research</i> 	
<p><i>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</i></p>	<p>1.11 Ask Tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p> <p>Example:</p> <ul style="list-style-type: none"> a. <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).</i> b. <i>Asking student teachers to review their teaching philosophy to suit the context of practice.</i> c. <i>Ensuring that student teachers use mixed ability grouping and pay attention to gender roles and stereotyping.</i> d. <i>Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching</i> 	<p>1.11 Discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p> <p>Example:</p> <ul style="list-style-type: none"> a. <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).</i> b. <i>Asking student teachers to review their teaching philosophy to suit the context of practice.</i> c. <i>Ensuring that student teachers use mixed ability grouping and pay attention to gender roles and stereotyping</i> d. <i>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.</i> 	

	<p>and exploring online resources.</p> <p>e. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</p> <p>f. Reminding student teachers to always link their lesson with the National Teachers Standard.</p> <p>g. Asking Student teachers to be reflective practitioners.</p>	<p>e. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</p> <p>f. Reminding student teachers to always link their lesson with the National Teachers Standard.</p> <p>g. Asking Student teachers to be reflective practitioners</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <p>➤ 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</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 In pairs, ask tutors to discuss new concepts of the lesson and share with the whole group as appropriate.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Gastronomie</i> - <i>Sport</i> - <i>Santé</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : traduction, théories et stratégies de traduction</i> - <i>Définition : traduction, théories et stratégies d'interprétation</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Étude pratique d'un extrait d'un ouvrage de XVIIe siècle</i> - <i>Étude pratique d'un extrait d'un ouvrage de XVIIIe siècle</i> - <i>Étude pratique et comparative des extraits des</i> 	<p>2.1 In pairs, discuss new concepts of the lesson and share with the whole group as appropriate.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Gastronomie</i> - <i>Sport</i> - <i>Santé</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : traduction, théories et stratégies de traduction</i> - <i>Définition : traduction, théories et stratégies d'interprétation</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Étude pratique d'un extrait d'un ouvrage de XVIIe siècle</i> - <i>Étude pratique d'un extrait d'un ouvrage de XVIIIe siècle</i> - <i>Étude pratique et comparative des extraits des ouvrages du XVIIe et XVIIIe siècle.</i> 	15 mins

	<p><i>ouvrages du XVIIe et XVIIIe siècle.</i></p> <p>2.2 Ask tutors to identify possible barriers to the new learning/lesson</p> <p>Example.</p> <ol style="list-style-type: none"> <i>Inadequate knowledge of internet resources for learning.</i> <i>Absence or inadequate reading materials in the Colleges library</i> <i>Large class size</i> <p>Suggested solutions</p> <ol style="list-style-type: none"> <i>Provide list of possible internet resources and/or website addresses and guide student teachers on how to access these.</i> <i>Identify and use more 'documents authentiques' such as online journals, magazines etc.</i> <i>Consider regrouping of classes where applicable especially for oral lessons</i> <p>2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	<p>2.2 Identify possible barriers to the new learning/lesson</p> <p>Example.</p> <ol style="list-style-type: none"> <i>Inadequate knowledge of internet resources for learning.</i> <i>Absence or inadequate reading materials in the Colleges library</i> <i>Large class size</i> <p>Suggested solutions</p> <ol style="list-style-type: none"> <i>Provide list of possible internet resources and/or website addresses and guide student teachers on how to access these.</i> <i>Identify and use more 'documents authentiques' such as online journals, magazines etc.</i> <i>Consider regrouping of classes where applicable especially for oral lessons</i> <p>2.3 Identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ol style="list-style-type: none"> Reading and discussion of the teaching and learning activities 	<p>3.1 Ask tutors to individually read the teaching and learning activities for Lesson 4, and to present the areas identified for</p>	<p>3.1 Read the teaching and learning activities for Lesson 4, and to present the areas identified for whole group discussion.</p>	

<p>b. Noting, addressing, and explaining areas where tutors may require clarification</p> <p>c. Noting opportunities for making <i>explicit</i> links to the Basic School Curriculum</p> <p>d. Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>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</p> <p>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</p>	<p>whole group discussion.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Gastronomie</i> - <i>Sport</i> - <i>Santé</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : traduction, théories et stratégies de traduction</i> - <i>Définition : traduction, théories et stratégies d'interprétation</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Étude pratique et comparative des extraits sur le XVIIe et XVIIIe siècle</i> <p>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</p> <p>Example:</p> <p>a. <i>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)</i></p>	<p>Example :</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Gastronomie</i> - <i>Sport</i> - <i>Santé</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : traduction, théories et stratégies de traduction</i> - <i>Définition : traduction, théories et stratégies d'interprétation</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Étude pratique et comparative des extraits sur le XVIIe et XVIIIe siècle</i> <p>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</p> <p>Example:</p> <p>a. <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)</i></p>	
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<p>Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>b. 21st Century Skills:</p> <ul style="list-style-type: none"> - Collaborative work and Communication skills - Cognitive processes and strategies (Critical thinking, Problem solving, etc) <p>c. Leadership (eg. Responsibility)</p> <ul style="list-style-type: none"> - Give equal leadership opportunities to both males and females during collaborative activities in class. <p>d. Address issues of SEN by using braille or enlarged texts during group presentations.</p> <p>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.</p> <p>Example :</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - 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 <p>iv. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - Student-teachers would be put into groups within which they would 	<p>b. 21st Century Skills:</p> <ul style="list-style-type: none"> - Collaborative work and Communication skills - Cognitive processes and strategies (Critical thinking, Problem solving, etc) <p>c. Leadership (eg. Responsibility)</p> <ul style="list-style-type: none"> - Give equal leadership opportunities to both males and females during collaborative activities in class. <p>d. Address issues of SEN by using braille or enlarged texts during group presentations.</p> <p>3.3 Read the assessment components of the Lesson 4 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>Example :</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - 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 <p>iv. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - Student-teachers would be put into groups within which they would 	
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	<p><i>work and make presentations to the whole class on théories et stratégies de traduction en français</i></p> <p>French Literature - Write a summary of not less than 2 pages on an extrait you read about French Literature in the XVIIIe century.</p> <p>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: i. Advanced Communication Skills in French a. <i>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.</i></p> <p>b. À l'hôtel : conversation en français <i>Disponible sur: https://www.youtube.com/watch?v=geyHn8Ai6NM)</i></p> <p>ii. Discourse Analysis and Translation</p>	<p><i>work and make presentations to the whole class on théories et stratégies de traduction en français</i></p> <p>French Literature - Write a summary of not less than 2 pages on an extrait you read about French Literature in the XVIIIe century</p> <p>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. <i>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.</i></p> <p>b. À l'hôtel: conversation en français <i>Disponible sur: https://www.youtube.com/watch?v=geyHn8Ai6NM)</i></p> <p>ii. Discourse Analysis and Translation</p>	
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	<p>a. Maingueneau, D. (2016). <i>Les termes clés de l'analyse du discours</i>. Média Diffusion.</p> <p>b. Ducrot, O., & Todorov, T. (1972). <i>Dictionnaire encyclopédique des sciences du langage</i>. FeniXX.</p> <p>iii. French Literature</p> <p>a. Julaud, J. J. (2014). <i>La littérature française pour les nuls</i>. Éditions First. (Refer to Première partie, Le Moyen Âge : fervent et farceur. Pages 27-25)</p> <p>b. Masson, N. (2007). <i>La littérature française</i>. Editions Eyrolles. (Refer to Pages 17-25)</p> <p>3.5 In groups, ask tutors to discuss their plans for teaching Lesson 4 by simulating a classroom scenario.</p> <p>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 during the delivery of their lesson for discussion during the next PD session.</p>	<p>a. Maingueneau, D. (2016). <i>Les termes clés de l'analyse du discours</i>. Média Diffusion.</p> <p>b. Ducrot, O., & Todorov, T. (1972). <i>Dictionnaire encyclopédique des sciences du langage</i>. FeniXX.</p> <p>iii. French Literature</p> <p>a. Julaud, J. J. (2014). <i>La littérature française pour les nuls</i>. Éditions First. (Refer to Première partie, Le Moyen Âge : fervent et farceur. Pages 27-25)</p> <p>b. Masson, N. (2007). <i>La littérature française</i>. Editions Eyrolles. (Refer to Pages 17-25)</p> <p>3.5 In groups, discuss your plans for teaching Lesson 4 by simulating a classroom scenario.</p> <p>NB: Prepare a report on how you used the resources suggested for lesson 4 and any other resources you might have introduced during the delivery of your lesson for discussion during the next PD session.</p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>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.</p> <p>NTS 1a</p>	<p>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</p>	<p>15 mins</p>

	<p>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.</p> <p><i>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.</i></p>	<p>4.2 Write down issues observed about the simulated teaching of the lesson 4 and share your observations with the whole group for discussion.</p> <p><i>NB: Read Lesson 5 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</i></p>	
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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		
Tutor PD Session 5 for Lesson 5 in the 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 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
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ 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, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an</p>	<p>1 Introduction to the session</p> <p>1.1 Start the PD session with an icebreaker in French with a short poem. Example: <i>Ma main...</i></p> <p>1.2 Ask tutors to mention the topic they discussed in lesson 4.</p> <p>Example:</p> <ul style="list-style-type: none"> <i>i. Advanced Communication Skills in French</i> - <i>Language practice: Oral /written communication in the Administrative services</i> <i>ii. Discourse Analysis and Translation</i> - <i>Interpretation of language and strategies of communication</i> <i>iii. French Literature</i> 	<p>1 Introduction to the session</p> <p>1.1 Start the PD session with an icebreaker in French with a short poem. Example: <i>Ma main...</i></p> <p>1.2 Mention the topic discussed in lesson 4.</p> <p>Example:</p> <ul style="list-style-type: none"> <i>i. Advanced Communication Skills in French</i> - <i>Language practice: Oral /written communication in the Administrative services</i> <i>ii. Discourse Analysis and Translation</i> - <i>Interpretation of language and strategies of communication</i> <i>iii. French Literature</i> 	20 mins

<p>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</p>	<ul style="list-style-type: none"> - <i>Trend of the French literary movements from the 17th to the 18th centuries.</i> <p>1.3 Ask tutors to listen to and discuss with Critical friend his/her observations on the previous week's observed lesson.</p> <p>1.4 Ask tutors to read Lessons 5's descriptions in the manual for discussion</p> <p>1.5 Brainstorm with tutors, possible content/new learning of lesson 5 as indicated in the description of the manual</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French - <i>Étude et emploi</i> ii. Discourse Analysis and Translation - <i>Différences entre interprétation et traductior</i> iii. French Literature - <i>Étude pratique d'un extrait d'un ouvrage de 17 e siècle</i> <p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French 	<ul style="list-style-type: none"> - <i>Trend of the French literary movements from the 17th to the 18th centuries.</i> <p>1.3 Listen to and discuss with Critical friend his/her observations on the previous week's observed lesson.</p> <p>1.4 Read Lessons 5's descriptions in the manual for discussion</p> <p>1.5 Brainstorm possible content/ new learning of lesson 5 as indicated in the description of the manual.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French - <i>Étude et emploi</i> ii. Discourse Analysis and Translation - <i>Différences entre interprétation et traduction</i> iii. French Literature - <i>Étude pratique d'un extrait d'un ouvrage de 17 e siècle</i> <p>1.6 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French 	
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	<p>LO <i>Connect sentences in a simple way to describe experiences and events, dreams, hopes and ambitions (NTS 2cf, pg.13, NTECF pg. 20, 23)</i></p> <p>LIs <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of the issues related to translation and interpretation</i></p> <p>LIs <i>1.1 Discuss the issues related to translation and interpretation</i></p> <p><i>1.2 Explain the issues to their colleagues</i></p> <p>iii. French Literature</p> <p>LO <i>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)</i></p> <p>LIs <i>a. Identify French literary movements of 17th and 18th Centuries.</i></p>	<p>LO <i>Connect sentences in a simple way to describe experiences and events, dreams, hopes and ambitions (NTS 2cf, pg.13, NTECF pg. 20, 23)</i></p> <p>LIs <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of the issues related to translation and interpretation</i></p> <p>LIs <i>1.1 Discuss the issues related to translation and interpretation</i></p> <p><i>1.2 Explain the issues to their colleagues</i></p> <p>iii. French Literature</p> <p>LO <i>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)</i></p> <p>LIs <i>a. Identify French literary movements of 17th and 18th Centuries.</i></p>	
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	<p><i>b. Study and analyse at least two text extracts of the two Centuries</i></p> <p>1.7 Ask tutors to identify the distinct (unique) aspects of the fourth lesson and share their observations with the whole group.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Thèmes de conversations sur la vie quotidienne</i> ii. Discourse Analysis and Translation <ul style="list-style-type: none"> - <i>Issues related to translation and interpretation: présupposition, performatif, déitiques, implication</i> - <i>Language registers</i> iii. French Literature <ul style="list-style-type: none"> - <i>Étude des caractéristiques de la littérature du XIX^e Siècle</i> 	<p><i>b. Study and analyse at least two text extracts of the two Centuries</i></p> <p>1.7 Identify the distinct (unique) aspects of the fourth lesson and share observations with the whole group.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Thèmes de conversations sur la vie quotidienne</i> ii. Discourse Analysis and Translation <ul style="list-style-type: none"> - <i>Issues related to translation and interpretation: présupposition, performatif, déitiques, implication</i> - <i>Language registers</i> iii. French Literature <ul style="list-style-type: none"> - <i>Étude des caractéristiques de la littérature du XIX^e Siècle</i> 	
<p>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.</p>	<p>1.8 Discuss with tutors on how to assist student teachers to prepare adequately for the world of work through Post internship seminar.</p> <p>1.9 Let tutors identify areas where student teachers require further training.</p> <p>Example:</p> <ul style="list-style-type: none"> 1. Professional Teaching portfolio (page 64-68) 2. Continuous professional development (pages 104-113) 3. Teacher-Community relations (pages 51-54) 	<p>1.8 Discuss how to assist student teachers to prepare adequately for the world of work through Post internship seminar.</p> <p>1.9 Identify areas where student teachers require further training.</p> <p>Example:</p> <ul style="list-style-type: none"> 1. Professional Teaching portfolio (page 64-68) 2. Continuous professional development (pages 104-113) 3. Teacher-Community relations (pages 51-54) 	

	NB: Refer to the STS <i>Handbook</i> . (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)	NB: Refer to the STS <i>Handbook</i> . (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)	
<i>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.</i>	<p>1.10 Lead tutors to discuss and provide prompts to support planning for student teachers, considering GESI, CCI, ICT etc</p> <p>Example:</p> <ul style="list-style-type: none"> <i>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).</i> <i>ii. Asking student teachers to review their teaching philosophy to suit the context of practice.</i> <i>iii. Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.</i> <i>iv. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</i> <i>v. Asking students to tap into the expertise of resource persons in their community of teaching.</i> <i>vi. Reminding student teachers to always link their lesson with the</i> 	<p>1.10 Discuss and provide prompts to support planning for student teachers, considering GESI, CCI, ICT etc.</p> <p>Example:</p> <ul style="list-style-type: none"> <i>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).</i> <i>ii. Asking student teachers to review their teaching philosophy to suit the context of practice.</i> <i>iii. Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.</i> <i>iv. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</i> <i>v. Asking students teachers to tap into the expertise of resource persons in their community of teaching.</i> <i>vi. Reminding student teachers to always link their lesson with the</i> 	

	<p>National Teachers Standard.</p> <p>vii. <i>Asking Student teachers to be reflective practitioners.</i></p>	<p>National Teachers Standard.</p> <p>vii. <i>Asking Student teachers to be reflective practitioners</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ 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</p> <p>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.</p>	<p>2 Concept Development</p> <p>2.1 In groups, let tutors read the topic of the Lesson 5 and discuss possible subtopics under them.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>Famille, Étude et emploi</i></p> <p>ii. Discourse Analysis and Translation - <i>Différences entre interprétation et traduction</i></p> <p>iii. French Literature - <i>Les mouvements de XIXe Siècle de la littérature française.</i></p> <p>2.2 Guide tutors in groups to identify possible barriers in teaching the subtopics/ concepts.</p> <p>Example:</p> <p>i. <i>Unfamiliarity with different French vocabulary for specific purpose</i></p> <p>ii. <i>Limited copies of reading resources</i></p> <p>iii. <i>Absence or inadequate reading materials on French Literature and Linguistics</i></p> <p>Suggested solutions</p> <p>iv. <i>Provide samples of different French vocabulary for specific purpose</i></p>	<p>2 Concept Development</p> <p>2.1 In groups, read the topic of the Lesson 5 and discuss possible subtopics under them.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>Famille, Étude et emploi</i></p> <p>ii. Discourse Analysis and Translation - <i>Différences entre interprétation et traduction</i></p> <p>iii. French Literature - <i>Les mouvements de XIXe Siècle de la littérature française.</i></p> <p>2.2 In groups, identify possible barriers in teaching the subtopics/ concepts. Example:</p> <p>i. <i>Unfamiliarity with different French vocabulary for specific purpose</i></p> <p>ii. <i>Limited copies of reading resources</i></p> <p>iii. <i>Absence or inadequate reading materials on French Literature and Linguistics</i></p>	15 mins

	<p>v. <i>Put together and use more 'documents authentiques' such as online journals, magazines, literature set books etc.</i></p> <p>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: <i>Storytelling, group work and talking point</i></p>		
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <p>a. Reading and discussion of the teaching and learning activities</p> <p>b. Noting, addressing, and explaining areas where tutors may require clarification</p> <p>c. Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</p> <p>d. Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>e. Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous</p>	<p>3 Teaching and learning activities for the lesson</p> <p>3.1 Ask tutors in groups to read the teaching and learning activities on the lesson and identify areas that require clarification.</p> <p>3.2 Lead tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula.</p> <p>Example:</p> <ul style="list-style-type: none"> - <i>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.</i> - <i>Collaborative work and Communication skills</i> 	<p>3 Teaching and learning activities for the lesson</p> <p>3.1 In groups, read the teaching and learning activities on the lesson and identify areas that require clarification.</p> <p>3.2 Discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula.</p> <p>Example:</p> <ul style="list-style-type: none"> - <i>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.</i> - <i>Collaborative work and Communication skills</i> 	40 mins

<p>assessment to support student teacher learning , subject specific examples should be provided for SL/HoD</p> <p>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</p> <p>g. Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>- <i>Leadership (eg. Responsibility)</i></p> <p>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.</p> <p>Take note of these components:</p> <p>a. <i>Subject project</i></p> <p>b. <i>Subject portfolio</i></p> <p>Example</p> <p>i. Advanced Communication Skills in French</p> <p>- <i>Prepare a dialogue between two people: a job seeker and an employer. Use specific vocabulary related to the job area.</i></p> <p>ii. Discourse Analysis and Translation</p> <p>- <i>Write on 4 Differences between interpretation et translation</i></p> <p>iii. French Literature</p> <p>- <i>Discutez cinq (5) caractéristiques de la littérature française du XIXe Siècle'</i></p> <p>3.4 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ sub-topics;</p> <p>Example:</p> <p>a. Advanced Communication Skills in French</p> <p><i>Hugot, C., Kizirian, Waendendries, M., Berthet, A. & Dailli, E. (2012). Alter ego+. Paris : Hachette.</i></p>	<p>- <i>Leadership (eg. Responsibility)</i></p> <p>3.3 Read the assessment components of the Lesson 5 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>Take note of these components:</p> <p>a. <i>Subject project</i></p> <p>b. <i>Subject portfolio</i></p> <p>Example</p> <p>i. Advanced Communication Skills in French</p> <p>- <i>Prepare a dialogue between two people: a job seeker and an employer. Use specific vocabulary related to the job area.</i></p> <p>ii. Discourse Analysis and Translation</p> <p><i>Write on 4 Differences between interpretation et translation</i></p> <p>iii. French Literature</p> <p><i>Discutez cinq (5) caractéristiques de la littérature française du XIXe Siècle'</i></p> <p>3.4 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ sub-topics;</p> <p>Example:</p> <p>a. Advanced Communication Skills in French</p> <p><i>Hugot, C., Kizirian, Waendendries, M., Berthet, A. & Dailli, E. (2012). Alter ego+. Paris : Hachette.</i></p>	
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	<p>A. & Dailli, E. (2012). <i>Alter ego+</i>. Paris : Hachette.</p> <p>b. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - Maingueneau, D. (2007). <i>Analyser les textes de communication</i>. Paris : Armand Colin. - Bouillon, P. ; Clas, A. (1993). <i>La traduction</i>, Québec : Les Presses de l'Université de Montréal. Bréal, M. (1997). <i>Essai de sémantique (Science des significations)</i>, Paris : Hachette. <p>c. French Literature</p> <ul style="list-style-type: none"> - <i>Littérature française au XIXe siècle</i>. <p>BALZAC, Honoré de (1971). <i>Le Père Goriot</i>, Paris, Gallimard, coll. « Folio classique » n° 3226.</p> <p>3.5 In groups, lead tutors to discuss their plans for teaching Lesson 5 by simulating a classroom scenario.</p> <p>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.</p>	<p>b. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - Maingueneau, D. (2007). <i>Analyser les textes de communication</i>. Paris : Armand Colin. - Bouillon, P. ; Clas, A. (1993). <i>La traduction</i>, Québec : Les Presses de l'Université de Montréal. Bréal, M. (1997). <i>Essai de sémantique (Science des significations)</i>, Paris : Hachette. <p>c. French Literature</p> <ul style="list-style-type: none"> - <i>Littérature française au XIXe siècle</i>. <p>BALZAC, Honoré de (1971). <i>Le Père Goriot</i>, Paris, Gallimard, coll. « Folio classique » n° 3226.</p> <p>3.5 In groups, discuss plans for teaching Lesson 5 by simulating a classroom scenario.</p> <p>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.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ 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 	<p>4. Evaluation and review of session:</p> <p>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.</p> <p>NTS 1a</p>	<p>4. Evaluation and review of session:</p> <p>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.</p> <p>NTS 1a</p>	<p>15 mins</p>

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

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 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
1 Introduction to the session <ul style="list-style-type: none"> ➤ 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, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an</p>	1 Introduction to the session <p>1.1 Start the PD session with an icebreaker in French with a short song. Example: <i>Allouette...</i></p> <p>1.2 Ask tutors to mention the topic they discussed in lesson 5.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French <i>Thèmes de conversations sur la vie quotidienne</i></p> <p>ii. Discourse Analysis and Translation <i>Différences entre Interprétation et Traduction</i></p> <p>French Literature <i>Étude des caractéristiques de la littérature du XIXe Siècle</i></p> <p>1.3 Ask tutors to listen to and discuss with</p>	Introduction to the session <p>1.1 Start the PD session with an icebreaker in French with a short song. Example: <i>Allouette...</i></p> <p>1.2 Mention the topic discussed in lesson 5.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French <i>Thèmes de conversations sur la vie quotidienne</i></p> <p>ii. Discourse Analysis and Translation <i>Différences entre Interprétation et Traduction</i></p> <p>French Literature <i>Étude des caractéristiques de la littérature du XIXe Siècle</i></p> <p>1.3 Listen to and discuss with Critical friend</p>	20 mins

<p>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</p>	<p>Critical friend his/her observations on the previous week's observed lesson.</p> <p>1.4 Ask tutors to read Lessons 6's descriptions in the manual for discussion</p> <p>1.5 Brainstorm with tutors, possible content/new learning of lesson 6 as indicated in the description of the manual</p> <p>i. Advanced Communication Skills in French <i>Ability to express oneself and engage others in a discussion in French</i></p> <p>ii. Discourse Analysis and Translation <i>To be able to translate and interpret sentences of a given text effectively using theories and strategies learnt</i> French Literature <i>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</i></p> <p>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.</p> <p>Example: i. Advanced Communication Skills in French</p>	<p>his/her observations on the previous week's observed lesson.</p> <p>1.4 Read Lessons 6's descriptions in the manual for discussion</p> <p>1.5 Brainstorm possible content/ new learning of lesson 6 as indicated in the description of the manual</p> <p>i. Advanced Communication Skills in French <i>Ability to express oneself and engage others in a discussion in French</i></p> <p>ii. Discourse Analysis and Translation <i>To be able to translate and interpret sentences of a given text effectively using theories and strategies learnt</i> French Literature <i>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</i></p> <p>1.6 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.</p> <p>Example: i. Advanced Communication Skills in French</p>	
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	<p>LO <i>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)</i></p> <p>LIs <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of the similarities between translation and interpretation</i></p> <p>LIs <i>- Discuss translation and interpretation - Identify other similarities between translation and interpretation</i></p> <p>French Literature</p> <p>LO <i>Demonstrate understanding of the characteristics of the French literary movements from the 20th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>LIs <i>- Explain the 20th Century French literary movement. - State the features of the 20th Century French literature.</i></p>	<p>LO <i>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)</i></p> <p>LIs <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of the similarities between translation and interpretation</i></p> <p>LIs <i>-Discuss translation and interpretation - Identify other similarities between translation and interpretation</i></p> <p>French Literature</p> <p>LO <i>Demonstrate understanding of the characteristics of the French literary movements from the 20th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i></p> <p>LIs <i>- Explain the 20th Century French literary movement. - State the features of the 20th Century French literature.</i></p>	
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	<p>1.7 Ask tutors to identify the distinct (unique) aspects of the first lesson and share their observations with the whole group.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French <i>Thèmes de conversations sur la vie quotidienne</i></p> <p>ii. Discourse Analysis and Translation <i>Différences entre interprétation et traduction</i></p> <p>iii. French Literature <i>Étude des caractéristiques de la littérature du XXe Siècle.</i></p>	<p>1.7 Identify the distinct (unique) aspects of the first lesson and share observations with the whole group.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French <i>Thèmes de conversations sur la vie quotidienne</i></p> <p>ii. Discourse Analysis and Translation <i>Différences entre interprétation et traduction</i></p> <p>iii. French Literature <i>Étude des caractéristiques de la littérature du XXe Siècle</i></p>	
<p>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.</p>	<p>1.8 Discuss with tutors on how to assist student teachers to prepare adequately for the world of work through Post internship seminar.</p> <p>1.9 Let tutors identify areas where student teachers require further training.</p> <p>Example:</p> <p>i. Professional Teaching portfolio (page 64-68)</p> <p>ii. Continuous professional development (pages 104-113)</p> <p>iii. Teacher-Community relations (pages 51-54)</p> <p>NB: Refer to the STS <i>Handbook</i>. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	<p>1.8 Discuss how to assist student teachers to prepare adequately for the world of work through Post internship seminar.</p> <p>1.9 Identify areas where student teachers require further training.</p> <p>Example:</p> <p>i. Professional Teaching portfolio (page 64-68)</p> <p>ii. Continuous professional development (pages 104-113)</p> <p>iii. Teacher - Community relations (pages 51-54)</p> <p>NB: Refer to the STS <i>Handbook</i>. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p>	<p>2 Concept Development</p> <p>2.1 In groups, let tutors read the topic of the Lesson 6 and discuss</p>	<p>2 Concept Development</p> <p>2.1 In groups, read the topic of the Lesson 6</p>	<p>15 mins</p>

<p>➤ 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</p> <p>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.</p>	<p>possible subtopics under them.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p><i>Language practice: Oral /written communication in the Administrative services II</i></p> <p>ii. Discourse Analysis and Translation</p> <p>- <i>Interpretation of language and strategies of communication</i></p> <p>iii. French Literature <i>Trend of the French literary movements from the 19th to the 20th centuries II</i></p> <p>2.2 Guide tutors in groups to identify possible barriers in teaching the subtopics/ concepts.</p> <p>Example:</p> <p>i. <i>Limited copies of reading resources</i></p> <p>ii. <i>Absence or inadequate reading materials on French Literature and Linguistics</i></p> <p>Suggested solutions</p> <p>i. <i>Put together and use more 'documents authentiques' such as online journals, magazines, audio-visual aids etc.</i></p> <p>ii. <i>Consider using extract of literary texts required</i></p> <p>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:</p>	<p>and discuss possible subtopics under them.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p><i>Language practice: Oral /written communication in the Administrative services II</i></p> <p>ii. Discourse Analysis and Translation</p> <p>- <i>Interpretation of language and strategies of communication</i></p> <p>iii. French Literature <i>Trend of the French literary movements from the 19th to the 20th centuries II</i></p> <p>2.2 In groups, identify possible barriers in teaching the subtopics/ concepts. Example:</p> <p>i. <i>Limited copies of reading resources</i></p> <p>ii. <i>Absence or inadequate reading materials on French Literature and Linguistics</i></p> <p>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: <i>Storytelling,</i></p>	
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	<i>Storytelling, group work and talking point</i>	<i>group work and talking point</i>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> 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 	<p>3 Teaching and learning activities for the lesson</p> <p>3.1 Ask tutors in groups to read the teaching and learning activities on the lesson and identify areas that require clarification.</p> <p>3.2 Lead tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula.</p> <p>Example: <i>-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.</i> <i>-Collaborative work and Communication skills</i> <i>-Leadership (eg. Responsibility)</i></p> <p>3.3 Ask tutors to read the assessment components of the Lesson 6 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>Take note of these components:</p> <ol style="list-style-type: none"> 1. <i>Subject project</i> 2. <i>Subject portfolio</i> <p>Example</p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French 	<p>3 Teaching and learning activities for the lesson</p> <p>3.1 In groups, read the teaching and learning activities on the lesson and identify areas that require clarification.</p> <p>3.2 Discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula.</p> <p>Example: <i>-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.</i> <i>-Collaborative work and Communication skills</i> <i>-Leadership (eg. Responsibility)</i></p> <p>3.3 Read the assessment components of the Lesson 6 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>Take note of these components:</p> <ol style="list-style-type: none"> 1. <i>Subject project</i> 2. <i>Subject portfolio</i> <p>Example</p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French 	40 mins

<p>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</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>Prepare a page write up on your hobby.</i></p> <p>ii. Discourse Analysis and Translation <i>Discuss 5 similarities between interpretation and translation</i></p> <p>iii. French Literature <i>Identify different genres of literature of 17th Century and some personalities that can associated with them.</i></p> <p>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:</p> <p>i. Advanced Communication Skills in French <i>Duranton, L. & Rodier, C. (2001). Documents oraux. Paris : Clé International.</i></p> <p>ii. Discourse Analysis and Translation <i>Adam, J.-M. (2005). La linguistique textuelle : introduction à l'analyse textuelle des discours. Paris : Armand Colin.</i></p> <p><i>Danblon, E. (2005). La fonction persuasive : anthropologie du discours rhétorique. Origines et actualité. Paris : Armand Colin.</i></p> <p>d. French Literature 20th Century French Literature <i>Gide, A. (1902). L'immoraliste, Paris, Mercure de France, coll. « Folio » n° 229.</i></p>	<p><i>Prepare a page write up on your hobby.</i></p> <p>ii. Discourse Analysis and Translation <i>Discuss 5 similarities between interpretation and translation</i></p> <p>iii. French Literature <i>Identify different genres of literature of 17th Century and some personalities that can associated with them.</i></p> <p>3.4 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ sub-topics: Example:</p> <p>i. Advanced Communication Skills in French <i>Duranton, L. & Rodier, C. (2001). Documents oraux. Paris : Clé International.</i></p> <p>ii. Discourse Analysis and Translation <i>Adam, J.-M. (2005). La linguistique textuelle : introduction à l'analyse textuelle des discours. Paris : Armand Colin.</i></p> <p><i>Danblon, E. (2005). La fonction persuasive : anthropologie du discours rhétorique. Origines et actualité. Paris : Armand Colin.</i></p> <p>iii. French Literature 20th Century French Literature <i>Gide, A. (1902). L'immoraliste, Paris, Mercure de France, coll. « Folio » n° 229</i></p>	
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	<p>3.5 In groups, lead tutors to discuss their plans for teaching Lesson 6 by simulating a classroom scenario.</p> <p>NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 6 and any other resources they might have introduced during the delivery of their lesson for discussion during the next PD session.</p>	<p>3.5 In groups, discuss plans for teaching Lesson 6 by simulating a classroom scenario.</p> <p>NB: Be reminded to prepare a report on how you used the resources suggested for lesson 6 and any other resources you might have introduced during the delivery of your lesson for discussion during the next PD session.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should identify critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4. Evaluation and review of session:</p> <p>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 observation during the next PDS. NTS 1a</p> <p>4.2 Ask tutors to individually write down issues observed about the simulated teaching of lesson 6 and share their observations with the whole group for discussion</p> <p><i>NB: Remind tutors to read Lesson 7 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</i></p>	<p>4. Evaluation and review of session:</p> <p>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</p> <p>4.2 Individually write down issues observed about the simulated teaching of lesson 6 and share observations with the whole group for discussion</p> <p><i>NB: Be reminded to read Lesson 7 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</i></p>	15 mins

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 7 for Lesson 7 in the 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 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
1 Introduction to the session <ul style="list-style-type: none"> ➤ 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	1.1 Start by welcoming tutors to the Lesson 7 PD session for the semester and lead them to sing a short song in French. Example : Il était une bergère qui gardait ses moutons : https://www.youtube.com/watch?v=X9kQ5zumZww 1.2 Ask tutors to listen to and discuss with Critical friend his/her observations on the previous week's observed lesson. 1.3 Ask tutors to refer to Lesson 7 of the course manual and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson. Example: i. Advanced Communication Skills in French	1.1 Start the Lesson 7 PD session for the semester by singing a short song in French. Example : Il était une bergère qui gardait ses moutons : https://www.youtube.com/watch?v=X9kQ5zumZww 1.2 Listen to and discuss with Critical friend his/her observations on the previous week's observed lesson. 1.3 Refer to Lesson 7 of the course manual and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson. Example: i. Advanced Communication Skills in French	20 mins

<p>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</p>	<p>- <i>Language practice: Oral and written communication in business related issues</i></p> <p>ii. Discourse Analysis and Translation - <i>Inter-language and language use among non-native speakers of French.</i></p> <p>iii. French Literature - <i>Trend of the French literary movements from the 19th to the 20th centuries.</i></p> <p>NB: Requisite prior knowledge may include the following:</p> <p>a. Student-teachers are able to organise debates on themes such as: la polygamie, le mariage force, etc.</p> <p>b. Student teachers can define langue, identify the patterns of language and the language registers.</p> <p>c. Student teachers have prior knowledge of French literature from previous centuries.</p> <p>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</p> <p>LO <i>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)</i></p>	<p>- <i>Language practice: Oral and written communication in business related issues:</i></p> <p>ii. Discourse Analysis and Translation - <i>Inter-language and language use among non-native speakers of French.</i></p> <p>iii. French Literature - <i>Trend of the French literary movements from the 19th to the 20th centuries.</i></p> <p>NB: Requisite prior knowledge may include the following:</p> <p>a. Student-teachers are able to organise debates on themes such as: la polygamie, le mariage force, etc.</p> <p>b. Student teachers can define langue, identify the patterns of language and the language registers.</p> <p>c. Student teachers have prior knowledge of French literature from previous centuries.</p> <p>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</p> <p>LO <i>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)</i></p>	
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	<p>LIs</p> <p>a. <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>b. <i>Discuss topics on selected themes of conversation on everyday life situations.</i></p> <p>ii. Discourse Analysis and Translation</p> <p>LO</p> <p><i>Demonstrate understanding of inter-language</i></p> <p>LIs</p> <p>a. <i>Discuss and explain the term inter-language</i></p> <p>b. <i>Give examples of inter-language.</i></p> <p>iii. French Literature</p> <p>LO</p> <p><i>Show knowledge and understanding of French literary texts in relation to the 19th and 20th century.</i></p> <p>LIs</p> <p>a. <i>Identify features of French literary text.</i></p> <p>b. <i>Read French literary text.</i></p> <p>1.5 Ask tutors to identify the distinct (unique) aspects of the Lesson 7 and share their observations with the whole group.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French -<i>Social issues</i></p> <p>ii. Discourse Analysis and Translation - <i>Concept of inter-language</i></p> <p>iii. French Literature</p>	<p>LIs</p> <p>a. <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>b. <i>Discuss topics on selected themes of conversation on everyday life situations.</i></p> <p>ii. Discourse Analysis and Translation</p> <p>LO</p> <p><i>Demonstrate understanding of inter-language</i></p> <p>LIs</p> <p>a. <i>Discuss and explain the term inter-language</i></p> <p>b. <i>Give examples of inter-language.</i></p> <p>iii. French Literature</p> <p>LO</p> <p><i>Show knowledge and understanding of French literary texts in relation to the 19th and 20th century.</i></p> <p>LIs</p> <p>a. <i>Identify features of French literary text.</i></p> <p>b. <i>Read French literary text.</i></p> <p>1.5 Identify the distinct (unique) aspects of the Lesson 7 and share your observations with the whole group.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French -<i>Social issues</i></p> <p>ii. Discourse Analysis and Translation - <i>Concept of inter-language</i></p> <p>iii. French Literature</p>	
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	<p>- <i>Reading of extracts from French literature books</i></p> <p>1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p>	<p>- <i>Reading of extracts from French literature books</i></p> <p>1.6 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p>	
<p>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.</p>	<p>1.7 Ask tutors to discuss the components of a subject portfolio and the need for its development by student teachers.</p> <p>Example:</p> <ol style="list-style-type: none"> <i>Course assignments</i> <i>written reports on projects</i> <i>revisions and work samples</i> <i>student self-assessments</i> <i>reflections on own works. etc</i> <p>The need for portfolio <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p>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.</p> <p>Example: Articles to be included</p> <ol style="list-style-type: none"> <i>Sample Videos of their teaching</i> <i>Statement of teaching philosophy</i> <i>Evaluations</i> <i>Sample lesson plans</i> <i>Report on Classroom Innovations (e.g.,</i> 	<p>1.7 Discuss the components of a subject portfolio and the need for its development by student teachers.</p> <p>Example:</p> <ol style="list-style-type: none"> <i>Course assignments</i> <i>written reports on projects</i> <i>revisions and work samples</i> <i>student self-assessments</i> <i>reflections on own works. etc</i> <p>The need for portfolio <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p>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.</p> <p>Example: Articles to be included</p> <ol style="list-style-type: none"> <i>Sample videos of their teaching</i> <i>Statement of teaching philosophy</i> <i>Evaluations</i> <i>Sample lesson plans</i> <i>Report on Classroom Innovations (e.g., creation of TLRs, new methods)</i> 	

	<p><i>creation of TLRs, new methods)</i></p> <ul style="list-style-type: none"> <i>f. Relevant photographs</i> <i>g. Teaching honours and/or awards</i> <i>h. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)</i> <i>i. Continuing Education/Workshops completed (CPD)</i> <p>Benefits</p> <ul style="list-style-type: none"> <i>a. Promotion</i> <i>b. Professional development</i> <i>c. Reference material</i> <i>d. Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i> <i>e. Keeps a record of a teacher's accomplishments</i> <p>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).</p> <p>Example: Select a Focus</p> <ul style="list-style-type: none"> <i>a. know what you want to investigate (Research Problem/Topic)</i> <i>b. develop some questions about the area you have identified</i> <i>c. Establish a plan to answer the questions.</i> 	<ul style="list-style-type: none"> <i>f. Relevant photographs</i> <i>g. Teaching honours and/or awards</i> <i>h. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)</i> <i>i. Continuing Education/Workshops completed (CPD)</i> <p>Benefits</p> <ul style="list-style-type: none"> <i>a. Promotion</i> <i>b. Professional development</i> <i>c. Reference material</i> <i>d. Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i> <i>e. Keeps a record of a teacher's accomplishments</i> <p>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).</p> <p>Example: Select a Focus</p> <ul style="list-style-type: none"> <i>a. know what you want to investigate (Research Problem/Topic)</i> <i>b. develop some questions about the area you have identified</i> <i>c. Establish a plan to answer the questions.</i> 	
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	<p>Data Collection <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p> <p>Data Analysis and Interpretation <i>Analyse and interpret in order to arrive at a decision.</i></p> <p>Take Action</p> <ol style="list-style-type: none"> <i>a. continue the intervention</i> <i>b. disband the intervention</i> <i>c. modify the intervention in some way(s) - when necessary.</i> <p>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</p> <p>Example:</p> <ol style="list-style-type: none"> <i>a. Class management</i> <i>b. GESI responsiveness</i> <i>c. Classroom Innovations and TLRs</i> <i>d. Teaching Philosophy</i> <i>e. Use of ICT tools in teaching (Benefits and Challenges)</i> <i>f. Teaching Portfolio Development</i> <i>g. NTS</i> <i>h. Classroom Enquiry and Action Research</i> 	<p>Data Collection <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p> <p>Data Analysis and Interpretation <i>Analyse and interpret in order to arrive at a decision.</i></p> <p>Take Action</p> <ol style="list-style-type: none"> <i>a. continue the intervention</i> <i>b. disband the intervention</i> <i>c. modify the intervention in some way(s) - when necessary.</i> <p>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.</p> <p>Example:</p> <ol style="list-style-type: none"> <i>a. Class management</i> <i>b. GESI responsiveness</i> <i>c. Classroom Innovations and TLRs</i> <i>d. Teaching Philosophy</i> <i>e. Use of ICT tools in teaching (Benefits and Challenges)</i> <i>f. Teaching Portfolio Development</i> <i>g. NTS</i> <i>h. Classroom Enquiry and Action Research</i> 	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition</i></p>	<p>1.11 Ask Tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p>	<p>1.11 Discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p>	

<p><i>for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>Example:</p> <ul style="list-style-type: none"> 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. 	<p>Example:</p> <ul style="list-style-type: none"> 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 	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <ul style="list-style-type: none"> ➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or 	<p>2.1 In pairs, ask tutors to discuss new concepts of the lesson and share with the whole group as appropriate.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French - Spoken language, listening comprehension and the ability to interact with 	<p>2.1 In pairs, discuss new concepts of the lesson and share with the whole group as appropriate.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French - Spoken language, listening comprehension and the ability to interact with colleagues and francophones using French 	<p>15 mins</p>

<p>pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>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.</p>	<p><i>colleagues and francophones using French</i></p> <p>ii. Discourse Analysis and Translation - <i>Understanding of inter-language and language use among non-native speakers of French</i></p> <p>iii. French Literature - <i>Discovery of important events/ movements and characters of the 19th and 20th Century through French literary texts.</i></p> <p>2.2 Ask tutors to identify possible barriers to the new learning/lesson Example. iv. <i>Unfamiliarity with native French speakers' accent.</i> v. <i>Absence or inadequate reading materials on French Literature and Linguistics</i> vi. <i>Large class size</i></p> <p>Suggested solutions iv. <i>Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.</i> v. <i>Identify and use more 'documents authentiques' such as online journals, magazines etc.</i> vi. <i>Consider regrouping of classes where applicable especially for oral lessons</i></p> <p>2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	<p>ii. Discourse Analysis and Translation - <i>Understanding of inter-language and language use among non-native speakers of French</i></p> <p>iii. French Literature - <i>Discovery of important events/ movements and characters of the 19th and 20th Century through French literary texts.</i></p> <p>2.2 Identify possible barriers to the new learning/lesson Example. iv. <i>Unfamiliarity with native French speakers' accent.</i> v. <i>Absence or inadequate reading materials on French Literature and Linguistics</i> vi. <i>Large class size</i></p> <p>Suggested solutions iv. <i>Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.</i> v. <i>Identify and use more 'documents authentiques' such as online journals, magazines etc.</i> vi. <i>Consider regrouping of classes where applicable especially for oral lessons</i></p> <p>2.3 Identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	
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<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> 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), 	<p>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.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>Student teachers interpret individually the video played and make a list of vocabulary/ expressions in relation to the theme in the video.</i></p> <p>ii. Discourse Analysis and Translation -<i>Student teachers discuss the characteristics of native speakers/ non-native speakers</i></p> <p>iii. French Literature b. <i>History of French literature.</i> -Using a French literary text as a reference, identify some unique features of the literary text, mention and explain these features.</p> <p>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</p> <p>Example:</p> <p>a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class.</p>	<p>3.1 Read the teaching and learning activities for Lesson 7, and to present the areas identified for whole group discussion.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>Student teachers interpret individually the video played and make a list of vocabulary/ expressions in relation to the theme in the video.</i></p> <p>ii. Discourse Analysis and Translation -<i>Student teachers discuss the characteristics of native speakers/ non-native speakers</i></p> <p>iii. French Literature - <i>History of French literature.</i> -Using a French literary text as a reference, identify some unique features of the literary text, mention and explain these features.</p> <p>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</p> <p>Example:</p> <p>a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class.</p>	<p>40 mins</p>
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<p>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</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>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)</p> <p>c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc)</p> <p>d. Address issues of SEN by using braille or enlarged texts during group presentations.</p> <p>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 Communication Skills in French <i>As a student teacher, observe your mentor during your STS lessons on teenage pregnancy, drugs and homosexuality for discussion during the next lessons.</i> ii. Discourse Analysis and Translation <i>- Observe how Ghanaian learners of French understand and speak French during the STS.</i> iii. French Literature <i>-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.</i></p> <p>3.4 Ask tutors in groups to identify and discuss the appropriate resources</p>	<p>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)</p> <p>c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc)</p> <p>d. Address issues of SEN by using braille or enlarged texts during group presentations.</p> <p>3.3 Read the assessment components of the Lesson 7 of the Course Manual and compare with the components prescribed by NTEAP. Example: i. Advanced Communication Skills in French <i>As a student teacher, observe your mentor during your STS lessons on teenage pregnancy, drugs and homosexuality for discussion during the next lessons.</i> ii. Discourse Analysis and Translation <i>- Observe how Ghanaian learners of French understand and speak French during the STS.</i> iii. French Literature <i>-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.</i></p> <p>3.4 In groups, identify and discuss the appropriate resources needed for the</p>	
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	<p>needed for the teaching and learning of the concepts/sub-topics in Lesson 7;</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>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/X5YFtVhthTU)</i></p> <p>ii. Discourse Analysis and Translation a. Définition Interlangue Et Exemples : <i>Disponible sur: https://cf.leskanaris.com/3947-interlanguage-definition-and-examples.html)</i> . b. Présentation de deux concepts cognitivistes: Le "moniteur" de Krashen et l'interlangue de Selinker (https://www.youtube.com/watch?v=fwq-76R-7g8)</p> <p>iii. French Literature extracts from : a. Gide, André (1902). <i>L'immoraliste</i>, Paris, Mercure de France, coll. « Folio » n° 229. b. Camus, A. (1950). <i>Les Justes</i>. Paris : Gallimard. Coll. Folio n° 477.</p> <p>3.5 In groups, ask tutors to discuss their plans for teaching Lesson 7 by simulating a classroom scenario.</p>	<p>teaching and learning of the concepts/sub-topics in Lesson 7;</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>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/X5YFtVhthTU)</i></p> <p>ii. Discourse Analysis and Translation a. Définition Interlangue Et Exemples : <i>Disponible sur: https://cf.leskanaris.com/3947-interlanguage-definition-and-examples.html)</i> . b. Présentation de deux concepts cognitivistes: Le "moniteur" de Krashen et l'interlangue de Selinker (https://www.youtube.com/watch?v=fwq-76R-7g8)</p> <p>iii. French Literature extracts from : a. Gide, André (1902). <i>L'immoraliste</i>, Paris, Mercure de France, coll. « Folio » n° 229. b. Camus, A. (1950). <i>Les Justes</i>. Paris : Gallimard. Coll. Folio n° 477.</p> <p>3.5 In groups, discuss your plans for teaching Lesson 7 by simulating a classroom scenario.</p>	
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	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.	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should identify critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>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</p> <p>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.</p> <p><i>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.</i></p>	<p>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</p> <p>4.2 Write down issues observed about the simulated teaching of the lesson 7 and share your observations with the whole group for discussion.</p> <p><i>NB: Read Lesson 8 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</i></p>	15 mins

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		
Tutor PD Session 8 for Lesson 8 in the 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 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
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 <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson.	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 : <i>Chevaliers de la table ronde</i> https://www.youtube.com/watch?v=uamIInvFM9w 1.2 Ask tutors to listen to and discuss with a Critical friend his/her observations on the previous week's observed lesson. 1.3 Ask tutors to refer to lesson 8 of the course manuals and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson.	1. Introduction to the course 1.1 Sing a short song in French as an icebreaker. Example : <i>Chevaliers de la table ronde</i> https://www.youtube.com/watch?v=uamIInvFM9w 1.2 Listen to and discuss with a Critical friend his/her observations on previous week's PD session. 1.3 Refer to lesson 8 of your course manual and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson.	20 mins

<p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Language practice: Oral /written communication in business related issues</i> ii. Discourse Analysis and Translation <ul style="list-style-type: none"> - <i>Theories and techniques of translation</i> iii. French Literature <ul style="list-style-type: none"> - <i>Practical studies of the French literary movements</i> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> - <i>Basic skills in oral communication including how to organise debates on a given topic.</i> - <i>Ability to differentiate between translation and interpretation.</i> - <i>Ability to identify themes and characters of 19th and 20th Century French literature</i> <p>1.4 Ask tutors to read the introductory section of lesson 8 and bring out LOs and LIs for whole group discussion.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <p>LO <i>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)</i></p> <p>LIs</p> <ul style="list-style-type: none"> a. <i>Identify topics of conversations from selected themes on everyday life situations</i> 	<p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Language practice: Oral /written communication in business related issues</i> ii. Discourse Analysis and Translation <ul style="list-style-type: none"> - <i>Theories and techniques of translation</i> iii. French Literature <ul style="list-style-type: none"> - <i>Practical studies of the French literary movements</i> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> - <i>Basic skills in oral communication including how to organise debates on a given topic.</i> - <i>Ability to differentiate between translation and interpretation.</i> - <i>Ability to identify themes and characters of 19th and 20th Century French literature</i> <p>1.4 Read the introductory section of lesson 8 and bring out LOs and LIs for whole group discussion.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <p>LO <i>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)</i></p> <p>LIs</p> <ul style="list-style-type: none"> a. <i>Identify topics of conversations from selected themes on everyday life situations</i> 	
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	<p>(such as family, hobbies, work, travel and current events).</p> <p>b. Discuss topics on selected themes of conversation on everyday life situations.</p> <p>ii. Discourse Analysis and Translation</p> <p>LO</p> <p>1. Demonstrate understanding of theories of translation</p> <p>LI</p> <p>c. Examine the theories of translation</p> <p>iii. French Literature</p> <p>LO</p> <p>Show knowledge and understanding of French literary texts in relation to the 19th Century.</p> <p>LIs</p> <p>a. Identify features of French literary text.</p> <p>b. Read French literary text.</p> <p>1.5 Ask tutors to identify the distinct (unique) aspects of the eighth lesson and share their observations with the whole group.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>Pollution</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> - <i>Relation entre théories et techniques de la traduction</i> 	<p>(such as family, hobbies, work, travel and current events).</p> <p>b. Discuss topics on selected themes of conversation on everyday life situations.</p> <p>ii. Discourse Analysis and Translation</p> <p>LO</p> <p>1. Demonstrate understanding of theories of translation</p> <p>LI</p> <p>c. Examine the theories of translation</p> <p>iii. French Literature</p> <p>LO</p> <p>Show knowledge and understanding of French literary texts in relation to the 19th Century.</p> <p>LIs</p> <p>a. Identify features of French literary text.</p> <p>b. Read French literary text.</p> <p>1.5 Identify the distinct (unique) aspects of the eighth lesson and share your observations with the whole group.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>Pollution</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> 	
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	<p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> <p>1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p> <p>Example:</p> <p>iv. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>Pollution</i> <p>v. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> - <i>Relation entre théories et techniques de la traduction</i> <p>vi. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> 	<ul style="list-style-type: none"> - <i>Relation entre théories et techniques de la traduction</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> <p>1.6 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p> <p>Example:</p> <p>iv. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>Pollution</i> <p>v. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> - <i>Relation entre théories et techniques de la traduction</i> <p>vi. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> 	
<p>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development or the Classroom Enquiry and Action Research</p>	<p>1.7 Ask tutors to discuss the components of a subject portfolio and the need for its development by student teachers.</p> <p>Example:</p> <ol style="list-style-type: none"> i. <i>Course assignments</i> ii. <i>written reports on projects</i> 	<p>1.7 Discuss the components of a subject portfolio and the need for its development by student teachers.</p> <p>Example:</p> <ol style="list-style-type: none"> i. <i>Course assignments</i> ii. <i>written reports on projects</i> 	

<p>(CEAR) Project Report writing, tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<ul style="list-style-type: none"> iii. <i>revisions and work samples</i> iv. <i>student self-assessments</i> v. <i>reflections on own works. etc</i> <p>The need for portfolio <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p>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.</p> <p>Example: Articles to be included</p> <ul style="list-style-type: none"> i. <i>Sample Videos of their teaching</i> ii. <i>Statement of teaching philosophy</i> iii. <i>Evaluations</i> iv. <i>Sample lesson plans</i> v. <i>Report on Classroom Innovations (e.g., creation of TLRs, new methods)</i> vi. <i>Relevant photographs</i> vii. <i>Teaching honours and/or awards</i> viii. <i>Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)</i> ix. <i>Continuing Education/Workshops completed (CPD)</i> <p>Benefits</p> <ul style="list-style-type: none"> a. <i>Promotion</i> b. <i>Professional development</i> c. <i>Reference material</i> 	<ul style="list-style-type: none"> iii. <i>revisions and work samples</i> iv. <i>student self-assessments</i> v. <i>reflections on own works. etc</i> <p>The need for portfolio <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p>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.</p> <p>Example: Articles to be included</p> <ul style="list-style-type: none"> i. <i>Sample videos of their teaching</i> ii. <i>Statement of teaching philosophy</i> iii. <i>Evaluations</i> iv. <i>Sample lesson plans</i> v. <i>Report on Classroom Innovations (e.g., creation of TLRs, new methods)</i> vi. <i>Relevant photographs</i> vii. <i>Teaching honours and/or awards</i> viii. <i>Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)</i> ix. <i>Continuing Education/Workshops completed (CPD)</i> <p>Benefits</p> <ul style="list-style-type: none"> a. <i>Promotion</i> b. <i>Professional development</i> c. <i>Reference material</i> 	
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	<p>d. <i>Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i></p> <p>e. <i>Keeps a record of a teacher's accomplishments</i></p> <p>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).</p> <p>Example: Select a Focus</p> <p>a. <i>know what you want to investigate (Research Problem/Topic)</i></p> <p>b. <i>develop some questions about the area you have identified</i></p> <p>c. <i>Establish a plan to answer the questions.</i></p> <p>Data Collection <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p> <p>Data Analysis and Interpretation <i>Analyse and interpret in order to arrive at a decision.</i></p> <p>Take Action</p> <p>a. <i>continue the intervention</i></p> <p>b. <i>disband the intervention</i></p> <p>c. <i>modify the intervention in some</i></p>	<p>d. <i>Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i></p> <p>e. <i>Keeps a record of a teacher's accomplishments</i></p> <p>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).</p> <p>Example: Select a Focus</p> <p>a. <i>know what you want to investigate (Research Problem/Topic)</i></p> <p>b. <i>develop some questions about the area you have identified</i></p> <p>c. <i>Establish a plan to answer the questions.</i></p> <p>Data Collection <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p> <p>Data Analysis and Interpretation <i>Analyse and interpret in order to arrive at a decision.</i></p> <p>Take Action</p> <p>a. <i>continue the intervention</i></p> <p>b. <i>disband the intervention</i></p> <p>c. <i>modify the intervention in some</i></p>	
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	<p><i>way(s) - when necessary.</i></p> <p>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</p> <p>Example:</p> <ul style="list-style-type: none"> a. <i>Class management</i> b. <i>GESI responsiveness</i> c. <i>Classroom Innovations and TLRs</i> d. <i>Teaching Philosophy</i> e. <i>Use of ICT tools in teaching (Benefits and Challenges)</i> f. <i>Teaching Portfolio Development</i> g. <i>NTS</i> h. <i>Classroom Enquiry and Action Research</i> 	<p><i>way(s) - when necessary.</i></p> <p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> a. <i>Class management</i> b. <i>GESI responsiveness</i> c. <i>Classroom Innovations and TLRs</i> d. <i>Teaching Philosophy</i> e. <i>Use of ICT tools in teaching (Benefits and Challenges)</i> f. <i>Teaching Portfolio Development</i> g. <i>NTS</i> h. <i>Classroom Enquiry and Action Research</i> 	
<p>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</p>	<p>1.11 Ask Tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p> <p>Example:</p> <ul style="list-style-type: none"> a. <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).</i> b. <i>Asking student teachers to review their teaching philosophy to suit the context of practice.</i> c. <i>Ensuring that student teachers use mixed ability grouping and pay attention to gender roles and stereotyping.</i> d. <i>Reminding student teachers to use audio-</i> 	<p>1.11 Discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p> <p>Example:</p> <ul style="list-style-type: none"> a. <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).</i> b. <i>Asking student teachers to review their teaching philosophy to suit the context of practice.</i> c. <i>Ensuring that student teachers use mixed ability grouping and pay attention to gender roles and stereotyping</i> d. <i>Reminding student teachers to use audio-</i> 	

	<p><i>visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and exploring online resources.</i></p> <p>e. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</p> <p>f. Reminding student teachers to always link their lesson with the National Teachers Standard.</p> <p>g. Asking Student teachers to be reflective practitioners.</p>	<p><i>visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and exploring online resources.</i></p> <p>e. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</p> <p>f. Reminding student teachers to always link their lesson with the National Teachers Standard.</p> <p>g. Asking Student teachers to be reflective practitioners</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ 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</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 In pairs, ask tutors to discuss new concepts of the lesson and share with the whole group as appropriate.</p> <p>Example:</p> <p>iii. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>Pollution</i> <p>iv. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> - <i>Relation entre théories et techniques de la traduction</i> <p>v. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> 	<p>2.1 In pairs, discuss new concepts of the lesson and share with the whole group as appropriate.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>Pollution</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> - <i>Relation entre théories et techniques de la traduction</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> 	15 mins

	<p>2.2 Ask tutors to identify possible barriers to the new learning/lesson</p> <p>Example.</p> <ol style="list-style-type: none"> i. <i>Inadequate knowledge of internet resources for learning.</i> ii. <i>Absence or inadequate reading materials in the Colleges library</i> iii. <i>Large class size</i> <p>Suggested solutions</p> <ul style="list-style-type: none"> - <i>Provide list of possible internet resources and/or website addresses and guide student teachers on how to access these.</i> - <i>Identify and use more ‘documents authentiques’ such as online journals, magazines etc.</i> - <i>Consider regrouping of classes where applicable especially for oral lessons</i> <p>2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	<p>2.2 Identify possible barriers to the new learning/lesson</p> <p>Example.</p> <ol style="list-style-type: none"> i. <i>Inadequate knowledge of internet resources for learning.</i> ii. <i>Absence or inadequate reading materials in the Colleges library</i> iii. <i>Large class size</i> <p>Suggested solutions</p> <ul style="list-style-type: none"> - <i>Provide list of possible internet resources and/or website addresses and guide student teachers on how to access these.</i> - <i>Identify and use more ‘documents authentiques’ such as online journals, magazines etc.</i> - <i>Consider regrouping of classes where applicable especially for oral lessons</i> <p>2.3 Identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for 	<p>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.</p> <p>Example :</p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>Pollution</i> ii. Discourse Analysis and Translation <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> 	<p>3.1 Read the teaching and learning activities for Lesson 8, and to present the areas identified for whole group discussion.</p> <p>Example:</p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>Pollution</i> ii. Discourse Analysis and Translation <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> 	

<p>making <i>explicit</i> links to the Basic School Curriculum</p> <p>➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>➤ 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</p> <p>➤ Resources:</p> <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> - <i>Relation entre théories et techniques de la traduction</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> <p>3.2 Lead tutors to identify areas that require further clarification for redress.</p> <p>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</p> <p>Example:</p> <ul style="list-style-type: none"> e. <i>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)</i> f. 21st Century Skills: <ul style="list-style-type: none"> - <i>Collaborative work and Communication skills</i> - <i>Cognitive processes and strategies (Critical thinking, Problem solving, etc)</i> g. Leadership (eg. Responsibility) <ul style="list-style-type: none"> - <i>Give equal leadership opportunities to both males and females during collaborative activities in class.</i> 	<ul style="list-style-type: none"> - <i>Relation entre théories et techniques de la traduction</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> <p>3.2 Identify areas that require further clarification for redress.</p> <p>3.3 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</p> <p>Example:</p> <ul style="list-style-type: none"> e. <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)</i> f. 21st Century Skills: <ul style="list-style-type: none"> - <i>Collaborative work and Communication skills</i> - <i>Cognitive processes and strategies (Critical thinking, Problem solving, etc)</i> g. Leadership (eg. Responsibility) <ul style="list-style-type: none"> - <i>Give equal leadership opportunities to both males and females during collaborative activities in class.</i> 	
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<p>given to local availability</p> <ul style="list-style-type: none"> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning <p>Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>h. Address issues of SEN by using braille or enlarged texts during group presentations.</i></p> <p>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.</p> <p>Example: <i>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></p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>La pollution</i> ii. Discourse Analysis and Translation <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> iii. French Literature <ul style="list-style-type: none"> - <i>La littérature française du XIXe et XXe siècles.</i> - <i>Etude des personnages/l'espace dans un extrait</i> - <i>Etude des thèmes dans un extrait</i> <p>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;</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French a. <i>The use of audio and video recordings, photocopies of</i> 	<p><i>h. Address issues of SEN by using braille or enlarged texts during group presentations.</i></p> <p>3.4 Read the assessment components of the Lesson 4 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>Example: <i>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></p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>La pollution</i> ii. Discourse Analysis and Translation <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> iii. French Literature <ul style="list-style-type: none"> - <i>La littérature française du XIXe et XXe siècles.</i> - <i>Etude des personnages/l'espace dans un extrait</i> - <i>Etude des thèmes dans un extrait</i> <p>3.5 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 8;</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French a. <i>The use of audio and video recordings, photocopies of</i> 	
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	<p>teaching manuals, projectors, computers, loud speakers, Internet connectivity and YouTube links:(a. La polygamie</p> <p>Disponible sur: https://www.youtube.com/watch?v=Fo1Sk5Nh2vY</p> <p>b. Mariage forcé</p> <p>Disponible sur: https://www.youtube.com/watch?v=aRAvVQoH7D0</p> <p>iii. Discourse Analysis and Translation</p> <p>c. Maingueneau, D. (2016). <i>Les termes clés de l'analyse du discours</i>. Média Diffusion.</p> <p>d. Ducrot, O., & Todorov, T. (1972). <i>Dictionnaire encyclopédique des sciences du langage</i>. FeniXX.</p> <p>iii. French Literature</p> <p>c. Julaud, J. J. (2014). <i>La littérature française pour les nuls</i>. Éditions First. (Refer to Première partie, Le Moyen Âge : fervent et farceur. Pages 27-25)</p> <p>d. Masson, N. (2007). <i>La littérature française</i>. Editions Eyrolles. (Refer to Pages 17-25)</p> <p>3.6 In groups, ask tutors to discuss their plans for teaching Lesson 8 by simulating a classroom scenario.</p> <p>NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 8 and any other resources they might have introduced during the delivery of their lesson for discussion during the next PD session.</p>	<p>teaching manuals, projectors, computers, loud speakers, Internet connectivity and YouTube links :(a. La polygamie</p> <p>Disponible sur: https://www.youtube.com/watch?v=Fo1Sk5Nh2vY</p> <p>b. Mariage forcé</p> <p>Disponible sur: https://www.youtube.com/watch?v=aRAvVQoH7D0</p> <p>iii. Discourse Analysis and Translation</p> <p>c. Maingueneau, D. (2016). <i>Les termes clés de l'analyse du discours</i>. Média Diffusion.</p> <p>d. Ducrot, O., & Todorov, T. (1972). <i>Dictionnaire encyclopédique des sciences du langage</i>. FeniXX.</p> <p>iii. French Literature</p> <p>c. Julaud, J. J. (2014). <i>La littérature française pour les nuls</i>. Éditions First. (Refer to Première partie, Le Moyen Âge : fervent et farceur. Pages 27-25)</p> <p>d. Masson, N. (2007). <i>La littérature française</i>. Editions Eyrolles. (Refer to Pages 17-25)</p> <p>3.6 In groups, discuss your plans for teaching Lesson 8 by simulating a classroom scenario.</p> <p>NB: Prepare a report on how you used the resources suggested for lesson 8 and any other resources you might have introduced during the delivery of your lesson for discussion during the next PD session.</p>	
4. Evaluation and review of session:	4.1 Remind tutors to identify a Critical Friend from the	4.1 Identify a Critical Friend from the same or related	15 mins

<p>a. Tutors need to identify critical friends to observe lessons and report at next session</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>same or related subject area, to observe their lesson during the enactment and share his or her observation during the next PDS. NTS 1a</p> <p>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.</p> <p><i>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.</i></p>	<p>subject area, to observe your lesson during the enactment and to share his or her observation during the next PDS. NTS 1a</p> <p>4.2 Write down issues observed about the simulated teaching of the lesson 8 and share your observations with the whole group for discussion.</p> <p><i>NB: Read Lesson 9 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</i></p>	
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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 7. Advanced Communication Skills in French 8. Discourse Analysis and Translation 9. French Literature		
Year 4	Semester 2		
Tutor PD Session 9 for Lesson 9 in the 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 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
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 <i>provide explanations</i> for any areas where tutors might require	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 : <i>Alouette, gentille alouette</i> https://www.youtube.com/watch?v=I3y3O80nqiM 1.2 Ask tutors to listen to and discuss with a Critical friend his/her observation on previous week's PD session with tutors for discussion. 1.3 Ask tutors to refer to lesson 9 of their course manual and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson.	1. Introduction to the course 1.1 Sing a short song in French as an icebreaker. Example : <i>Alouette, gentille Alouette</i> https://www.youtube.com/watch?v=I3y3O80nqiM 1.2 Listen and discuss with Critical friend his/her observations on previous week's PD session. 1.3 Refer to lesson 9 of your course manual and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson.	20 mins

<p>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</p>	<p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French - <i>Language practice: Oral and written communication in business related issues.</i> ii. Discourse Analysis and Translation - <i>Comparing Morphology and Syntax of French and English</i> iii. French Literature - <i>Practical studies of the French literary movements</i> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> - <i>Basic skills in oral communication including how to organise debates on a given topic.</i> - <i>Ability to identify sentence patterns of both French and English.</i> - <i>Ability to identify themes and characters of 19th and 20th Century French literature</i> <p>1.4 Ask tutors to read the introductory section of lesson 9 and bring out LOs and LIs for whole group discussion.</p> <p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French <p>LO <i>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)</i></p>	<p>Example:</p> <ul style="list-style-type: none"> i. Advanced Communication Skills in French - <i>Language practice: Oral and written communication in business related issues.</i> ii. Discourse Analysis and Translation - <i>Comparing Morphology and Syntax of French and English</i> iii. French Literature - <i>Practical studies of the French literary movements</i> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> - <i>Basic skills in oral communication including how to organise debates on a given topic.</i> - <i>Ability to identify sentence patterns of both French and English.</i> - <i>Ability to identify themes and characters of 19th and 20th Century French literature</i> <p>1.4 Read the introductory section of lesson 9 and bring out LOs and LIs for whole group discussion.</p> <p>Example:</p> <ul style="list-style-type: none"> j. Advanced Communication Skills in French <p>LO <i>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)</i></p>	
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	<p>LIs</p> <p>a. <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>b. <i>Discuss topics on selected themes of conversation on everyday life situations.</i></p> <p>iv. Discourse Analysis and Translation</p> <p>LO</p> <p>1. <i>Demonstrate understanding of the morphology and syntax of French and English.</i></p> <p>LI</p> <p>d. <i>Explain the morphology and syntax of French and English.</i></p> <p>i. French Literature</p> <p>LO</p> <p><i>Show knowledge and understanding of French literary texts in relation to the 20th Century.</i></p> <p>LIs</p> <p>a. <i>Identify features of French literary text.</i></p> <p>b. <i>Read French literary text.</i></p> <p>1.5 Ask tutors to identify the distinct (unique) aspects of the ninth lesson and share their observations with the whole group.</p> <p>Example:</p> <p>iv. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Polygamie</i> - <i>Mariage forcé</i> 	<p>LIs</p> <p>a. <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>b. <i>Discuss topics on selected themes of conversation on everyday life situations.</i></p> <p>iv. Discourse Analysis and Translation</p> <p>LO</p> <p>1. <i>Demonstrate understanding of the morphology and syntax of French and English.</i></p> <p>LI</p> <p>d. <i>Explain the morphology and syntax of French and English.</i></p> <p>i. French Literature</p> <p>LO</p> <p><i>Show knowledge and understanding of French literary texts in relation to the 20th Century.</i></p> <p>LIs</p> <p>a. <i>Identify features of French literary text.</i></p> <p>b. <i>Read French literary text.</i></p> <p>1.5 Identify the distinct (unique) aspects of the ninth lesson and share your observations with the whole group.</p> <p>Example:</p> <p>j. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Polygamie</i> - <i>Mariage forcé</i> 	
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	<ul style="list-style-type: none"> - <i>Tâches ménagères</i> <p>v. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : morphologie et syntaxe</i> - <i>Structure et usage de l'anglais et du français</i> - <i>Similarités et différences entre la morphologie et la syntaxe de l'anglais et du français</i> - <i>L'impact de différences morphosyntaxique sur la compréhension et la traduction.</i> <p>vi. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française (roman et théâtre)</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> <p>1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Polygamie</i> - <i>Mariage forcé</i> - <i>Tâches ménagères</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : morphologie et syntaxe</i> - <i>Structure et usage de l'anglais et du français</i> - <i>Similarités et différences entre la morphologie et la syntaxe de l'anglais et du français</i> 	<ul style="list-style-type: none"> - <i>Tâches ménagères</i> <p>iv. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : morphologie et syntaxe</i> - <i>Structure et usage de l'anglais et du français</i> - <i>Similarités et différences entre la morphologie et la syntaxe de l'anglais et du français</i> - <i>L'impact de différences morphosyntaxique sur la compréhension et la traduction.</i> <p>v. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française (roman et théâtre)</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> <p>1.6 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Polygamie</i> - <i>Mariage forcé</i> - <i>Tâches ménagères</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Définition : morphologie et syntaxe</i> - <i>Structure et usage de l'anglais et du français</i> - <i>Similarités et différences entre la morphologie et la syntaxe de l'anglais et du français</i> 	
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	<ul style="list-style-type: none"> - <i>L'impact de différences morphosyntaxique sur la compréhension et la traduction.</i> iii. French Literature <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française (roman et théâtre)</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> 	<ul style="list-style-type: none"> - <i>L'impact de différences morphosyntaxique sur la compréhension et la traduction.</i> iii. French Literature <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française (roman et théâtre)</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> 	
<p>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.</p>	<p>1.7 Ask tutors to discuss the components of a subject portfolio and the need for its development by student teachers.</p> <p>Example:</p> <ul style="list-style-type: none"> a. <i>Course assignments</i> b. <i>written reports on projects</i> c. <i>revisions and work samples</i> d. <i>student self-assessments</i> e. <i>reflections on own works. etc</i> <p>The need for portfolio <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p>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.</p> <p>Example: Articles to be included</p> <ul style="list-style-type: none"> a. <i>Sample Videos of their teaching</i> 	<p>1.7 Discuss the components of a subject portfolio and the need for its development by student teachers.</p> <p>Example:</p> <ul style="list-style-type: none"> a. <i>Course assignments</i> b. <i>written reports on projects</i> c. <i>revisions and work samples</i> d. <i>student self-assessments</i> e. <i>reflections on own works. etc</i> <p>The need for portfolio <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p>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.</p> <p>Example: Articles to be included</p> <ul style="list-style-type: none"> a. <i>Sample videos of their teaching</i> 	

	<ul style="list-style-type: none"> <i>b. Statement of teaching philosophy</i> <i>c. Evaluations</i> <i>d. Sample lesson plans</i> <i>e. Report on Classroom Innovations (e.g., creation of TLRs, new methods)</i> <i>f. Relevant photographs</i> <i>g. Teaching honours and/or awards</i> <i>h. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)</i> <i>i. Continuing Education/Workshops completed (CPD)</i> <p>Benefits</p> <ul style="list-style-type: none"> <i>a. Promotion</i> <i>b. Professional development</i> <i>c. Reference material</i> <i>d. Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i> <i>e. Keeps a record of a teacher's accomplishments</i> <p>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).</p> <p>Example: Select a Focus</p> <ul style="list-style-type: none"> <i>a. know what you want to investigate (Research Problem/Topic)</i> <i>b. develop some questions about the</i> 	<ul style="list-style-type: none"> <i>b. Statement of teaching philosophy</i> <i>c. Evaluations</i> <i>d. Sample lesson plans</i> <i>e. Report on Classroom Innovations (e.g., creation of TLRs, new methods)</i> <i>f. Relevant photographs</i> <i>g. Teaching honours and/or awards</i> <i>h. Evidence of student learning (e.g., graded exams, assignments i.e. 1 good/ 1 bad)</i> <i>i. Continuing Education/Workshops completed (CPD)</i> <p>Benefits</p> <ul style="list-style-type: none"> <i>a. Promotion</i> <i>b. Professional development</i> <i>c. Reference material</i> <i>d. Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i> <i>e. Keeps a record of a teacher's accomplishments</i> <p>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).</p> <p>Example: Select a Focus</p> <ul style="list-style-type: none"> <i>a. know what you want to investigate (Research Problem/Topic)</i> <i>b. develop some questions about the</i> 	
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	<p><i>area you have identified</i></p> <p>c. <i>Establish a plan to answer the questions.</i></p> <p>Data Collection <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p> <p>Data Analysis and Interpretation <i>Analyse and interpret in order to arrive at a decision.</i></p> <p>Take Action</p> <p>a. <i>continue the intervention</i></p> <p>b. <i>disband the intervention</i></p> <p>c. <i>modify the intervention in some way(s) - when necessary.</i></p> <p>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</p> <p>Example:</p> <p>a. <i>Class management</i></p> <p>b. <i>GESI responsiveness</i></p> <p>c. <i>Classroom Innovations and TLRs</i></p> <p>d. <i>Teaching Philosophy</i></p> <p>e. <i>Use of ICT tools in teaching (Benefits and Challenges)</i></p> <p>f. <i>Teaching Portfolio Development</i></p> <p>g. <i>NTS</i></p> <p>h. <i>Classroom Enquiry and Action Research</i></p>	<p><i>area you have identified</i></p> <p>c. <i>Establish a plan to answer the questions.</i></p> <p>Data Collection <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p> <p>Data Analysis and Interpretation <i>Analyse and interpret in order to arrive at a decision.</i></p> <p>Take Action</p> <p>a. <i>continue the intervention</i></p> <p>b. <i>disband the intervention</i></p> <p>c. <i>modify the intervention in some way(s) - when necessary.</i></p> <p>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.</p> <p>Example:</p> <p>a. <i>Class management</i></p> <p>b. <i>GESI responsiveness</i></p> <p>c. <i>Classroom Innovations and TLRs</i></p> <p>d. <i>Teaching Philosophy</i></p> <p>e. <i>Use of ICT tools in teaching (Benefits and Challenges)</i></p> <p>f. <i>Teaching Portfolio Development</i></p> <p>g. <i>NTS</i></p> <p>h. <i>Classroom Enquiry and Action Research</i></p>	
For each session remember this is the	1.11 Ask Tutors to discuss and provide prompts to	1.11 Discuss and provide prompts to support	

<p>final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc</p>	<p>support planning for beginning teachers, considering GESI, CCI, ICT etc.</p> <p>Example:</p> <p>h. Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc).</p> <p>i. Asking student teachers to review their teaching philosophy to suit the context of practice.</p> <p>j. Ensuring that student teachers use mixed ability grouping and pay attention to gender roles and stereotyping.</p> <p>k. Reminding student teachers to use audio-visual materials such as (television, I-box, laptop, mobile phones etc) in listening/watching and exploring online resources.</p> <p>l. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</p> <p>m. Reminding student teachers to always link their lesson with the National Teachers Standard.</p> <p>n. Asking Student teachers to be reflective practitioners.</p>	<p>planning for beginning teachers, considering GESI, CCI, ICT etc.</p> <p>Example:</p> <p>h. Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc).</p> <p>i. Asking student teachers to review their teaching philosophy to suit the context of practice.</p> <p>j. Ensuring that student teachers use mixed ability grouping and pay attention to gender roles and stereotyping.</p> <p>k. Reminding student teachers to use audio-visual materials such as (television, I-box, laptop, mobile phones etc) in listening/watching and exploring online resources.</p> <p>l. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</p> <p>m. Reminding student teachers to always link their lesson with the National Teachers Standard.</p> <p>n. Asking Student teachers to be reflective practitioners</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <p>➤ Identification and discussion of new learning, potential barriers</p>	<p>2.1 In pairs, ask tutors to discuss new concepts of the lesson and share with the whole group as appropriate.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>- <i>Pluralisme de religion</i></p>	<p>2.1 In pairs, discuss new concepts of the lesson and share with the whole group as appropriate.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>- <i>Pluralisme de religion</i></p>	<p>15 mins</p>

<p>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</p> <p>➤ NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<ul style="list-style-type: none"> - Pollution <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> - <i>Relation entre théories et techniques de la traduction</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> <p>2.2 Ask tutors to identify possible barriers to the new learning/lesson</p> <p>Example.</p> <ul style="list-style-type: none"> i. <i>Inadequate knowledge of internet resources for learning.</i> ii. <i>Absence or inadequate reading materials in the Colleges library</i> iii. <i>Large class size</i> <p>Suggested solutions</p> <ul style="list-style-type: none"> i. <i>Provide list of possible internet resources and/or website addresses and guide student teachers on how to access these.</i> ii. <i>Identify and use more 'documents authentiques' such as online journals, magazines etc.</i> iii. <i>Consider regrouping of classes where applicable especially for oral lessons</i> <p>2.3 Lead tutors to identify and discuss pedagogical</p>	<ul style="list-style-type: none"> - <i>Pollution</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> - <i>Relation entre théories et techniques de la traduction</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> <p>2.2 Identify possible barriers to the new learning/lesson</p> <p>Example.</p> <ul style="list-style-type: none"> ii. <i>Inadequate knowledge of internet resources for learning.</i> ii. <i>Absence or inadequate reading materials in the Colleges library</i> v. <i>Large class size</i> <p>Suggested solutions</p> <ul style="list-style-type: none"> i. <i>Provide list of possible internet resources and/or website addresses and guide student teachers on how to access these.</i> ii. <i>Identify and use more 'documents authentiques' such as online journals, magazines etc.</i> iii. <i>Consider regrouping of classes where applicable especially for oral lessons</i> <p>2.3 Identify and discuss pedagogical needs such</p>	
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	needs such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.	as: creative approaches (storytelling), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit</i> 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: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, 	<p>3.1 Ask tutors to individually read the teaching and learning activities for Lesson 9, and to present the areas identified for whole group discussion.</p> <p>Example:</p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - Pollution ii. Discourse Analysis and Translation <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> - <i>Relation entre théories et techniques de la traduction</i> iii. French Literature <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> <p>3.2 Lead tutors to identify areas that require further clarification for redress.</p> <p>3.3 Ask tutors, in groups of two or three, 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</p> <p>Example:</p>	<p>3.1 Read the teaching and learning activities for Lesson 9, and to present the areas identified for whole group discussion.</p> <p>Example:</p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - Pollution ii. Discourse Analysis and Translation <ul style="list-style-type: none"> - <i>Théories de la traduction</i> - <i>Techniques de la traduction</i> - <i>Relation entre théories et techniques de la traduction</i> iii. French Literature <ul style="list-style-type: none"> - <i>Etude des extraits des textes de la littérature française</i> - <i>Discussion des personnages, des cadres spatio-temporels et des thèmes</i> <p>3.2 Identify areas that require further clarification for redress.</p> <p>3.3 In groups of two or three, 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</p> <p>Example:</p>	

<p>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</p> <p>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</p> <p>Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>i. <i>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)</i></p> <p>ii. 21st Century Skills:</p> <ul style="list-style-type: none"> - Collaborative work and Communication skills - Cognitive processes and strategies (Critical thinking, Problem solving, etc) <p>iii. Leadership (eg. Responsibility)</p> <ul style="list-style-type: none"> - Give equal leadership opportunities to both males and females during collaborative activities in class. <p>iv. <i>Address issues of SEN by using braille or enlarged texts during group presentations.</i></p> <p>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.</p> <p>Example: <i>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></p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>La pollution</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Théories de la traduction</i> 	<p>i. <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)</i></p> <p>ii. 21st Century Skills:</p> <ul style="list-style-type: none"> - Collaborative work and Communication skills - Cognitive processes and strategies (Critical thinking, Problem solving, etc) <p>iii. Leadership (eg. Responsibility)</p> <ul style="list-style-type: none"> - Give equal leadership opportunities to both males and females during collaborative activities in class. <p>iv. <i>Address issues of SEN by using braille or enlarged texts during group presentations.</i></p> <p>3.4 Read the assessment components of the Lesson 4 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>Example: <i>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></p> <p>i. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Pluralisme de religion</i> - <i>La pollution</i> <p>ii. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> a. <i>Théories de la traduction</i> 	
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	<ul style="list-style-type: none"> - <i>Techniques de la traduction</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> - <i>La littérature française du XIXe et XXe siècles.</i> - <i>Etude des personnages/l'espace dans un extrait</i> - <i>Etude des thèmes dans un extrait</i> <p>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;</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>a. <i>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:</i></p> <p>https://www.youtube.com/watch?v=r7FQKUqN0uo.</p> <p>b. À l'hôtel: conversation en français Disponible sur: https://www.youtube.com/watch?v=geyHn8Ai6NM)</p> <p>ii. Discourse Analysis and Translation</p> <p>a. Maingueneau, D. (2016). <i>Les termes clés de l'analyse du discours</i>. Média Diffusion.</p> <p>b. Ducrot, O., & Todorov, T. (1972). <i>Dictionnaire encyclopédique des</i></p>	<ul style="list-style-type: none"> <i>b. Techniques de la traduction</i> <p>iii. French Literature</p> <ul style="list-style-type: none"> <i>a. La littérature française du XIXe et XXe siècles.</i> <i>b. Etude des personnages/l'espace dans un extrait</i> <i>c. Etude des thèmes dans un extrait</i> <p>3.5 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 8;</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>a. <i>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:</i></p> <p>https://www.youtube.com/watch?v=r7FQKUqN0uo.</p> <p>b. À l'hôtel: conversation en français Disponible sur: https://www.youtube.com/watch?v=geyHn8Ai6NM)</p> <p>ii. Discourse Analysis and Translation</p> <p>a. Maingueneau, D. (2016). <i>Les termes clés de l'analyse du discours</i>. Média Diffusion.</p> <p>b. Ducrot, O., & Todorov, T. (1972). <i>Dictionnaire encyclopédique des</i></p>	
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	<p><i>sciences du langage.</i> FeniXX.</p> <p>iii. French Literature</p> <p>a. Julaud, J. J. (2014). <i>La littérature française pour les nuls</i>. Éditions First. (Refer to Première partie, Le Moyen Âge : fervent et farceur. Pages 27-25)</p> <p>b. Masson, N. (2007). <i>La littérature française</i>. Éditions Eyrolles. (Refer to Pages 17-25)</p> <p>3.6 In groups, ask tutors to discuss their plans for teaching Lesson 9 by simulating a classroom scenario.</p> <p>NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 9 and any other resources they might have introduced during the delivery of their lesson for discussion during the next PD session.</p>	<p><i>sciences du langage.</i> FeniXX.</p> <p>iii. French Literature</p> <p>a. Julaud, J. J. (2014). <i>La littérature française pour les nuls</i>. Éditions First. (Refer to Première partie, Le Moyen Âge : fervent et farceur. Pages 27-25)</p> <p>b. Masson, N. (2007). <i>La littérature française</i>. Éditions Eyrolles. (Refer to Pages 17-25)</p> <p>3.6 In groups, discuss your plans for teaching Lesson 9 by simulating a classroom scenario.</p> <p>NB: Prepare a report on how you used the resources suggested for lesson 8 and any other resources you might have introduced during the delivery of your lesson for discussion during the next PD session.</p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>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</p> <p>4.2 Ask tutors to individually write down issues observed about the simulated teaching of the lesson 9 and share their observations with the whole group for discussion.</p> <p>NB: <i>Remind tutors to read Lesson 10 in both the course and PD manuals and identify</i></p>	<p>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</p> <p>4.2 Write down issues observed about the simulated teaching of the lesson 9 and share your observations with the whole group for discussion.</p> <p>NB: <i>Read Lesson 10 in both the course and PD manuals and identify key issues for</i></p>	15 mins

	<i>key issues for discussion during the next PD session.</i>	<i>discussion during the next PD session.</i>	
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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 1. Advanced Communication Skills in French 2. Discourse Analysis and Translation 3. French Literature		
Year 4			Semester 2
Tutor PD Session 10 for Lesson 10 in the 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 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
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ 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, <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i></p>	<p>1.1 Start by welcoming tutors to the Lesson 10 PD session for the semester and lead them to sing a short song in French. Example : Frère Jacques : (disponible sur : https://www.youtube.com/watch?v=bz0pOWHZ9Qc)</p> <p>1.2 Ask the Critical Friend for Lesson 9 and tutors to reflect individually on the previous week's session and share their experiences.</p> <p>1.3 Ask tutors to refer to Lesson 10 of the course manual and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson.</p> <p>Example: i. Advanced Communication Skills in French</p>	<p>1.1 Start the Lesson 10 PD session for the semester by singing a short song in French. Example : Frère Jacques : (disponible sur : https://www.youtube.com/watch?v=bz0pOWHZ9Qc)</p> <p>1.2 Together with the Critical Friend for Lesson 9, reflect on the previous week's session and share your experiences.</p> <p>1.3 Refer to Lesson 10 of the course manual and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson.</p> <p>Example: i. Advanced Communication Skills in French</p>	20 mins

<p>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</p>	<p>- <i>Language practice: Oral and written communication in business related issues</i></p> <p>ii. Discourse Analysis and Translation</p> <p>- <i>Vocabulary use in translation and related issues: borrowing and neologisms</i></p> <p>iii. French Literature</p> <p>- <i>Contemporary French culture</i></p> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> -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. <p>1.4 Ask tutors to read the introductory section of lesson 10 and bring out LOs and LIs for whole group discussion.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>LO <i>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)</i></p> <p>LIs <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p>	<p>- <i>Language practice: Oral and written communication in business related issues</i></p> <p>ii. Discourse Analysis and Translation</p> <p>- <i>Vocabulary use in translation and related issues: borrowing and neologisms</i></p> <p>iii. French Literature</p> <p>- <i>Contemporary French culture</i></p> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> -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. <p>1.4 Read the introductory section of lesson 10 and bring out LOs and LIs for whole group discussion.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p>LO <i>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)</i></p> <p>LIs <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p>	
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	<p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of vocabulary use in translation</i></p> <p>LIs <i>Identify and use specific vocabulary in translated texts.</i></p> <p>iii. French Literature</p> <p>LO <i>Show knowledge and understanding to determine the theme of a text</i></p> <p>LIs <i>Determining the techniques used in textual analysis</i></p> <p>1.5 Ask tutors to identify the distinct (unique) aspects of the Lesson 10 and share their observations with the whole group.</p> <p>Example: i. Advanced Communication Skills in French <i>- The place of women in society</i> ii. Discourse Analysis and Translation <i>-Borrowing and neologisms</i> iii. French Literature <i>Identifying explicit and implicit ideas of a text</i></p> <p>1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p>	<p>ii. Discourse Analysis and Translation</p> <p>LO <i>Demonstrate understanding of vocabulary use in translation</i></p> <p>LIs <i>Identify and use specific vocabulary in translated texts.</i></p> <p>iii. French Literature</p> <p>LO <i>Show knowledge and understanding to determine the theme of a text</i></p> <p>LIs <i>Determining the techniques used in textual analysis</i></p> <p>1.5 Identify the distinct (unique) aspects of the Lesson 10 and share your observations with the whole group.</p> <p>Example: i. Advanced Communication Skills in French <i>- The place of women in society</i> ii. Discourse Analysis and Translation <i>-Borrowing and neologisms</i> iii. French Literature <i>Identifying explicit and implicit ideas of a text</i></p> <p>1.6 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p>	
As this course is dealing with supporting and or assessing the Professional Teaching	1.6 Discuss with tutors on how to assist student teachers to prepare adequately for the world	1.6 Discuss how to assist student teachers to prepare adequately for the world of work	

<p>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.</p>	<p>of work through Post internship seminar.</p> <p>1.7 Let tutors identify areas where student teachers require further training.</p> <p>Example:</p> <ul style="list-style-type: none"> - Professional Teaching portfolio (page 64-68) - Continuous professional development (pages 104-113) - Teacher-Community relations (pages 51-54) <p>NB: Refer to the STS <i>Handbook</i>. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	<p>through Post internship seminar.</p> <p>1.7 Identify areas where student teachers require further training.</p> <p>Example:</p> <ul style="list-style-type: none"> - Professional Teaching portfolio (page 64-68) - Continuous professional development (pages 104-113) - Teacher-Community relations (pages 51-54) <p>NB: Refer to the STS <i>Handbook</i>. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	
<p><i>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.</i></p>	<p>1.8 Lead tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc</p> <p>Example:</p> <ul style="list-style-type: none"> <i>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).</i> <i>ii. Asking student teachers to review their teaching philosophy to suit the context of practice.</i> <i>iii. Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.</i> 	<p>1.8 Discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p> <p>Example:</p> <ul style="list-style-type: none"> <i>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).</i> <i>ii. Asking student teachers to review their teaching philosophy to suit the context of practice.</i> <i>iii. Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.</i> <i>iv. Asking student teachers to use low-cost teaching</i> 	

	<p>iv. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</p> <p>v. Asking students to tap into the expertise of resource persons in their community of teaching.</p> <p>vi. Reminding student teachers to always link their lesson with the National Teachers Standard.</p> <p>vii. Asking Student teachers to be reflective practitioners.</p>	<p>and learning resources from the environment in teaching.</p> <p>v. Asking students to tap into the expertise of resource persons in their community of teaching.</p> <p>vi. Reminding student teachers to always link their lesson with the National Teachers Standard.</p> <p>Asking Student teachers to be reflective practitioners</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ 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</p> <p>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.</p>	<p>2.1 In pairs, ask tutors to discuss new concepts of the lesson and share with the whole group as appropriate. Example: 1. Advanced Communication Skills in French - Language policy ii. Discourse Analysis and Translation - <i>Niveaux et registre de langue</i> iii. French Literature - <i>Textual analysis.</i></p> <p>2.2 Ask tutors to identify possible barriers to the new learning/lesson Example. i. <i>Student teachers may not be able to differentiate between Ghana’s language policy and Ghana’s language-in-education.</i> ii. <i>Poor level of vocabulary</i> iii. <i>Large class size</i></p> <p>Suggested solutions iv. <i>Tutors should help student teachers differentiate between Ghana’s language policy and Ghana’s language-in-education</i></p>	<p>2.1 In pairs, discuss new concepts of the lesson and share with the whole group as appropriate. Example: 1. Advanced Communication Skills in French - Language policy ii. Discourse Analysis and Translation - <i>Niveaux et registre de langue</i> iii. French Literature - <i>Textual analysis.</i></p> <p>2.2 Identify possible barriers to the new learning/lesson Example. i. <i>Student teachers may not be able to differentiate between Ghana’s language policy and Ghana’s language-in-education.</i> ii. <i>Poor level of vocabulary</i> iii. <i>Large class size</i></p> <p>Suggested solutions i. <i>Help student teachers differentiate between Ghana’s language policy and Ghana’s language-in-education</i></p>	15 mins

	<p>v. <i>student teachers may need the use of bilingual dictionaries</i></p> <p>vi. <i>Consider regrouping of classes where applicable especially for oral lessons</i></p> <p>2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	<p>ii. <i>student teachers may need the use of bilingual dictionaries</i></p> <p>iii. <i>Consider regrouping of classes where applicable especially for oral lessons</i></p> <p>2.3 Identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> 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 	<p>3.1 Ask tutors to individually read the teaching and learning activities for Lesson 10, and to present the areas identified for whole group discussion.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>Share the impacts of the women towards the development of the country in their political career (advancements supported by concrete examples).</i></p> <p>ii. Discourse Analysis and Translation - <i>Brainstorm the meaning of emprunt et néologisme and share with one another.</i></p> <p>iii. French Literature - <i>Through questions and answers, student teachers share their suggested themes of the text</i></p> <p>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</p>	<p>3.1 Read the teaching and learning activities for Lesson 10, and to present the areas identified for whole group discussion.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>Share the impacts of the women towards the development of the country in their political career (advancements supported by concrete examples).</i></p> <p>ii. Discourse Analysis and Translation - <i>Brainstorm the meaning of emprunt et néologisme and share with one another.</i></p> <p>iii. French Literature - <i>Through questions and answers, student teachers share their suggested themes of the text</i></p> <p>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</p>	40 mins

<p>teacher learning, subject specific examples should be provided for SL/HoD</p> <p>➤ 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</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>Example:</p> <p>a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class.</p> <p>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)</p> <p>c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc)</p> <p>d. Address issues of SEN by using braille or enlarged texts during group presentations.</p> <p>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.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>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.</i></p> <p>ii. Discourse Analysis and Translation</p>	<p>Example:</p> <p>a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class.</p> <p>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)</p> <p>c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc)</p> <p>d. Address issues of SEN by using braille or enlarged texts during group presentations.</p> <p>3.3 Read the assessment components of the Lesson 10 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>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.</i></p> <p>ii. Discourse Analysis and Translation</p>	
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	<p>- Identify the type/ level of language and language register</p> <p>iii. French Literature <i>Read the text given by the tutor individually, find the theme and then determine the implicit and explicit ideas of the text.</i></p> <p>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. <i>Lamoureux, J. (2001). Pratique de la communication téléphone en français. Grenoble : PUG</i></p> <p>b. Delcos, J. (2000). Guide de conversation. Paris : Didier.</p> <p>ii. Discourse Analysis and Translation a. La neologie (<i>Disponible sur: https://www.espacefrancais.com/la-neologie/</i>) b. Modification de mots 2 - création de mots (<i>Disponible sur: https://www.youtube.com/watch?v=PJbjFCGi2A0</i>) c. Le niveau de langue courant (<i>Disponible sur: https://www.youtube.com/watch?v=Vjtada9aAHw&list=RDCMUCGQpfDrCLmHLfGaj1_jse_A&index=5</i>)</p> <p>iii. French Literature extracts from: a. Gide, André (1902). <i>L'immoraliste</i>, Paris, Mercure</p>	<p>- Identify the type/ level of language and language register</p> <p>iii. French Literature <i>Read the text given by the tutor individually, find the theme and then determine the implicit and explicit ideas of the text.</i></p> <p>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. <i>Lamoureux, J. (2001). Pratique de la communication téléphone en français. Grenoble : PUG</i></p> <p>b. Delcos, J. (2000). Guide de conversation. Paris : Didier. ii. Discourse Analysis and Translation a. La neologie (<i>Disponible sur: https://www.espacefrancais.com/la-neologie/</i>) b. Modification de mots 2 - création de mots (<i>Disponible sur: https://www.youtube.com/watch?v=PJbjFCGi2A0</i>) c. Le niveau de langue courant (<i>Disponible sur: https://www.youtube.com/watch?v=Vjtada9aAHw&list=RDCMUCGQpfDrCLmHLfGaj1_jse_A&index=5</i>)</p> <p>iii. French Literature extracts from: a. Gide, André (1902). <i>L'immoraliste</i>, Paris,</p>	
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	<p>de France, coll. « Folio » n° 229. b. Camus, A. (1950). Les Justes. Paris : Gallimard. Coll. Folio n° 477.</p> <p>3.5 In groups, ask tutors to discuss their plans for teaching Lesson 10 by simulating a classroom scenario.</p> <p>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.</p>	<p>Mercure de France, coll. « Folio » n° 229. b. Camus, A. (1950). Les Justes. Paris : Gallimard. Coll. Folio n° 477.</p> <p>3.5 In groups, discuss your plans for teaching Lesson 10 by simulating a classroom scenario.</p> <p>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.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should identify critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>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</p> <p>4.2 Ask tutors to individually write down issues observed about the simulated teaching of lesson 10 and share their observations with the whole group for discussion.</p> <p>NB: <i>Remind tutors to read Lesson 11 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</i></p>	<p>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</p> <p>4.2 Write down issues observed about the simulated teaching of the lesson 10 and share your observations with the whole group for discussion.</p> <p>NB: <i>Read Lesson 11 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</i></p>	15 mins

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		
Tutor PD Session 11 for Lesson 11 in the 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 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
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ➤ 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, <p>NB The guidance for SL/HoD should identify, address and provide explanations</p>	<p>1.1 Start by welcoming tutors to the Lesson 11 PD session for the semester and breaking the ice using riddles in French</p> <p>Example :</p> <p>- Qu'est-ce que l'on trouve une fois dans une minute, deux fois dans un moment, mais jamais dans une heure ?</p> <p>Réponse : La lettre M</p> <p>1.2 Ask the Critical Friend for Lesson 10 and tutors to reflect individually on the previous week's lesson and share their experiences.</p> <p>1.3 Ask tutors to refer to Lesson 11 of the course manual and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p>	<p>1.1 Start the Lesson 11 PD session for the semester by answering riddles in French.</p> <p>Example :</p> <p>- Qu'est-ce que l'on trouve une fois dans une minute, deux fois dans un moment, mais jamais dans une heure ?</p> <p>1.2 Together with the Critical Friend for Lesson 10, reflect on the previous week's lesson and share your experiences.</p> <p>1.3 Refer to Lesson 11 of the course manual and discuss in pairs the lesson title as well as relevant prior learning needed for the lesson.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p>	20 mins

<p>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</p>	<p>- <i>Language practice: Oral and written communication in business related issues</i></p> <p>ii. Discourse Analysis and Translation</p> <p>- <i>Practice of Translation</i></p> <p>iii. French Literature</p> <p>- <i>Literature, culture and inclusivity/ ICT integration in teaching</i></p> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> - 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. <p>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</p> <p>LO <i>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)</i></p> <p>LIs <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>ii. Discourse Analysis and Translation</p>	<p>- <i>Language practice: Oral and written communication in business related issues</i></p> <p>ii. Discourse Analysis and Translation</p> <p>- <i>Practice of Translation</i></p> <p>iii. French Literature</p> <p>- <i>Literature, culture and inclusivity/ ICT integration in teaching</i></p> <p>NB: Requisite prior knowledge may include the following:</p> <ul style="list-style-type: none"> - 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. <p>1.4 Read the introductory section of lesson 11 and bring out LOs and LIs for whole group discussion. Example: Example: i. Advanced Communication Skills in French</p> <p>LO <i>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)</i></p> <p>LIs <i>Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events).</i></p> <p>ii. Discourse Analysis and Translation</p>	
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	<p>LO <i>Demonstrate understanding of the theories and strategies for translation</i></p> <p>LIs <i>Translate given sentences</i></p> <p>iii. French Literature</p> <p>LO <i>Show knowledge and understanding of the basis of inclusiveness in teaching and learning of FLE.</i></p> <p>LIs <i>a. Identifying issues on gender b. Suggesting solutions to the issues.</i></p> <p>1.5 Ask tutors to identify the distinct (unique) aspects of the Lesson 11 and share their observations with the whole group.</p> <p>Example: i. Advanced Communication Skills in French - <i>Discussion of Social and environmental issues</i> ii. Discourse Analysis and Translation - <i>Translation of texts and interpretation of speeches</i> iii. French Literature - <i>GESI issues in the literature class</i></p> <p>1.6 Lead tutors to discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p>	<p>LO <i>Demonstrate understanding of the theories and strategies for translation</i></p> <p>LIs <i>Translate given sentences</i></p> <p>iii. French Literature</p> <p>LO <i>Show knowledge and understanding of the basis of inclusiveness in teaching and learning of FLE.</i></p> <p>LIs <i>a. Identifying issues on gender b. Suggesting solutions to the issues.</i></p> <p>1.5 Identify the distinct (unique) aspects of the Lesson 11 and share your observations with the whole group.</p> <p>Example: i. Advanced Communication Skills in French - <i>Discussion of Social and environmental issues</i> ii. Discourse Analysis and Translation - <i>Translation of texts and interpretation of speeches</i> iii. French Literature - <i>GESI issues in the literature class</i></p> <p>1.6 Discuss the distinctive features identified and provide explanations to aspects that require further clarifications.</p>	
As this course is dealing with supporting and or assessing the Professional Teaching Portfolio	1.11 Discuss with tutors on how to assist student teachers to prepare adequately for the world of work through Post internship seminar.	1.11 Discuss how to assist student teachers to prepare adequately for the world of work through Post internship seminar.	

<p>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.</p>	<p>1.12 Let tutors identify areas where student teachers require further training.</p> <p>Example:</p> <ul style="list-style-type: none"> - Professional Teaching portfolio (page 64-68) - Continuous professional development (pages 104-113) - Teacher-Community relations (pages 51-54) <p>NB: Refer to the STS <i>Handbook</i>. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	<p>1.12 Identify areas where student teachers require further training.</p> <p>Example:</p> <ul style="list-style-type: none"> - Professional Teaching portfolio (page 64-68) - Continuous professional development (pages 104-113) - Teacher-Community relations (pages 51-54) <p>NB: Refer to the STS <i>Handbook</i>. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	
<p><i>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.</i></p>	<p>1.6 Lead tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc</p> <p>Example:</p> <ol style="list-style-type: none"> a. <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).</i> b. <i>Asking student teachers to review their teaching philosophy to suit the context of practice.</i> c. <i>Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.</i> d. <i>Asking student teachers to use low-cost teaching and learning resources from</i> 	<p>1.6 Discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p> <p>Example:</p> <ol style="list-style-type: none"> a. <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).</i> b. <i>Asking student teachers to review their teaching philosophy to suit the context of practice.</i> c. <i>Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.</i> d. <i>Asking student teachers to use low-cost teaching and learning resources</i> 	

	<p><i>the environment in teaching.</i></p> <p>e. <i>Asking students to tap into the expertise of resource persons in their community of teaching.</i></p> <p>f. <i>Reminding student teachers to always link their lesson with the National Teachers Standard.</i></p> <p>g. <i>Asking Student teachers to be reflective practitioners.</i></p>	<p><i>from the environment in teaching.</i></p> <p>e. <i>Asking students to tap into the expertise of resource persons in their community of teaching.</i></p> <p>f. <i>Reminding student teachers to always link their lesson with the National Teachers Standard.</i></p> <p>g. <i>Asking Student teachers to be reflective practitioners</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ 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</p> <p>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.</p>	<p>2.1 In pairs, ask tutors to discuss new concepts of the lesson and share with the whole group as appropriate. Example:</p> <p>i. Advanced Communication Skills in French - <i>Discussion of Social and environmental issues</i></p> <p>ii. Discourse Analysis and Translation - <i>Translation of texts and interpretation of speeches</i></p> <p>iii. French Literature - <i>GESI issues in the literature class</i></p> <p>2.2 Ask tutors to identify possible barriers to the new learning/lesson Example.</p> <p>i. <i>Unfamiliarity with native French speakers' accent.</i></p> <p>ii. <i>Absence of translation books in the college library.</i></p> <p>iii. <i>Large class size</i></p> <p>Suggested solutions</p> <p>i. <i>Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.</i></p> <p>ii. <i>Identify and use more 'documents authentiques'</i></p>	<p>2.1 In pairs, discuss new concepts of the lesson and share with the whole group as appropriate. Example:</p> <p>i. Advanced Communication Skills in French - <i>Discussion of Social and environmental issues</i></p> <p>ii. Discourse Analysis and Translation - <i>Translation of texts and interpretation of speeches</i></p> <p>iii. French Literature - <i>GESI issues in the literature class</i></p> <p>2.2 Identify possible barriers to the new learning/lesson Example.</p> <p>i. <i>Unfamiliarity with native French speakers' accent.</i></p> <p>ii. <i>Absence of translation books in the college library.</i></p> <p>iii. <i>Large class size</i></p> <p>Suggested solutions</p> <p>i. <i>Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.</i></p> <p>ii. <i>Identify and use more 'documents</i></p>	15 mins

	<p><i>such as online journals, magazines etc.</i></p> <p><i>iii. Consider regrouping of classes where applicable especially for oral lessons</i></p> <p>2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	<p><i>authentiques' such as online journals, magazines etc.</i></p> <p><i>iii. Consider regrouping of classes where applicable especially for oral lessons</i></p> <p>2.3 Identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	
<p>3.Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> 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 	<p>3.1 Ask tutors to individually read the teaching and learning activities for Lesson 11, and to present the areas identified for whole group discussion.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p><i>Student teachers watch an audio-visual material on life in city and life in the village and discuss emerging issues</i></p> <p>ii. Discourse Analysis and Translation</p> <p><i>c. Student teachers, in groups, translate given texts</i></p> <p>iii. French Literature</p> <p><i>-Student teachers to listen to an audio material or watch an audio-visual material on gender inclusiveness, identify and discuss issues on problems of gender.</i></p> <p>3.2 Ask tutors, in groups of two or three, 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</p>	<p>3.1 Read the teaching and learning activities for Lesson 11, and to present the areas identified for whole group discussion.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French</p> <p><i>Student teachers watch an audio-visual material on life in city and life in the village and discuss emerging issues</i></p> <p>ii. Discourse Analysis and Translation</p> <p><i>d. Student teachers, in groups, translate given texts</i></p> <p>iii. French Literature</p> <p><i>-Student teachers to listen to an audio material or watch an audio-visual material on gender inclusiveness, identify and discuss issues on problems of gender.</i></p> <p>3.2 In groups of two or three, 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</p>	40 mins

<p>teacher learning, subject specific examples should be provided for SL/HoD</p> <p>➤ 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</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>Example:</p> <p>a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class.</p> <p>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)</p> <p>c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc)</p> <p>d. Address issues of SEN by using braille or enlarged texts during group presentations.</p> <p>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.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>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.</i></p> <p>ii. Discourse Analysis and Translation <i>Student teachers are given texts to translate into French or audio/audio-</i></p>	<p>learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>Example:</p> <p>a. GESI issues in the study of French: Give equal leadership opportunities to both males and females during collaborative activities in class.</p> <p>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)</p> <p>c. 21st Century Skills: acquiring and using soft skills such as Collaborative work and Communication skills, Critical thinking, Problem solving, etc)</p> <p>d. Address issues of SEN by using braille or enlarged texts during group presentations.</p> <p>3.3 Read the assessment components of the Lesson 11 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>Example:</p> <p>i. Advanced Communication Skills in French - <i>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.</i></p> <p>ii. Discourse Analysis and Translation <i>Student teachers are given texts to translate into French or audio/audio-</i></p>	
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	<p><i>visual materials to interpretate into French</i></p> <p>iii. French Literature <i>Pourquoi est-il très important d'intégrer le GESI (Intégration de l'Égalité de genre et Inclusion sociale) dans la classe de FLE ?</i></p> <p>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 11;</p> <p>Example:</p> <p>i. Advanced Communication Skills in French 124 mineurs chinois clandestins arrêtés au Ghana (disponible sur : https://www.rfi.fr/fr/afrique/20130606-124-mineurs-chinois-clandestins-arretes-ghana-mines-or)</p> <p>ii. Discourse Analysis and Translation https://ucc.edu.gh/press-release/four-public-universities-join-ucc-run-new-bed-programme-colleges-education</p> <p>iii. French Literature Éducation et égalité des genres (disponible sur : https://fr.unesco.org/themes/education-egalite-genres)</p> <p>3.5 In groups, ask tutors to discuss their plans for teaching Lesson 11 by simulating a classroom scenario.</p> <p>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</p>	<p><i>visual materials to interpretate into French</i></p> <p>iii. French Literature <i>Given any literature topic of your choice, how will you integrate GESI into the classroom?</i></p> <p>3.4 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics in Lesson 11;</p> <p>Example:</p> <p>i. Advanced Communication Skills in French 124 mineurs chinois clandestins arrêtés au Ghana (disponible sur : https://www.rfi.fr/fr/afrique/20130606-124-mineurs-chinois-clandestins-arretes-ghana-mines-or)</p> <p>ii. Discourse Analysis and Translation https://ucc.edu.gh/press-release/four-public-universities-join-ucc-run-new-bed-programme-colleges-education</p> <p>iii. French Literature Éducation et égalité des genres (disponible sur : https://fr.unesco.org/themes/education-egalite-genres)</p> <p>3.5 In groups, discuss your plans for teaching Lesson 11 by simulating a classroom scenario.</p> <p>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</p>	
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	of their lesson for discussion during the next PD session.	lesson for discussion during the next PD session.	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ➤ Tutors should identify critical friends to observe lessons and report at next session ➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>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</p> <p>4.2 Ask tutors to individually write down issues observed about the simulated teaching of lesson 11 and share their observations with the whole group for discussion.</p> <p><i>NB: Remind tutors to read Lesson 12 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</i></p>	<p>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</p> <p>4.2 Write down issues observed about the simulated teaching of the lesson 11 and share your observations with the whole group for discussion.</p> <p><i>NB: Read Lesson 12 in both the course and PD manuals, and identify key issues for discussion during the next PD session.</i></p>	15 mins

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		
Tutor PD Session 12 for Lesson 12 in the 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 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
1 Introduction to the session <ul style="list-style-type: none"> ➤ 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	1 Introduction to the session <ol style="list-style-type: none"> 1.1 Start the PD session with an icebreaker in French with a short song. Example: <i>Au revoir, mes amis, à dieu...</i> 1.2 Lead tutors to discuss the purpose of the course as stipulated in the manual. 1.3 Ask tutors to mention the topics of the course they discussed in the semester. Example: iv. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Advanced Techniques for oral communication I</i> - <i>Text-based written and oral production</i> - <i>Language practice: Oral /written communication in the Administrative services</i> 	1 Introduction to the session <ol style="list-style-type: none"> 1.1 Start the PD session with an icebreaker in French with a short song. Example: <i>Au revoir, mes amis, à dieu...</i> 1.2 Discuss the purpose of the course as stipulated in the manual 1.3 Mention the topics of the course discussed for the semester. Example: iv. Advanced Communication Skills in French <ul style="list-style-type: none"> - <i>Advanced Techniques for oral communication I</i> - <i>Text-based written and oral production</i> - <i>Language practice: Oral /written communication in the Administrative services</i> 	20 mins

<p>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</p>	<p>v. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Nature of discourse analysis</i> - <i>Language and language use: Theories and conceptual issues</i> - <i>Interpretation of language and strategies of communication</i> <p>vi. French Literature</p> <ul style="list-style-type: none"> - <i>Introduction to French literature</i> - <i>Trend of the French literary movements from the 17th to the 18th centuries.</i> - <i>Trend of the French literary movements from the 19th to the 20th centuries.</i> <p>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. (<i>A general overview of the course</i>)</p> <p>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:</p> <p>iv. Advanced Communication Skills in French</p> <p>LO</p> <p>1. <i>Demonstrate content Knowledge in advanced general communication skills in French both orally and in writing (NTS 2c, pg13, NTECFpg20, 23).</i></p>	<p>v. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Nature of discourse analysis</i> - <i>Language and language use: Theories and conceptual issues</i> - <i>Interpretation of language and strategies of communication</i> <p>vi. French Literature</p> <ul style="list-style-type: none"> - <i>Introduction to French literature</i> - <i>Trend of the French literary movements from the 17th to the 18th centuries.</i> - <i>Trend of the French literary movements from the 19th to the 20th centuries.</i> <p>1.4 Through think-pair-share and with Critical Friend/s, reflect on Lessons of the course and share what lessons you learnt. (<i>A general overview of the course</i>)</p> <p>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.</p> <p>iv. Advanced Communication Skills in French</p> <p>LO</p> <p>1. <i>Demonstrate content Knowledge in advanced general communication skills in French both orally and in writing (NTS 2c, pg 13, NTECF pg 20, 23).</i></p>	
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	<p>2. Show evidence of competence in the French language by engaging in text-based oral communication. (NTS 2c, pg13, NTECFpg 20, 23)</p> <p>LIs</p> <ul style="list-style-type: none"> - 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. <p>v. Discourse Analysis and Translation</p> <p>LO</p> <ul style="list-style-type: none"> - 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) <p>LIs</p> <ol style="list-style-type: none"> a. List and explain the various approaches to discourse analysis in French. b. Debate in groups and bring out the shortcomings in the various approaches 	<p>2. Show evidence of competence in the French language by engaging in text-based oral communication. (NTS 2c, pg13, NTECF pg 20, 23)</p> <p>LIs</p> <ul style="list-style-type: none"> - 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. <p>v. Discourse Analysis and Translation</p> <p>LO</p> <ul style="list-style-type: none"> - 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) <p>LIs</p> <ol style="list-style-type: none"> a. List and explain the various approaches to discourse analysis in French. b. Debate in groups and bring out the shortcomings in the various approaches 	
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	<p>c. <i>Write short exposé of about 1000 words on any three selected approaches</i></p> <p>d. <i>Discuss the patterns of the language and language use in texts and in contexts</i></p> <p>vi. French Literature</p> <p>LO</p> <ul style="list-style-type: none"> - <i>Demonstrate understanding of the characteristics of the French literary movements from the 17th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i> - <i>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).</i> <p>LIs</p> <ul style="list-style-type: none"> - <i>The student teacher must be able to state the features of the 17th Century French literature</i> - <i>State the features of the 18th Century French literature</i> - <i>Explain the 17th Century French literary movement.</i> - <i>State the features of the 17th Century French literature.</i> <p>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: <i>Digital literacy/ ICT, Cultural diversity, Equality and inclusion in group works.</i></p>	<p>c. <i>Write short exposé of about 1000 words on any three selected approaches</i></p> <p>d. <i>Discuss the patterns of the language and language use in texts and in contexts</i></p> <p>vi. French Literature</p> <p>LO</p> <ul style="list-style-type: none"> - <i>Demonstrate understanding of the characteristics of the French literary movements from the 17th centuries. (NTS 2c, pg. 13, NTECF pg. 20 & 23)</i> - <i>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).</i> <p>LIs</p> <ul style="list-style-type: none"> - <i>The student teacher must be able to state the features of the 17th Century French literature</i> - <i>State the features of the 18th Century French literature</i> - <i>Explain the 17th Century French literary movement.</i> - <i>State the features of the 17th Century French literature.</i> <p>1.6 Discuss how you integrated crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of your lesson. Example: <i>Digital literacy/ ICT, Cultural diversity, Equality and inclusion in group works.</i></p>	
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<p>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.</p>	<p>1.7 Discuss with tutors on how to assist beginning teachers to prepare adequately for the world of work through Post internship seminar.</p> <p>1.8 Let tutors identify areas where beginning teachers require further training. Example:</p> <ul style="list-style-type: none"> - Professional Teaching portfolio (page 64-68) - Continuous professional development (pages 104-113) - Teacher-Community relations (pages 51-54) <p>NB: Refer to the STS <i>Handbook</i>. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	<p>1.7 Discuss how to assist beginning teachers to prepare adequately for the world of work through Post internship seminar.</p> <p>1.8 Identify areas where beginning teachers require further training. Example:</p> <ul style="list-style-type: none"> - Professional Teaching portfolio (page 64-68) - Continuous professional development (pages 104-113) - Teacher-Community relations (pages 51-54) <p>NB: Refer to the STS <i>Handbook</i>. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year Three, 2020/2021)</p>	
<p>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.</p>	<p>1.9 Lead tutors to discuss and provide prompts to support planning for student teachers, considering GESI, CCI, ICT etc</p> <p>Example:</p> <ul style="list-style-type: none"> 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 audio-visual materials such as (television, i-box, lap top, mobile phones etc) in 	<p>1.9 Discuss and provide prompts to support planning for student teachers, considering GESI, CCI, ICT etc.</p> <p>Example:</p> <ul style="list-style-type: none"> 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 audio-visual materials such as (television, i-box, lap top, mobile phones etc) in 	

	<p><i>listening/watching and appraising physical activities and musical concepts.</i></p> <p>d. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</p> <p>e. Asking students to tap into the expertise of resource persons in their community of teaching.</p> <p>f. Reminding student teachers to always link their lesson with the National Teachers Standard.</p> <p>g. Asking Student teachers to be reflective practitioners.</p>	<p><i>listening/watching and appraising physical activities and musical concepts.</i></p> <p>d. Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</p> <p>e. Asking students to tap into the expertise of resource persons in their community of teaching.</p> <p>f. Reminding student teachers to always link their lesson with the National Teachers Standard.</p> <p>g. Asking Student teachers to be reflective practitioners.</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>➤ 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</p> <p>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.</p>	<p>2 Concept Development</p> <p>2.1 In groups, lead tutors to mention and discuss new concepts taught as provided in the Course Manual.</p> <p>Example:</p> <p>iv. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Comprendre le dialogue (audio-visuel)</i> - <i>Comprendre le récit</i> <p>v. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Theories and strategies of interpretation</i> - <i>Différences entre Interprétation et Traduction</i> - <i>Patterns of language and language use</i> <p>vi. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des caractéristiques de la littérature du XIX^e Siècle</i> - <i>Les personnalités du XVII^e Siècle de la littérature française</i> 	<p>2 Concept Development</p> <p>2.1 In groups, mention and discuss new concepts taught as provided in the Course Manual.</p> <p>Example:</p> <p>iii. Advanced Communication Skills in French</p> <ul style="list-style-type: none"> - <i>Comprendre le dialogue (audio-visuel)</i> - <i>Comprendre le récit</i> <p>iv. Discourse Analysis and Translation</p> <ul style="list-style-type: none"> - <i>Theories and strategies of interpretation</i> - <i>Différences entre Interprétation et Traduction</i> - <i>Patterns of language and language use</i> <p>v. French Literature</p> <ul style="list-style-type: none"> - <i>Etude des caractéristiques de la littérature du XIX^e Siècle</i> - <i>Les personnalités du XVII^e Siècle de la littérature française</i> 	15 mins

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

<ul style="list-style-type: none"> ➤ Noting, addressing, and explaining areas where tutors may require clarification ➤ Noting opportunities for making <i>explicit links</i> 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. 	<p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> - <i>Listening</i> - <i>Discussion</i> - <i>Brainstorming</i> - <i>Questions and answers</i> - <i>Group presentation</i> <p>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.</p> <p>Expected responses</p> <ul style="list-style-type: none"> i. <i>ICT tools such as audio items, YouTube video items, Bluetooth speakers etc were used in lessons delivery.</i> ii. <i>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.</i> iii. <i>Collaborative work and Communication skills Leadership (eg. Responsibility)</i> <p>3.4 Brainstorm with tutors what their beginning teachers should have</p>	<p>3.2 In groups, present the areas identified in the manual on the teaching and learning activities for whole group discussion.</p> <p>Example:</p> <ul style="list-style-type: none"> - <i>Listening</i> - <i>Discussion</i> - <i>Brainstorming</i> - <i>Questions and answers</i> - <i>Group presentation</i> <p>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.</p> <p>3.4 Brainstorm what your beginning teachers should have observed during STS on how the core transferable skills and GESI were integrated</p>	
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<p>Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>observed during STS on how the core transferable skills and GESI were integrated in the teaching and learning activities by the mentors.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> - Use of ICT tools - Assistance to pupils with special need - Collaborative work - Communication skills 	<p>in the teaching and learning activities by the mentors.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> - Use of ICT tools - Assistance to pupils with special need - Collaborative work - Communication skills 	
	<p>3.5 Ask tutors to mention and 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.</p>	<p>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.</p>	
	<p>Take note of these components:</p> <ol style="list-style-type: none"> 1. Subject project 2. Subject portfolio <p><i>Example:</i></p> <p>Discourse Analysis and Translation</p> <ol style="list-style-type: none"> a) What are the different registers of French language? b) Give examples of the registers 	<p>Take note of these components:</p> <ol style="list-style-type: none"> 3. Subject project 4. Subject portfolio <p><i>Example:</i></p> <p>Discourse Analysis and Translation</p> <ol style="list-style-type: none"> a) What are the different registers of French language? b) Give examples of the registers 	
	<p>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;</p> <p><i>Example:</i></p> <p><i>Example:</i></p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French <p>Lamoureux, J. (2001). <i>Pratique de la communication</i></p>	<p>3.6 In groups, identify and discuss the proposed resources you have used for the teaching and learning of the concepts/ sub-topics;</p> <p><i>Example:</i></p> <p><i>Example:</i></p> <ol style="list-style-type: none"> i. Advanced Communication Skills in French 	

	<p><i>téléphone en français.</i> Grenoble : PUG</p> <p>ii. Discourse Analysis and Translation Adam, J.-M. (2005). <i>La linguistique textuelle : introduction à l'analyse textuelle des discours.</i> Paris : Armand Colin</p> <p>iii. French Literature <i>Brunel P. (1986). L'histoire de la littérature française : de moyen Age au XVIIIe siècle</i> Paris : CLE International</p> <p>Others were :</p> <ul style="list-style-type: none"> - ICT tools - Resource links - Book resources - Bluetooth speakers - Computers - Text extracts <p>3.7 Ask tutors to discuss any other ones they might have introduced in the delivery of these lessons for a holistic discussion.</p>	<p>Lamoureux, J. (2001). <i>Pratique de la communication téléphone en français.</i> Grenoble : PUG</p> <p>ii. Discourse Analysis and Translation Adam, J.-M. (2005). <i>La linguistique textuelle : introduction à l'analyse textuelle des discours.</i> Paris : Armand Colin</p> <p>iii. French Literature <i>Brunel P. (1986). L'histoire de la littérature française : de moyen Age au XVIIIe siècle,</i> Paris : CLE International.</p> <p>Others were :</p> <ul style="list-style-type: none"> - ICT tools - Resource links - Book resources - Bluetooth speakers - Computers - Text extracts <p>3.7 Discuss any other ones you might have introduced in the delivery of these lessons for a holistic discussion.</p>	
<p>4. Evaluation and review of session:</p> <p>☐ Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>iv. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4. Evaluation and review of session:</p> <p>4.1 Invite individual tutors who taught lessons in the semester to share advanced preparation they have made towards delivery of their lessons. NTS 1a</p> <p>4.2 Ask tutors to individually write down unresolved issues observed about the lesson of the courses delivered and share it with the whole group for clarification.</p>	<p>4. Evaluation and review of session:</p> <p>4.1 Share advanced preparation you have made towards delivery of your lessons.NTS 1a</p> <p>4.2 Individually write down unresolved issues observed about the lesson of the courses delivered and share it with the whole group for clarification</p>	15 mins

	<p>4.3 Ask tutors to review the PD sessions indicating the lessons learned and the impact the sessions had on their teaching of the courses.</p>	<p>4.3 Review the PD sessions indicating the lessons learned and the impact the sessions had on your teaching of the courses.</p>	
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Appendix 1. Course Assessment Components, detail in the Revised NTEAP Toolkit (Sept. 21)

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	The Subject project is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT and 21stC skills	The Subject Portfolio is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs.
CONSTITUENTS	<p>Introduction: a clear statement of aim and purpose</p> <p>Methodology: what the student teacher has done and why to achieve the aim and purpose of the project</p> <p>Substantive or main section: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project.</p> <p>Conclusion: Statement of the key outcomes of the project; reflection on what the student teacher has learnt</p>	<p>Either 3 items of work produced during the semester or 2 items of work and a mid-semester assessment</p> <p>The items of work to be selected by student teachers, with tutor support, during the semester as best examples of their progress. For each item they select, Student teacher's need to reflect on: progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome</p> <p>The mid-semester assessment : case study, reflective note, quiz etc.</p>
WEIGHT	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of project out of 100</p> <ul style="list-style-type: none"> • Introduction – 10 • Methodology – 20 • Substantive section – 40 • Conclusion – 30 	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of portfolio out of 100</p> <ul style="list-style-type: none"> • Each item of work - 30 • Mid semester assessment - 30 - <i>if applicable</i> • Presentation and organisation of portfolio - 10
EXAM	<p>End of semester Exam, weight 40%. To assess: achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning</p>	

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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T-TEL Support Team	
Professor Jophus Anamuah-Mensah	T-TEL – T-TEL Board Chair
Professor Jonathan Fletcher	T-TEL – Key Advisor, Teaching & Learning Partnerships
Bea Noble-Rogers	T-TEL – International Teacher Education Curriculum Expert
Dinah Adiko	T-TEL – Key Advisor, Gender Equality and Social Inclusion
Beryl Opong-Agyei	T-TEL – National Teacher Education Coordinator
Marjorie Tackie	T-TEL – Gender Equality and Social Inclusion Coordinator
Hawa Nindow	T-TEL – University Coordinator
Peter Chammi Jayom	T-TEL – University Coordinator
Wilhemina Gyamfi	T-TEL – University Coordinator
Issahaku Abudulai	T-TEL – University Coordinator
Victor Sunkwa Asamoah	T-TEL – Education Advisor
James Adefrah	T-TEL – Education Advisor
Roger Kwamina Aikins	GM – Commercial (Oversees design, print and distribution)

SUBJECT WRITING TEAM

SUBJECT	NAME	INSTITUTION
Mathematics	Prof. Gabriel Asare Okyere	Kwame Nkrumah University of Science and Technology, Kumasi
	Eric Abban	Mt. Mary College of Education, Somanya
	Eric Kwame Austro Gozah	Dambai College of Education Dambai
	Akuffo Frank Assah	University for Development Studies, Tamale
French	Dr Stella Afi Makafui Yegblemenawo	Kwame Nkrumah University of Science and Technology, Kumasi
	Osmanu Ibrahim	Mt Mary College of Education, Somanya
	Felix Asare Odonkor	University of Education, Winneba
Language and Literacy	Prof. Charles Owu-Ewie	University of Education, Winneba
	Dr. Abraham Okrah	University of Ghana, Legon Accra
	Dr. Kwesi Adomako	University of Education, Winneba
	Dr. Yvonne Akwele Ollenu	University of Education, Winneba
	Dr. Sarah Emma Eshun	University of Education, Winneba
	Abdul-Moomin Abdul-Aziz	Nusrat Jahan Ahmadiyya College of Education, Wa
	Comfort Dorvlo	Accra College of Education, Accra
	Freda Asante-Kumi	Accra College of Education, Accra
	Awudu Rafick	University for Development Studies, Tamale
PEMD	Justice Gideon Adjerakor	University of Education, Winneba
	Godfred Teye Mensah Akuffo	Bia Lamplighter College of Education, Sefwi Debiso
	Philemon D.K. Agbenyega	Dambai College of Education, Dambai
	Dr. Emmanuel Osei Sarpong	University of Education, Winneba
Pedagogy	Prof. Winston Kwame Abroampa	Kwame Nkrumah University of Science and Technology, Kumasi
	Dr. Maxwell Kwesi Nyatsikor	University for Development Studies, Tamale
	Dr. John Sedofia	University of Ghana, Legon Accra

	Prof. Dandy George Dampson	University of Education, Winneba
	Fadilata Seidu	Nusrat Jahan Ahmadiyya College of Education, Wa
	Kweku Essia Donkor	University of Education, Winneba
	Dr. Yaw Nyadu Offei	University of Education, Winneba
	John Aditorem	Tumu College of Education, Tumu
Science	Prof. Rueben Yao Tamakloe	Kwame Nkrumah University of Science and Technology, Kumasi
	Maxwell Bunu	Ada College of Education, Ada
	Valentina Osei-Himah	Atebubu College of Education, Atebubu
	Comfort Korkor Sam	University for Development Studies, Tamale
	Ambrose Ayikue	St. Francis College of Education, Hohoe
ICT	Victoria Boafo	Mampong Technical College of Education, Ashanti Mampong
	Richard Adusei	University for Development Studies, Tamale
	Paul Mensah	St. Louis College of Education, Kumasi
TVET	Rev. Dr. Nyuieko Avotri	Former Principal, Mampong Technical College of Education, Ashanti Mampong
	Michael Eco Adixey	Akatsi College of Education, Akatsi
	Rev Godwin Gbadagba	Dambai College of Education, Dambai
	David Ankutse	Accra College of Education
	Grace Annagmeng Mwini	Tumu College of Education
	Rejoice Makafui Tsotorvor	Akatsi College of Education, Akatsi
Social Sciences	Dr Dacosta Aboagye	Kwame Nkrumah University of Science and Technology, Kumasi
	Dr. Mohammed Adam	University of Education, Winneba
	Tia Yahaya	Tamale College of Education, Tamale
	Stephen Koomson	St Vincent College of Education, Yendi
	Joseph Mihaye	Accra College of Education, Accra
	Ibrahim Abudulai	Gambaga College of Education, Gambaga
	Limpu Isaac Digbun	Bagabaga College of Education, Tamale
	Felix Dongballe	McCoy College of Education, Nadowli
	Burukum Achor	Dambai College of Education, Dambai
	Mercy Sarpong Mintah-Botchey	Presbyterian College of Education, Akropong
	Salifu Fawzi Rahaman	Nusrat Jahan Ahmadiyya College of Education, Wa

