Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - French Year 3 Semester 2

HANDBOOK FOR **COORDINATORS**













The Government of Ghana







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Foreword

In Ghana we have made great strides in transforming our teacher education system over the past few years. With each passing year the changes brought about through these reforms are maturing, embedding, and sustaining. Once the first B.Ed. graduates from Colleges of Education enter basic school classrooms from 2022 onwards, I am sure that as a nation, we will truly start to see the benefits of these reforms.

The success of national reforms depends on individual tutors and individual teachers working in classrooms across the country every day. The progress that we want to see will only be brought about through the consistent and regular application of the professional knowledge, professional practice and professional values and attitudes set out in the National Teachers' Standards (NTS).

This is where the Tutor Professional Development Handbooks, written by tutors and university lecturers, have an important role to play in helping tutors to reflect critically on their methods of teaching and learning.

Critical thinking and reflection is an area of weakness in parts of our current education system. Colleges of Education take secondary school graduates and, over four years of the B.Ed., shape them into professional teachers. A recent '21st Century Skills assessment' of a representative sample of Ghanaian Senior High School students found that 'critical thinking and problem solving' was the area where they performed least well. Lesson observation of these students' teachers in the same Senior High Schools found that 'employs a variety of instructional strategies that encourage student participation and critical thinking' was the area of the NTS where these teachers consistently scored lowest.

Teaching matters. If we want our Colleges of Education to develop teachers who can think critically and solve problems then tutors must model these expected behaviours in their lessons so that they create an environment where our teachers develop these competencies and, ultimately, use these competencies to develop critical thinking in our basic schools.

This latest set of Professional Development Handbooks, developed by four mentoring universities (University for Development Studies, University of Education, Winneba, University of Ghana and Kwame Nkrumah University of Science and Technology) and tutors from their affiliated Colleges of Education, are the third set of Professional Development Handbooks to be developed since Transforming Teaching, Education & Learning (T-TEL) became a Ghanaian not-for-profit organisation. I would like to take this opportunity to thank both the Ghana Tertiary Education Commission and Mastercard Foundation for making all this possible.

Robin Todd
Executive Director, T-TEL
February 2022

Year Three Semester Two Writing the weekly PD sessions: Guidance for the Subject Writing Leads (SWL).

- The PD sessions are an important way to ensure effective implementation of the key principles and practices of the B.Ed. 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.
- The sessions need to provide the PD opportunity for tutors fully understand what they need to teach and to planning 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 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 portfolio and project assessment components if these are not written into the course manuals (See Appendix 2: Course Assessment Components at a Glance).
 - integrating the use of continuous assessment designed to support student teacher learning in each session
- The PD session template provides the frame for SWL to write the guidance for the Subject Leads (SL)/HoD on how to lead and support the professional development of tutors in the weekly sessions for student teachers
- Age level specialisms are introduced in Y2S1. To ensure appropriate subject and age level focus for the PD sessions:
 - o there will be subject specialists writing for each subject
 - where subjects are grouped direct reference needs to be made to Example of activities in the course manuals for each subject
 - where there are different age levels direct reference needs to be made to the course manuals for activities for each age level
- STS is six days in year 2 Semester 1 and involves observation and working with small groups subjects should include STS activities
- SL/HoD need to have details of the resources needed for the activities
- Appendix 1: The PD writing checklist, for checking that the PD sessions address all required issues.
- Appendix 2: Course Assessment Components at a Glance, to help ensure the course assessments are accurately introduce

Age Levels/s: JHS

Name of Subject/courses: FRENCH

- 1. Listening Comprehension and Textual Analysis in French
- 2. Sociolinguistics and Language Policy

Tutor PD Session 1 for <u>Lesson 1</u> in the Course Manual

LESSON TOPICS:

- *i.* Techniques for listening comprehension
- ii. Introduction to Sociolinguistics

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(a) Introduction to the semester – in	1(a) Introduction to the	1(a) Introduction to the	20 mins
session one	semester	semester	
 Introduction to the purpose of the specialisms: EXAMPLE, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on 	1.1 Start the PD session with an icebreaker in French (a riddle, Example: Qu'est-ce que l'on trouve une fois dans une minute, deux fois dans un moment mais jamais dans une heure?	1.1 Start the PD session with an icebreaker in French (a riddle) Example: Qu'est-ce que l'on trouve une fois dans une minute, deux fois dans un moment mais jamais dans une heure ?	
grouping tutors according to the	Réponse: la lettre M) 1.2 Ask tutors to tell how useful the last	1.2 Tell how useful the last semester PD sessions were and how they	

- subject/s, age levels/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 at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals Example will need to be provided for SL/HoD.

1(b) 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

- semester PD sessions were and how they influenced their teaching.
- 1.3 Lead tutors to discuss their remarks about the previous semester's STS activities.

Example:

- i. Conduct of STS activities
- ii. Attitude of student teachers and mentors to the STS.
- 1.4 Ask tutors to tell the main purpose of the course for the semester and use think-pair-share to discuss with a colleague.
- 1.5 In pairs, ask tutors to identify and discuss the title of the course and lessons to be treated in the course manual for the semester.
- i. Listening Comprehension and Textual Analysis in French
- Techniques for listening comprehension
- ii. Sociolinguistics and Language Policy
 - Introduction to Sociolinguistics
- 1.6 In pairs, ask tutors to read and discuss the

- influenced your teaching.
- 1.3 Discuss your remarks about the previous semester's STS activities.

- i. Conduct of STS activities
- ii. Attitude of student teachers and mentors to the STS.
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- 1.5 Identify and discuss the title of the course and lessons to be treated in each course manual for the semester.
- i. Listening Comprehension and Textual Analysis in French
- Techniques for listening comprehension
- ii. Sociolinguistics and Language Policy
 - Introduction to Sociolinguistics
- 1.6 Read and discuss the introductory sections

 Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

introductory sections of the course manual and identify the CLOs and CLIs.

Example:

CLO

Demonstrate competence in listening comprehension by listening to recorded conversations and summarizing them (NTS 2b, pg13, NTECFpg20).

CLIs

- i. Show evidence of understanding spoken French
- ii. Listen to recorded conversations in French and produce summarized versions orally.
- 1.7 Lead tutors to brainstorm how these CLOs and CLIs are related to student teachers' relevant previous knowledge.
- 1.8 Ask tutors to read the subject project and portfolio assessment components of the Course Manual and compare with the requirements in NTEAP.

NB:

audio

Subject portfolio:
May include the following:
- A mid-semester
quiz/interim assessment,
class assignment, a copy
of project.
Example: with the aid an

of the course manual and identify the CLOs and CLIs.

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- 1.8 Read the subject project and portfolio assessment components of the Course Manual and compare with the requirements in NTEAP.

NB:

Subject portfolio:
May include the following:
- A mid-semester
quiz/interim assessment,
class assignment, a copy of
project.
-listen to an audio
conversation text and

-listen to an audio conversation text and answer the 10 questions by ticking on Multiple choice responses provided. -Match the statement A with statement B based on your understanding of sociolinguistics answer the 10 questions by ticking on Multiple choice responses provided.
-Match the statement A with statement B based on your understanding of sociolinguistics

Subject project:

Example:

Find online a 10 minutes audio/video news item/dialogue in French that addresses GESI issues.

- 1. Transcribe into written French the words of the audio/video news item.
- 2. Summarise in writing the news item/dialogue.
- 3. Produce a video recording of your summary
- 4. Indicate the source and URL link to the news item/dialogue
- 5. Submit the project at the end of the 8th week for assessment

1b: Introduction to PDS 1

1.9 Brainstorm with tutors the title of lesson 1 of the course.

Example:

- i. Listening Comprehension and Textual Analysis in French
 - Techniques for listening comprehension
- ii. Sociolinguistics and Language Policy

Subject project:

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1.9 Brainstorm the title of lesson 1 of the course.

- i. Listening Comprehension and Textual Analysis in French
 - Techniques for listening comprehension
- ii. Sociolinguistics and Language Policy

- Introduction to Sociolinguistics
- 1.10 Ask tutors to read the description of lesson 1, and identify key themes to be taught.

Example:

- Listening
 Comprehension and
 Textual Analysis in
 French
- Techniques permettant de comprendre un récit (audio-visuel)
- ii. Sociolinguistics and Language Policy
 - Politique de langue
- 1.11 Lead tutors to identify and discuss LOs and LIs of lesson 1.

Example:

LO

 Display the ability to identify sequence of a story and record the details of each sequence.

LIs

- i. State individuals' point of view about the story.
- ii. Identify and list the sequences of the story
- iii. Discuss the sequences in pairs and then with the entire class.
- 1.12 Ask tutors to identify the distinct (unique) aspects of the first

- Introduction to Sociolinguistics
- 1.10 Read the description of lesson 1, and identify key themes to be taught.

Example:

- i. Listening Comprehension and Textual Analysis in French
- Techniques permettant de comprendre un récit (audio-visuel)
- ii. Sociolinguistics and Language Policy
 - Politique de langue
- 1.11 Identify and discuss

 LOs and LIs of lesson 1.

Example:

LO

 Display the ability to identify sequence of a story and record the details of each sequence.

LIs

- State individuals' point of view about the story.
- ii. Identify and list the sequences of the story
- iii. Discuss the sequences in pairs and then with the entire class.
- 1.12 Read and identify the distinct (unique) aspects of the first

	lessons and share	lessons and share your	
	their observations	observations with the	
	with the whole	whole group.	
	group.		
	Example:	Example:	
	i. Listening	i. Listening	
	Comprehension and	Comprehension and	
	Textual Analysis in	Textual Analysis in	
	French	French	
	- Techniques	- Techniques	
	permettant de	permettant de	
	comprendre un récit	comprendre un récit	
	(audio-visuel)	(audio-visuel)	
	- Connaitre un récit	- Connaitre un récit	
	ii. Sociolinguistics and	ii. Sociolinguistics and	
	Language Policy	Language Policy	
	- La notion de	- La notion de	
	sociolinguistique	sociolinguistique	
	- Politique de langue	- Politique de langue	
	- Relation entre la	- Relation entre la	
	linguistique et la	linguistique et la	
	sociolinguistique	sociolinguistique	
	Socioninguistique	Socioninguistique	
2. Concept	2.1 Ask tutors to identify	2.1 Identify possible barriers	15 mins
2. Concept Development	2.1 Ask tutors to identify possible barriers to the	2.1 Identify possible barriers to the new learning/	15 mins
•	1	1	15 mins
Development	possible barriers to the	to the new learning/	15 mins
Development (New learning	possible barriers to the new learning/lesson	to the new learning/ lesson Example:	15 mins
Development (New learning likely to arise in	possible barriers to the new learning/lesson Example:	to the new learning/ lesson Example: i. Unfamiliarity with	15 mins
Development (New learning likely to arise in lesson/s):	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French	to the new learning/ lesson Example:	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent.	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent.	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning,	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent.	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses i. Provide opportunity for	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students,	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses i. Provide opportunity for	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses i. Provide opportunity for student teachers to	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses i. Provide opportunity for student teachers to listen more to	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses i. Provide opportunity for student teachers to listen more to audios/watch video	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses i. Provide opportunity for student teachers to listen more to audios/watch video items with native	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses i. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses i. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses i. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants. ii. Identify and use more	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses i. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants. ii. Identify and use more 'document	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for	possible barriers to the new learning/lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Expected Responses i. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants. ii. Identify and use more 'document authentique' such as	to the new learning/ lesson Example: i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources	15 mins

	<u></u>	<u></u>	
and explain the issues/s with tutors	2.2 In pairs, ask tutors to discuss new concepts of the lesson. Example: i. Listening Comprehension and Textual Analysis in French - Comment aborder un récit (audio-visuel) ii. Sociolinguistics and Language Policy - Sociolinguistics - Language Policy - Relationship between linguistics and sociolinguistics 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (storytelling), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.	 2.2 Discuss new concepts of the lesson. Example: Listening Comprehension and Textual Analysis in French Comment aborder un récit (audio-visuel) ii. Sociolinguistics and Language Policy Sociolinguistics Language Policy Relationship between linguistics and sociolinguistics 2.3 Identify and discuss pedagogical needs such as: creative approaches (storytelling) radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson. 	
 3. Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require clarification Noting 	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum	40 mins
clarification	those provided for in	1	

- making links to the Basic School Curriculum
- Noting opportunities for int Example rating: 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:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration

Example:

- i. Listening Comprehension and Textual Analysis in French
- Présentation et discussion sur le récit (audio-visuel)
- Principes d'analyse d'un récit
- ii. Sociolinguistics and Language Policy
 - Discussion sur la sociolinguistique
 - La politique de langue
 - Relation entre la linguistique et la sociolinguistique
- 3.3 Ask tutors, in pairs, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g NB. Use of IT tools (Computer, mobile phones, PowerPoint, YouTube etc) and take into consideration student teachers sociocultural background and learners with special needs during group presentations.
- 3.4 Ask tutors to read the assessment components of Lesson 1 of the Course

Example:

- i. Listening Comprehension and Textual Analysis in French
 - Présentation et discussion sur le récit (audio-visuel)
- Principes d'analyse d'un récit

ii. Sociolinguistics and Language Policy

- Discussion sur la sociolinguistique
- La politique de langue
- Relation entre la linguistique et la sociolinguistique
- 3.3 In pairs, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g NB. Use an IT tool (Computer, mobile phones, PowerPoint, YouTube etc) and take into consideration, consideration student teachers sociocultural background and learners with special needs during group presentations.
- 3.4 Read the assessment components of Lesson 1 of the Course Manuals and compare with the

- needs to be given to local availability
- guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

Manuals and compare with the components prescribed by NTEAP.

NB. The components are:

- Subject project
- Subject portfolio

(Refer to the last page of the course manual for details)

3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. NB. Use Talk for learning with talking point; pdp Theme 3.

Example:

- i. Listening Comprehension and Textual Analysis in French
- Comprendre le récit (audio-visuel)

Sociolinguistics and Language Policy

- Notion de la sociolinguistique et la politique de langue
- 3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;

Example:

i. Listening Comprehension and Textual Analysis in French components prescribed by NTEAP.

NB. The components are:

- Subject project
- Subject portfolio

(Refer to the last page of the course manual for details)

3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Use Talk for learning with talking point; pdp Theme 3.

Example:

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Sociolinguistics and Language Policy

- Notion de la sociolinguistique et la politique de langue
- 3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.

Example Listening Comprehension and Textual Analysis in French

			,
	video on African folklore:	video on African folklore:	
	https://www.youtube.co	https://www.youtube.com/	
	m/watch?v=fMXaCOlekkY	watch?v=fMXaCOlekkY&t=1	
	<u>&t=103s</u> (Assessed	<u>03s</u>	
	22/09/21)	(Assessed 22/09/21)	
	ii.Sociolinguistics and	ii. Sociolinguistics and	
	Language Policy	Language Policy	
	http://cle.ens-	http://cle.ens-	
	lyon.fr/plurilangues/la	lyon.fr/plurilangues/lan	
	ngue/introduction-	gue/introduction-	
	a/introduction-a-la-	a/introduction-a-la-	
	sociolinguistique	sociolinguistique	
	(Assessed 22/09/21)	_(Assessed 22/09/21)	
	ND. Domeirs of truths and to	ND. December 2 man 2 d 2 d	
	NB: Remind tutors to	NB: Prepare a report on	
	prepare a report on how	how you used the resources	
	they used the resources	suggested for lesson 1 and	
	suggested for lesson 1 and	any other ones you might	
	any other ones they might	have introduced during the	
	have introduced during	delivery of your lesson for	
	the delivery of their lesson	discussion during the next	
	for discussion during the	PD session.	
	next PD session.		
4. Evaluation and	4.1 Remind tutors to	4.1 Identify a Critical Friend	15 mins
review of	identify a Critical	from the same or	
session:	Friend from the same	related subject area, to	
Tutors need to	or related subject area,	observe your lesson	
identify critical	to observe their lesson	during the enactment.	
friends to	during the enactment.	Let the Critical friend	
observe lessons	Let the Critical friend	share his or her	
and report at	share his or her	observation during the	
•		next PDS. NTS 1a	
next session.	observation during the next PDS. NTS 1a	ITEAL FD3. INTO Id	
Identifying and	HEAL PUS. INTO Id		
addressing any	4.2 Ack tutors to	4.2 Ask tutors to	
outstanding	4.2 Ask tutors to	4.2 Ask tutors to	
issues relating to	individually write	individually write down	
the lesson/s for	down issues observed	issues observed about	
clarification	about the PD session	the PD session delivered	
	delivered and share it	and share it with the	
	with the whole group	whole group for	
	for discussion.	discussion.	

NB: Remind tutors to read on lesson 2 in the course manuals and identify key issues for discussion during the next PD session.	NB: Read on lesson 2 in the course manuals and identify key issues for discussion during the next PD session.
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NTEAP: National Teacher Education Assessment Policy.

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

Age Levels/s: JHS

Name of Subject: FRENCH
Course/s:

- 1. Listening Comprehension and Textual Analysis in French
- 2. Socio-linguistics and Language Policy in French

Tutor PD Session 2 for Lesson 2 in the Course Manual

LESSON TOPICS:

- i. Comprendre le dialogue (Audio-Visuel)
- ii. Key concepts in sociolinguistics I

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 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 	 Introduction to the session 1.1 Start the PD session with an icebreaker in French with a short song. Example: Alouette 1.2 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 with a short song Example: Alouette 1.2 Through think-pair- share and with Critical Friend, reflect on Lesson 1 and share what lessons you learnt. 	20 mins

- 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 and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- 1.3 Ask tutors to read
 Lessons 2's
 descriptions in the
 manual for discussion
- 1.4 Brainstorm with tutors, possible content/new learning of lesson 2 as indicated in the description of the manual.

Example:

- i. Listening Comprehension and Textual Analysis in French
 - Déterminer les personnes impliquées dans le dialogue
 - Savoir le sujet de la conversation
- ii. Socio-linguistics and Language Policy in French
 - Bilinguisme
 - Multilinguisme
 - Diglossie
- 1.5 Let tutors, in pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge. Example:
- i. Listening Comprehension and Textual Analysis in French

LO: Show knowledge and understanding to

- 1.3 Read Lessons 2's descriptions in the manual for discussion.
- 1.4 Brainstorm on possible content/new learning of lesson 2 as indicated in the description of the manual.

Example:

- i. Listening Comprehension and Textual Analysis in French
 - Déterminer les personnes impliquées dans le dialogue
 - Savoir le sujet de la conversation
- ii. Socio-linguistics and Language Policy in French
 - Bilinguisme
 - Multilinguisme
 - Diglossie
- 1.5 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.

Example:

i. Listening Comprehension and Textual Analysis in French

LO: Show knowledge and understanding to determine

	Τ .	T .	ī
	determine the persons involved in the dialogue. LI: a. Determine the gender (male/ female) of persons engaged in a dialogue. b. Determine the profession of the persons involved in the dialogue	the persons involved in the dialogue. LI: a. Determine the gender (male/ female) of persons engaged in a dialogue. b. Determine the profession of the persons involved in the dialogue	
	1.6 In groups, let tutors read the topics of the Lesson 2 and discuss possible subtopics under them. Example: i. Listening Comprehension and Textual Analysis in French - Savoir le sujet de la conversation ii. Socio-linguistics and Language Policy in French - Multilinguisme,	1.6 In groups, read the topics of the Lesson 2 and discuss possible subtopics under them. Example: i. Listening Comprehension and Textual Analysis in French - Savoir le sujet de la conversation ii. Socio-linguistics and Language Policy in French - Multilinguisme,	
2. Concept	Concept Development	Concept Development	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be	2.1 Let tutors in groups identify possible barriers in teaching the subtopics / concepts. Example: - Unfamiliarity with foreign intonations - Limited copies of reading resources Expected responses i. Give varied foreign audio/video items to the student teachers to listen to or watch.	2.1 In groups, identify possible barriers in teaching the subtopics / concepts. Example: - Unfamiliarity with foreign intonations - Limited copies of reading resources	13 111113

			T	1
SL, ou to an	explored with the SL/HoD 3 The guidance for /HoD should set at what they need do to introduce ad explain the sues/s with tutors	 ii. Provide additional online reading resources to student-teachers. 2.2 Lead tutors to discuss how they can help student teachers to use different strategies to support learning of 	2.2 Discuss how you can help student teachers to use different strategies to support learning of these areas	
		these areas in basic schools through STS activities. Example: Storytelling, group work and talking point.	in basic schools through STS activities. Example: Storytelling, group work and talking point.	
3.	Planning for	Teaching and learning	Teaching and learning	40 mins
	teaching,	activities for the lesson	activities for the lesson	
	learning and			
	assessment	3.1 Ask tutors in groups to	3.1 In groups, read the	
	activities for the	read the teaching and	teaching and learning	
	lesson/s	learning activities on	activities on the lesson	
•	Reading and	the lesson and identify	and identify areas that	
	discussion of the	areas that require clarification.	require clarification.	
	teaching and learning activities	Clarification.		
•	Noting and	3.2 Ask a tutor in the	3.2 In groups, present the	
	addressing areas	group to present the	areas identified in the	
	where tutors may	areas identified in the	manual on the teaching	
	require	manual on the teaching	and learning activities	
	clarification	and learning activities	for whole group	
•	Noting	for whole group	discussion. Consider	
	opportunities for	discussion. Consider	how these activities	
	making links to	how these activities	relate to those provided	
	the Basic School	relate to those	for in the Basic School	
	Curriculum	provided for in the	curriculum	
•	Noting	Basic School curriculum		
	opportunities for			
	integrating: GESI	Example:	Example:	
	responsiveness	- Watching and	- Watching and	
	and ICT and 21st C	discussion of video	discussion of video	
	skills	items	items	
•	Reading,	3.3 Ask tutors to discuss in	2.2 Discuss in groups and	
	discussion, and	groups and share with	3.3 Discuss in groups and share with the whole	
	identification of	the whole group how	group how to integrate	
	continuous	to integrate the core	the core transferable	
	assessment	to integrate the core	the core transferable	1

opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning

- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
 - Guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the

- transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula. NTS1a, 1b, 2c, 3f, 3g. Example: *Use an IT tool* (YouTube video items etc) and take into consideration student teachers' sociocultural background and learners with special needs during group presentations
- 3.4 Brainstorm with tutors what their student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

Example:

- Use of ICT tools
- Assistance to pupils with special need
- Collaborative work
- Communication skills
- 3.5 Ask tutors to read the assessment components of the Lesson 2 of the Course Manual and compare with the components prescribed by NTEAP.
- 3.6 In groups, lead tutors to propose sample questions that can fit into subject project and subject portfolio.

- skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula. NTS1a, 1b, 2c, 3f, 3g. Example: *Use an IT tool* (YouTube video items etc) and take into consideration student teachers' sociocultural background and learners with special needs during group presentations
- 3.4 Brainstorm what your student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

- Use of ICT tools
- Assistance to pupils with special need
- Collaborative work
- Communication skills
- 3.5 Read the assessment components of the Lesson 2 of the Course Manual and compare with the components prescribed by NTEAP.
- 3.6 In groups, propose sample questions that can fit into subject project and subject portfolio.

next lesson for student teachers

Example:

- i. Listening Comprehension and Textual Analysis in French
- Demandez aux futursenseignants d'écouter et transcrire une audio française
- ii. Socio-linguistics and Language Policy in French
- Faite une distinction entre le bilinguisme et multilinguisme
- 3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ subtopics; Example:
- i. Listening
 Comprehension and
 Textual Analysis in
 French
 www.delfdalf.fr/ medi
 a/exemple-1-sujet-delf a1-tous-publics-audio 4-comprehension orale-3.mp3
 - -Bluetooth speaker -Computer -Internet connectivity

Socio-linguistics and

Language Policy in French

Qu'est-ce que le
bilinguisme? - YouTube
(https://www.youtube.co
m/watch?v=3AoPHPTBgm
o)

ii.

Example:

- Listening Comprehension and Textual Analysis in French
- Demandez aux futursenseignants d'écouter et transcrire une audio française
- ii. Socio-linguistics and Language Policy in French
- Faite une distinction entre le bilinguisme et multilinguisme
- 3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ sub-topics; Example:
- i. Listening Comprehension and Textual Analysis in French

www.delfdalf.fr/ media/ex emple-1-sujet-delf-a1-touspublics-audio-4comprehension-orale-3.mp3

- -Bluetooth speaker -Computers -Internet connectivity
- ii. Socio-linguistics and Language Policy in French
 Qu'est-ce que le
 bilinguisme? - YouTube
 (https://www.youtube.
 com/watch?v=3AoPHPT
 Bgmo)

_		T	T	1
		NB. Remind tutors to	NB. Remind tutors to	
		prepare a report on other	prepare a report on other	
		resources used for the	resources used for the	
		lesson for discussion	lesson for discussion during	
		during next PD session.	next PD session.	
4.	Evaluation and	Evaluation and review of	Evaluation and review of	15 mins
	review of	session	session	
	session:			
•	Tutors should	4.1 Remind tutors to	4.1 Identify a Critical Friend	
	Identifying	identify a Critical	from the same or	
	critical friends to	Friend from the same	related area, to observe	
	observe lessons	or related area, to	you lesson during the	
	and report at	observe their lesson	enactment. Let the	
	next session.	during the enactment.	Critical friend share his	
•	Identifying and	Let the Critical friend	or her observation	
	addressing any	share his or her	during the next PDS.	
	outstanding	observation during the	NTS 1a	
	issues relating to	next PDS. NTS 1a		
	the lesson/s for			
	clarification	4.2 Ask tutors to	4.2 Individually write down	
		individually write down	unresolved issues	
		unresolved issues	observed about the	
		observed about the	session delivered and	
		session delivered and	share it with the whole	
		share it with the whole	group for clarification.	
		group for clarification.	g. Sup for clarification.	
		Broup for clarification.		
		NB. Remind tutors to read	NB. Remind tutors to read	
		on the lesson 3 in the	on the lesson 3 in the	
		manual for the next	manual for the next session	
		session.	manuar joi the heat session	
		3E33IUII.		

NTEAP: National Teacher Education Assessment Policy.

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

Age Levels/s: JHS

Name of Subject/s: FRENCH

- 1. Listening Comprehension and Textual Analysis
- Socio-Linguistics and Language Policy

Tutor PD Session 3 for Lesson 3 in the Course Manual

LESSON TOPICS:

- i. Comprendre le dialogue (audio-visuel)
- ii. Key concepts in sociolinguistics II

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 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 	1.1 Start the PD session with an icebreaker in French (What do you know? Fastest answer within 5 seconds.) Example • Un camion roule vers un village et croise quatre autres camions. Au total. Combien de véhicules roulent vers le village? Réponse : un seul camion	1.1 Start the PD session with an icebreaker in French (What do you know? Fastest answer within 5 seconds. Example - Un camion roule vers un village et croise quatre autres camions. Au total. Combien de véhicules roulent vers le village?	20 mins

- 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 and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- 1.2 Ask the 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 read the introductory sections of the Lesson 3 in the course manuals and note down for discussion, key elements such as the lesson descriptions, LOs and LIs
- 1.4 Lead tutors to identify and discuss LOs and LIs of lesson 3.

Example:

i. Listening Comprehension and Textual Analysis

LO:

Show knowledge and understanding of the exact intention of each person or ideas defended by each person in the dialogue.

LI:

Determining the persons engaged in the dialogue.

ii. Socio-Linguistics and Language Policy

LO:

Demonstrate understanding of the concepts "mélange et interférences linguistiques"

LI:

Discuss the meaning of "mélange et interferences linguistiques"

- 1.2 Together with the
 Critical Friend for Lesson
 2, reflect individually on
 the previous week's
 session and share your
 experiences.
- 1.3 Read the introductory session of the Lesson 3 of the course manuals and note down for discussion key elements such as the lesson descriptions, LOs and LIs
- 1.4 Identify and discuss LOs and LIs of lesson 3.

Example:

i. Listening Comprehension and Textual Analysis

LO:

Show knowledge and understanding of the exact intention of each person or ideas defended by each person in the dialogue.

LI:

Determining the persons engaged in the dialogue.

ii. Socio-Linguistics and Language PolicyLO: Demonstrate understanding of the concepts "mélange et interférences linguistiques"

LI:

Discuss the meaning of "mélange et interferences linguistiques" 1.5 Ask tutors to identify the sub-titles of Lesson 3 of each course.

Example

- i. Listening Comprehension and Textual Analysis
- Dire avec exactitude les propos de chaque interlocuteur ou idées défendue.
- ii. Socio-Linguistics and Language Policy
- Interférences linguistiques
- 1.6 Ask tutors to read the description of Lesson3, and identify key themes to be taught.

Example:

- i. Listening Comprehension and Textual Analysis
- understanding of the exact intention of characters and the way they express them in dialogues
- ii. Socio-Linguistics and Language Policy
- understanding of some additional basic key concepts in sociolinguistics.
- 1.7 In groups, lead tutors to discuss and demonstrate how the Lesson 3 of each course, would be taught.

1.5 Identify the sub-titles of Lesson 3 of each course.

Example:

- i. Listening Comprehension and Textual Analysis
- Dire avec exactitude les propos de chaque interlocuteur ou idées défendue.
- ii. Socio-Linguistics and Language Policy
- Interférences linguistiques
- 1.6 Read and identify key themes to be taught in Lesson 3 of each course.

- i. Listening Comprehension and Textual Analysis
- understanding of the exact intention of characters and the way they express them in dialogues
- ii. Socio-Linguistics and Language Policy
- understanding of some additional basic key concepts in sociolinguistics.
- 1.7 In groups, discuss and demonstrate how the Lesson 3 of each course, would be taught.

- 2. Concept
 Development
 (New learning
 likely to arise in
 lesson/s):
- Identification
 and discussion of
 new learning,
 potential
 barriers to
 learning for
 student teachers
 or students,
 concepts or
 pedagogy being
 introduced in the
 lesson, which
 need to be
 explored with
 the SL/HoD

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

2.1 Ask tutors to identify possible barriers to the new learning/lesson 3 and possible solutions to overcome these challenges.

Example:

- i. Listening
 Comprehension and
 Textual Analysis

 -Absence or inadequate
 course learning resources
 etc.
- ii. Socio-Linguistics and Language Policy- Absence or inadequate books on Sociolinguistics.

Expected Responses

- a. Documents, both images and videos on specific context should be made available to student-teachers
- b. Reference books in
 French (hardcopy and
 softcopy) on
 sociolinguistics should
 be available to
 students so that they
 can get used to
 reading documents in
 French
- 2.2 In pairs, ask tutors to discuss new concepts of the lesson.

Example:

- i. Listening
 Comprehension and
 Textual Analysis
 -Scouting for information
 in an audio material
- ii. Socio-Linguistics and Language Policy

2.1 Identify possible barriers to the new learning/lesson 3 and suggest possible solutions to overcome these challenges.

Example:

- i. Listening Comprehension and Textual Analysis
- Absence or inadequate course learning resources etc.
 - ii. Socio-Linguistics and Language Policy
- Absence or inadequate books on Sociolinguistics.

2.2 In pairs, discuss new concepts of the lesson.

Example:

- i. Listening
 Comprehension and
 Textual Analysis

 -Scouting for information in an audio material
- ii. Socio-Linguistics and Language Policy

15 mins

		Γ	г	1
		- Basic key concepts in	- Basic key concepts in	
		sociolinguistics	sociolinguistics	
		2.3 Lead tutors to identify	2.3 Identify and discuss	
		and discuss pedagogical	pedagogical needs such	
		needs such as:	as:	
		creative approaches	creative approaches	
		(storytelling), radio	(storytelling), radio	
		reporting, talking	reporting, talking point,	
			, ,	
		point, group work,	group work, think-pair-	
		think-pair-share, in the	share, in the delivery of	
		delivery of the lesson	the lesson	
3.	Planning for	3.1 Ask tutors to	3.1 Read the teaching and	40 mins
	teaching,	individually read the	learning activities for	
	learning and	teaching and learning	Lesson 3 and identify	
	assessment	activities for Lesson 3	areas for discussion.	
			areas for discussion.	
	activities for the	and identify areas for		
	lesson/s	discussion.		
•	Reading and			
	discussion of the	3.2 Ask a tutor in the	3.2 Present the areas	
	teaching and	group to present the	identified in the	
	learning	areas identified in the	teaching and learning	
	activities	teaching and learning	activities for whole	
•	Noting and	activities for whole	group discussion.	
	addressing areas	group discussion.	Consider how these	
	where tutors	Consider how these	activities relate to those	
	may require	activities relate to	provided for in the Basic	
	clarification	those provided for in	School curriculum	
		the Basic School	School carried and	
•	Noting	curriculum		
	opportunities for		Evample	
	making links to	Example:	Example:	
	the Basic School	i. Listening	i. Listening Comprehension	
	Curriculum	Comprehension and	and Textual Analysis	
•	Noting	Textual Analysis	-answering questions based	
	opportunities for	-answering questions	on audio documents	
	integrating: GESI	based on audio documents		
	responsiveness			
	and ICT and 21st	ii. Socio-Linguistics and	ii. Socio-Linguistics and	
	C skills	Language Policy	Language Policy	
•	Reading,			
	discussion, and	- identifying the situation	- identifying the situation	
	identification of	where "interferences	where "interferences	
	continuous	linguistiques" obstruct	linguistiques" obstruct	
		learning.	learning.	
	assessment			
	opportunities in			
	the lesson. Each			

- lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
 - Guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

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 GESI in both B.Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g

Example:

- Use an IT tool (laptop/mobile phone, YouTube etc)
- Give equal leadership roles to both males and females
- Address issues of SEN by using braille or enlarged texts during group presentations.
- Take into consideration student teachers' sociocultural background
- 3.4 Brainstorm with tutors what their student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

Example:

Cognitive skills:

 creativity in the
 classroom (Innovation)
 Cognitive processes
 and strategies
 (Critical thinking,
 Problem solving, etc)

3.3 In groups of two, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B.Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g

Example:

- Use an IT tool (laptop/mobile phone, YouTube etc)
- Give equal leadership roles to both males and females
- Address issues of SEN by using braille or enlarged texts during group presentations.
- Take into consideration student teachers' sociocultural background
- 3.4 Brainstorm what your student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

Example:

Cognitive skills:

 creativity in the
 classroom (Innovation)
 Cognitive processes
 and strategies (Critical thinking, Problem solving, etc)

- Intrapersonal skills:
 -work ethics
- Providing assistance to learners with special need
- Interpersonal skills:

 Teamwork and
 collaboration (eg.

 Collaborative work and
 Communication skills
 -Leadership (eg.
 Responsibility)
- 3.5 Ask Tutors to read the assessment components of the Lesson 3 of the Course Manual and compare with the components prescribed by NTEAP.
- i. Listening
 Comprehension and
 Textual Analysis
 -prepare new
 dialogues on two given
 themes for
 presentation in class
 during the next lesson
 for discussion
- Language Policy
 -Student teachers to
 observe mélange and
 interferences
 linguistiques among
 pupils and how their
 mentors handle the
 situations during the
 STS for discussion in

ii. Socio-Linguistics and

NB: Ask tutors to remind student teachers about the submission of their subject projects and subject portfolios.

the next lesson

- Intrapersonal skills: -work ethics
- Providing assistance to learners with special need
- Interpersonal skills:

 Teamwork and
 collaboration (eg.

 Collaborative work and
 Communication skills
 -Leadership (eg.
 Responsibility)
- 3.5 Read the assessment components of the Lesson 3 of the Course Manual and compare with the components prescribed by NTEAP.
- i. Listening Comprehension and Textual Analysis -prepare new dialogues on two given themes for presentation in class during the next lesson for discussion
- ii. Socio-Linguistics andLanguage Policy-Student teachers to
 - observe mélange and interferences linguistiques among pupils and how their mentors handle the situations during the STS for discussion in the next lesson

NB: Remind student teachers about the submission of their subject projects and subject portfolios. 3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Use Talk for learning with talking point; pdp Theme 3.

3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Use Talk for learning with talking point; pdp Theme 3.

Example:

- i. Listening
 Comprehension and
 Textual Analysis
 -Dire avec exactitude
 les propos de chaque
 interlocuteur ou idées
 défendue.
- ii. Socio-Linguistics and
 Language Policy
 -Interférences
 linguistiques
 https://prism.ucalgary.c
 a/bitstream/handle/188
 0/109360/ucalgary 201
 8 apasu francis.pdf
- 3.7 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;

Example:

- i. Listening Comprehension and Textual Analysis
- Recorded extracts from RFI, etc on Audacity device/VLC media player
- Eg: Journaux de
 l'actualité en Afrique Radio France
 Internationale RFI
 (https://www.rfi.fr/fr

Example:

- Listening
 Comprehension and
 Textual Analysis
 -Dire avec exactitude les
 propos de chaque
 interlocuteur ou idées
 défendue.
- ii. Socio-Linguistics and
 Language Policy
 -Interférences
 linguistiques
 https://prism.ucalgary.ca/bi
 tstream/handle/1880/1093
 60/ucalgary 2018 apasu fr
 ancis.pdf
- 3.7 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;

- i. ListeningComprehension andTextual Analysis
- Recorded extracts from RFI, etc on Audacity device/VLC media player Eg: Journaux de l'actualité en Afrique Radio France Internationale RFI (https://www.rfi.fr/fr/journaux-afrique/)

	/journaux-afrique/) (Accessed 22/09/21) -Bluetooth speaker -Computer -Internet connectivity ii. Socio-Linguistics and Language Policy - Reports from the STS www.sociolinguistique.fr/ NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 3 and any other ones they might have introduced during the delivery of their lesson for discussion during the next PD session.	ii. Socio-Linguistics and Language Policy - Reports from the STS www.sociolinguistique.fr/ NB: Prepare a report on how you used the resources suggested for lesson 3 and any other ones you might have introduced during the delivery of your lesson for discussion during the next PD session.	
 4. Evaluation and review of session: Tutors should Identifying critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion. NB: Remind tutors to read on lesson 4 in the course manual and identify key issues for discussion during the next PD session.	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion. NB: Read on lesson 4 in the course manual and identify key issues for discussion during the next PD session.	15 mins

NTEAP: National Teacher Education Assessment Policy.

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

Age Levels/s: JHS

Name of Subject/courses: FRENCH

- 1. Listening Comprehension and Textual Analysis in French
- 2. Sociolinguistics and Language Policy

Tutor PD Session 4 for <u>Lesson 4</u> in the Course Manual

LESSON TOPICS:

- i. Exercices pratiques de compréhension orale I
- ii. Key concepts in sociolinguistics III

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(a) Introduction to the semester – in session one Introduction to the purpose of the specialisms: EXAMPLES, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the 	1.1 Start the PD session with an icebreaker in French (a riddle) Example: Quelle roue ne tourne pas quand une voiture tourne à droite? Réponse: La roue de secours 1.2 Ask the Critical Friend to share his/her observation on previous week's PD session with tutors for discussion.	 1.1 Start the PD session with an icebreaker in French (a riddle) Example: Quelle roue ne tourne pas quand une voiture tourne à droite? 1.2 Listen and discuss with Critical friend his/her observations on previous week's PD session. 	20 mins

- subject/s, age levels/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 at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD.

1(b) 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

1.3 Brainstorm with tutors the title of lesson 4 of the course.

Examples:

A: Listening Comprehension and Textual Analysis in French

- Exercices pratiques de compréhension orale I
- B: Sociolinguistics and Language Policy
 - Key concepts in sociolinguistics III
- 1.4 Ask tutors to read the description of lesson 4, and identify key themes to be taught. Examples:
- i. Listening Comprehension and Textual Analysis in French
 - Lire et comprendre un texte
 - Identifier les thèmes dans un texte de lecture
 - Identifier les personnages d'un texte et leurs idées.
- ii. Sociolinguistics and Language Policy
 - communauté linguistique et
 - attitudes/représent ations linguistiques
- 1.5 Lead tutors to identify and discuss LOs and LIs of lesson 4.

Example:

LO

1.3 Brainstorm the title of lesson 4 of the course.

Example:

A: Listening Comprehension and Textual Analysis in French

- Exercices pratiques de compréhension orale I
- B: Sociolinguistics and Language Policy
 - Key concepts in sociolinguistics III
- 1.4 Read the description of lesson 4, and identify key themes to be taught.

 Examples:
- i. Listening Comprehension and Textual Analysis in French
 - Lire et comprendre un texte
 - Identifier les thèmes dans un texte de lecture
 - Identifier les personnages d'un texte et leurs idées.
- ii. Sociolinguistics and Language Policy
 - communauté linguistique et
 - attitudes/représentati ons linguistiques
- 1.5 Identify and discuss LOs and LIs of lesson 4.

Example:

LO

 Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

 Show knowledge and understanding to answer objective test questions in listening comprehension in FLE.

LIs

- Listening carefully to the expressions used in text read.
- ii. Determining the theme of the text.
- iii. Determining the persons engaged in text with their intentions (if it is a conversation).
- iv. Choosing the appropriate answer heard or its synonym.
- 1.6 Ask tutors to identify the distinct (unique) aspects of the fourth lesson and share their observations with the whole group.

Example:

- i. Listening Comprehension and Textual Analysis in French
- Proposer une variété d'exercices portant sur : Questions à choix multiples
- Dire avec exactitude les propos de chaque interlocuteur ou idée défendue
- ii. Sociolinguistics and Language Policy
 - Communauté linguistique et

 Display the ability to identify sequence of a story and record the details of each sequence.

LIs

- Listening carefully to the expressions used in text read.
- ii. Determining the theme of the text.
- iii. Determining the persons engaged in text with their intentions (if it is a conversation).
- iv. Choosing the appropriate answer heard or its synonym.
- 1.6 Read and identify the distinct (unique) aspects of the fourth lesson and share your observations with the whole group.

- i. Listening Comprehension and Textual Analysis in French
- Proposer une variété d'exercices portant sur : Questions à choix multiples
- Dire avec exactitude les propos de chaque interlocuteur ou idée défendue
- ii. Sociolinguistics and Language Policy
 - Communauté linguistique et

	T	Т	ı
	attitudes/représent ations linguistiques - Représentations linguistiques	attitudes/représenta tions linguistiques - Représentations linguistiques	
2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Ask tutors to identify possible barriers to the new learning/lesson Examples. i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French Proposed solutions i. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants. ii. Identify and use more 'document authentique' such as online journals, magazines etc 2.2 In pairs, ask tutors to discuss new concepts of the lesson. Example: i. Listening Comprehension and Textual Analysis in French - Proposer une variété d'exercices portant sur: Questions à choix multiples - Dire avec exactitude les propos de chaque interlocuteur ou idée défendue	2.1 Identify possible barriers to the new learning/ lesson Examples. i. Unfamiliarity with native French speakers' accent. ii. Inadequate resources for learning French 2.2 Discuss new concepts of the lesson. Examples: i. Listening Comprehension and Textual Analysis in French - Proposer une variété d'exercices portant sur: Questions à choix multiples - Dire avec exactitude les propos de chaque interlocuteur ou idée défendue	15 mins

	# Contalling to!	# Castalian tarts 1	
	ii. Sociolinguistics and Language Policy - Communauté linguistique et attitudes/représent ations linguistiques - Représentations linguistiques	ii. Sociolinguistics and Language Policy - Communauté linguistique et attitudes/représenta tions linguistiques - Représentations linguistiques	
	2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (storytelling), radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.	2.3 Identify and discuss pedagogical needs such as: creative approaches (storytelling) radio reporting, talking point, group work, think-pairshare, in the delivery of the lesson.	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion.	3.1 In groups, read the teaching and learning activities and identify areas for discussion.	40 mins
 Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require clarification Noting opportunities for 	3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum	3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum	
making links to the Basic School Curriculum Noting opportunities for int Examples rating: GESI responsiveness and ICT and 21st C skills	Examples. i. Listening Comprehension and Textual Analysis in French - Proposer une variété d'exercices portant sur : Questions à choix multiples	Examples. i. Listening Comprehension and Textual Analysis in French Proposer une variété d'exercices portant sur : Questions à choix multiples	

- 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:
 - o links to the existing PD Themes, for example, action research, 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

- Dire avec exactitude les propos de chaque interlocuteur ou idée défendue
- ii. Sociolinguistics and Language Policy
- Communauté

 linguistique et
 attitudes
 /représentations

 linguistiques
- Représentations linguistiques
- 3.3 Ask tutors, in pairs, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g NB. Use of IT tools (Computer, mobile phones, PowerPoint, YouTube etc) and take into consideration student teachers sociocultural background and learners with special needs during group presentations.
- 3.4 Ask tutors to read the assessment components of Lesson 4 of the Course Manuals and compare with the components prescribed by NTEAP.
- NB. The components are:
 - Subject project
 - Subject portfolio

- Dire avec exactitude les propos de chaque interlocuteur ou idée défendue
- ii. Sociolinguistics and Language Policy
- Communauté

 linguistique et attitudes
 /représentations

 linquistiques
- Représentations linguistiques
- 3.3 In pairs, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g NB. Use an IT tool (Computer, mobile phones, PowerPoint, YouTube etc) and take into consideration, consideration student teachers sociocultural background and learners with special needs during group presentations.
- 3.4 Read the assessment components of Lesson 4 of the Course Manuals and compare with the components prescribed by NTEAP.

NB. The components are:

- Subject project
- Subject portfolio

to support
learning

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

- (Refer to the last page of the course manual for details)
- 3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. NB. Use Talk for learning with talking point; pdp Theme 3.

(Refer to the last page of the course manual for details)

3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Use Talk for learning with talking point; pdp Theme 3.

Example:

i. Listening Comprehension and Textual Analysis in French

 Dire avec exactitude les propos de chaque interlocuteur ou idée défendue

Sociolinguistics and Language Policy

- Représentations linquistiques
- 3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;

Example:

i. Listening Comprehension and Textual Analysis in French

 Dire avec exactitude les propos de chaque interlocuteur ou idée défendue

Sociolinguistics and Language Policy

- Représentations linquistiques
- 3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;

Example:

i. Listening Comprehension and Textual Analysis in French

video on how to write and how to identify themes in a given text:

https://www.youtube.co m/watch?v=Ck9bqx7taiY (Assessed 22/09/21)

Example:

Listening Comprehension and Textual Analysis in French

video on how to write and how to identify themes in a given text:

https://www.youtube.com/ watch?v=Ck9bqx7taiY (Assessed 22/09/21)

	https://www.youtube.co	https://www.youtube.com/	
	m/watch?v=YDyULPIVTY4	watch?v=YDyULPIVTY4	
	(Assessed 22/09/21)	(Assessed 22/09/21)	
	ii. Sociolinguistics and	ii. Sociolinguistics and	
	Language Policy	Language Policy	
		,	
	http://cle.ens-	http://cle.ens-	
	lyon.fr/plurilangues/la	lyon.fr/plurilangues/lan	
	ngue/introduction-	gue/introduction-	
	a/introduction-a-la-	a/introduction-a-la-	
		<u> </u>	
	sociolinguistique	sociolinguistique	
	(Assessed 22/09/21)	(Assessed 22/09/21)	
	ND Description	NB Barrage	
	NB: Remind tutors to	NB: Prepare a report on	
	prepare a report on how	how you used the resources	
	they used the resources	suggested for lesson 4 and	
	suggested for lesson 4 and	any other ones you might	
	any other ones they might	have introduced during the	
	have introduced during	delivery of your lesson for	
	the delivery of their lesson	discussion during the next	
	for discussion during the	PD session.	
	next PD session.		
4. Evaluation and	4.1 Remind tutors to	4.1 Identify a Critical Friend	15 mins
4. Evaluation and review of		4.1 Identify a Critical Friend from the same or	15 mins
review of	4.1 Remind tutors to identify a Critical Friend from the same	from the same or	15 mins
review of session:	identify a Critical Friend from the same	from the same or related subject area, to	15 mins
review of session: Tutors need to	identify a Critical Friend from the same or related subject	from the same or related subject area, to observe your lesson	15 mins
review of session: Tutors need to identify critical	identify a Critical Friend from the same or related subject area, to observe their	from the same or related subject area, to observe your lesson during the enactment.	15 mins
review of session: Tutors need to identify critical friends to	identify a Critical Friend from the same or related subject area, to observe their lesson during the	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend	15 mins
review of session: Tutors need to identify critical friends to observe lessons	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session.	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS.	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group for	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group for	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group for	15 mins
review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for	identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group	from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group for	15 mins

NB: Remind tutors to read on lesson 5 in the course manuals and identify key issues for discussion during the next PD session.	NB: Read on lesson 5 in the course manuals and identify key issues for discussion during the next PD session.
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NTEAP: National Teacher Education Assessment Policy.

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

Age Levels/s: JHS Name of Subject: FRENCH

Courses:

1. Listening Comprehension and Textual Analysis in French

2. Socio-linguistics and Language Policy in French

Tutor PD Session 5 for <u>Lesson 5</u> in the Course Manual

LESSON TOPICS:

- i. Exercices pratiques de compréhension orale II
- ii. Key concepts in sociolinguistics IV

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 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 	Introduction to the session 1.1 Start the PD session with an icebreaker in French with a puzzle. Example: J'ai deux bras en haut, deux jambes en bas, mais ni mains ni pieds. Tu me portes la nuit. Qui suis-je? Un pyjama 1.2 Through think-pair-share, ask tutors and the Critical Friend to reflect on Lesson 4 and share what lessons they learnt.	Introduction to the session 1.1 Start the PD session with an icebreaker in French a puzzle. Example: J'ai deux bras en haut, deux jambes en bas, mais ni mains ni pieds. Tu me portes la nuit. Qui suis-je? 1.2 Through think-pair- share, reflect on Lesson 4 and share what lessons you learnt.	20 mins

 Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- 1.3 Ask tutors to read
 Lesson 5's description in
 the manual for
 discussion.
- 1.4 Brainstorm with tutors, possible content/new learning of lesson 5 as indicated in the description of the course manual.

Example:

- Listening Comprehension and Textual Analysis in French
- Techniques in summarizing a story in French
- ii. Socio-linguistics and Language Policy in French
 - Variation linguistique
- 1.5 Ask tutors, in pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.

Listening Comprehension and Textual Analysis in French

LO:

 Show knowledge and understanding of how to summarize a story in French

LI:

 Listening carefully to the expressions used in the story.

- 1.3 Read Lesson 5's description in the manual for discussion.
- 1.4 Brainstorm on possible content/new learning of lesson 5 as indicated in the description of the course manual.

Example:

- i. Listening Comprehension and Textual Analysis in French
- Techniques in summarizing a story in French
- ii. Socio-linguistics and Language Policy in French
 - Variation linguistique
- 1.5 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.

Listening Comprehension and Textual Analysis in French

LO:

 Show knowledge and understanding of how to summarize a story in French.

LI:

 Listening carefully to the expressions used in the story.

to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lesson. Example: Digital literacy: retrieve stories from YouTube/RFI, TV channels or any online sources. Ensure Cultural diversity (student-teacher cultural background), Equality and inclusion in group works. Concept Development 2.1 In groups, ask tutors read the topics of the Lesson 5 of the course and discuss concepts/ subtopics under them. Example: i. Listening Comprehension and Textual Analysis in French Making oral commentary in French ii. Socio-linguistics and Language Policy in French Changement linguistique et synchronie	integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lessons. Example: Digital literacy: retrieve stories from YouTube/RFI, TV channels or any online sources. Ensure Cultural diversity (student-teacher cultural background), Equality and inclusion in group works. Concept Development 2.1 In groups, read the topics of the Lesson 5 of the course and discuss concepts/ subtopics under them. Example: i. Listening Comprehension and Textual Analysis in French Making oral commentary in French Making oral commentary in French ii. Socio-linguistics and Language Policy in French Changement linguistique et synchronie	15 mins
- Changement linguistique et	- Changement linguistique et	
	of the story. iii. Summarizing the story. 1.6 Lead tutors to discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lesson. Example: Digital literacy: retrieve stories from YouTube/RFI, TV channels or any online sources. Ensure Cultural diversity (student-teacher cultural background), Equality and inclusion in group works. Concept Development 2.1 In groups, ask tutors read the topics of the Lesson 5 of the course and discuss concepts/ subtopics under them. Example: i. Listening Comprehension and Textual Analysis in French - Making oral commentary in French ii. Socio-linguistics and Language Policy in French - Changement linguistique et synchronie 2.2 Ask tutors in groups identify possible barriers in teaching the	of the story. iii. Summarizing the story. iii. Summarizing the story. iii. Summarizing the story. 1.6 Lead tutors to discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lesson. Example: Digital literacy: retrieve stories from YouTube/RFI, TV channels or any online sources. Ensure Cultural diversity (student-teacher cultural background), Equality and inclusion in group works. Concept Development 2.1 In groups, ask tutors read the topics of the Lesson 5 of the course and discuss concepts/ subtopics under them. Example: i. Listening Comprehension and Textual Analysis in French - Making oral commentary in French ii. Socio-linguistics and Language Policy in French - Changement linguistique et synchronie 2.2 Ask tutors in groups identify possible barriers in teaching the

	Example: i. Unfamiliarity with native French speaker's accents ii. Inadequate IT material for teaching listening. iii. Internet connectivity Expected responses i. Provide more listening session of French accent to student teachers. ii. Seek for IT materials elsewhere before the lesson. iii. Search for appropriate internet connectivity 2.3 Lead tutors to discuss how they can help student teachers to use different strategies to support learning of these areas in basic	Example: i. Unfamiliarity with native French speaker's accents ii. Inadequate material IT material for teaching listening. iii. Internet connectivity 2.3 Discuss how they can help student teachers to use different strategies to support learning of these areas in basic schools	
3. Planning for teaching,	Teaching and learning activities for the lesson	Teaching and learning activities for the lesson	40 mins
learning and assessment activities for the lesson/s • Reading and discussion of the teaching and	3.1 Ask tutors in groups to read the teaching and learning activities on the lesson and identify areas that require clarification.	3.1 In groups, read the teaching and learning activities on the lesson and identify areas that require clarification.	
 learning activities Noting and addressing areas where tutors may require clarification 	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.	3.2 In group, present the areas identified in the manuals on the teaching and learning activities for whole group discussion. Consider	

- Noting opportunities for making 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:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration

Consider how these activities relate to those provided for in the Basic School curriculum.

Example:

Listening Comprehension and Textual Analysis in French

- Brainstorming
- Questions and answers
 Socio-linguistics and
 Language Policy in French
- Questions and answers
- Group presentation
- 3.3 Ask 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. NTS1a, 1b, 2c, 3f, 3g.

Example:

Use an IT tool (YouTube video, audio items, Bluetooth speakers etc) and take into consideration the student-teachers cultural background and their unfamiliarity with the native speaker's French accent, or learners with special needs (hearing) during lesson presentation

3.4 Brainstorm with tutors what their student teachers should observe during STS on how the core transferable skills

how these activities relate to those provided for in the Basic School curriculum.

Example:

Listening Comprehension and Textual Analysis in French

- Brainstorming
- Questions and answers
 Socio-linguistics and
 Language Policy in French
- Questions and answers
- Group presentation
- 3.3 Discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lessons into the teaching and learning activities for both the B.Ed. and the Basic School curricula. NTS1a, 1b, 2c, 3f, 3g.

Example:

Use an IT tool (YouTube video, audio items, Bluetooth speakers etc) and take into consideration the student-teachers cultural background and their unfamiliarity with the native speaker's French accent, or learners with special needs (hearing) during lesson presentation

3.4 Brainstorm what your student teachers should observe during STS on how the core transferable skills and

- needs to be given to local availability
- Guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

and GESI are integrated in the teaching and learning activities by the mentors.

Example:

- Use of ICT tools
- Assistance to pupils with special need
- Collaborative work
- Communication skills
- 3.5 Ask tutors to read the assessment components of the Lesson 5 of the Course Manuals and compare with the components prescribed by NTEAP.

Refer to the course manual for details.

3.6 In groups, lead tutors to propose sample questions that can fit into subject project and subject portfolio.

Example:

Listening Comprehension and Textual Analysis in French

 Play an audio item in French and ask studentteachers to listen and make commentary in French.

Socio-linguistics and Language Policy in French

- Ask student-teachers in groups to prepare and present on element of 'variation linguistique et fait social'
- 3.7 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching

GESI are integrated in the teaching and learning activities by the mentors.

Example:

- Use of ICT tools
- Assistance to pupils with special need
- Collaborative work
- Communication skills
- 3.5 Read the assessment components of the Lesson 5 of the Course Manuals and compare with the components prescribed by NTEAP.

Refer to the course manual for details.

3.6 In groups, propose sample questions that can fit into subject project and subject portfolio.

Example:

Listening Comprehension and Textual Analysis in French

 i. Play an audio item in French and ask student-teachers to listen and make commentary in French.

Socio-linguistics and Language Policy in French

- Ask student-teachers in groups to prepare and present on element of 'variation linguistique et fait social'
- 3.7 In groups, identify and discuss the appropriate resources needed for the

	and learning of the	teaching and learning	
	concepts of the	of the concepts of the	
	lesson 5.	lesson 5:	
	Example:	Example:	
	Listening Comprehension	Listening Comprehension	
	and Textual Analysis in	and Textual Analysis in	
	French	French	
	www.delfdalf.fr/_media/ex	www.delfdalf.fr/_media/ex	
	emple-2-sujet-delf-a1-tous-	emple-2-sujet-delf-a1-tous-	
	publics-audio-1-	publics-audio-1-	
	comprenhension-orale-	comprenhension-orale-	
	3.mp3 (accessed 24/09/21)	3.mp3 (accessed 24/09/21)	
	<u>-Bluetooth speaker</u>	<u>-Bluetooth speaker</u>	
	-Computers	-Computers	
	-Internet connectivity	-Internet connectivity	
	Socio-linguistics and	Socio-linguistics and	
	Language Policy in French	Language Policy in French	
	Des Variations Linguistiques	Des Variations Linguistiques	
	<u>du Français - YouTube</u>	<u>du Français - YouTube</u>	
	(accessed 24/09/21)	(accessed 24/09/21)	
	3.8 Lead tutors to discuss	3.8 Discuss the resources	
	the resources proposed	proposed in the	
	in the Manual and in the	Manual and in the	
	lesson 5 and any other	lesson 5 and any other	
	ones they might use in	ones they might use in	
	the delivery of this	the delivery of this	
	lesson.	lesson.	
	1633011.	1033011.	
	NB. Remind tutors to	NB. Tutors note to prepare	
	prepare a report on other	a report on other	
	resources they may use for	resources they may use for	
	the lesson for discussion	the lesson for discussion	
	during next PD session.	during next PD session.	
			4
4. Evaluation and	Evaluation and review of	Evaluation and review of	15 mins
review of	session	session	
session:	A A Deviced Living	4414-115 - 6 111	
Tutors should	4.1 Remind tutors to	4.1 Identify a Critical	
Identifying critical friends to	identify a Critical Friend	Friend from the same	
Critical triands to	from the course ou		
	from the same or	or related area, to	
observe lessons	related area, to observe	observe their lesson	

 Identifying and addressing any outstanding issues relating to the lesson/s for 	Critical friend share his or her observation during the next PDS. NTS 1a	share his or her observation during the next PDS. NTS 1a	
clarification	4.2 Ask tutors to individually write down unresolved issues observed about the session 5 delivered and share it with the whole group for clarification.	4.2 Individual write down unresolved issues observed about the session 5 delivered and share it with the whole group for clarification.	
	NB: Remind tutors to read on the lesson 6 in the manual for the next session.	NB: Read on the lesson 6 in the manual for the next session.	

NTEAP: National Teacher Education Assessment Policy.

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

Age Levels/s: JHS

Name of Subject: FRENCH
Course:

- Listening Comprehension and Textual Analysis in French
- 2. Socio-linguistics and Language Policy in French

Tutor PD Session 6 for Lesson 6 in the Course Manual

LESSON TOPICS:

- i. Listening comprehension and summary I
- ii. Key concepts in sociolinguistics V

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	Introduction to the session	Introduction to the session	20 mins
 Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning 	 1.1 Start the PD session with an icebreaker in French with a song. Example: Au clair de la lune 1.2 Through think-pair-share, ask tutors and the Critical Friend to reflect on Lesson 5 and share what lessons they learnt. 	 1.1 Start the PD session with an icebreaker in French with a song. Example: Au clair de la lune 1.2 Through think-pair-share, reflect on Lesson 5 and share what lessons you learnt. 	

- outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- 1.3 Ask tutors to read
 Lesson 6's description in
 the manual for
 discussion:
- 1.4 Brainstorm with tutors, possible content/new learning of lesson 6 as indicated in the descriptions of the manual.

Example:

- i. Listening Comprehension and Textual Analysis in French
 - Identification of themes in an audio French story
- ii. Socio-linguistics and Language Policy in French
 - the concept of norm
- 1.5 Let tutors, in pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.
- 1.6 Lead tutors to discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lessons.

Example:

Digital literacy: retrieve stories from YouTube/RFI, TV channels or any online sources. Ensure Cultural diversity (student-teacher cultural background),

- 1.3 Read Lesson 6's description in the manual for discussion.
- 1.4 Brainstorm with tutors, possible content/new learning of lesson 6 as indicated in the descriptions of the manual.

Example:

- i. Listening Comprehension and Textual Analysis in French
 - Identification of themes in an audio French story
- ii. Socio-linguistics and Language Policy in French TLMS for teaching French
- The concept of norm
- 1.5 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.
- 1.6 Discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lessons.

Example:

Digital literacy: retrieve stories from YouTube/RFI, TV channels or any online sources. Ensure Cultural diversity (student-teacher cultural background),

	Equality and inclusion in group works.	Equality and inclusion in group works.	
2. Concept	Concept Development	Concept Development	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning,	2.1 In groups, let tutors read the topics of the Lesson 5 and discuss possible subtopics under them.	2.1 In groups, read the topics of the Lessons 5 and discuss possible subtopics under them.	
potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which	Example: i. Listening Comprehension and Textual Analysis in French - Trouver les différentes parties du récit audio	Example: i. Listening Comprehension and Textual Analysis in French - Trouver les différentes parties du récit audio	
need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need	ii. Socio-linguistics and Language Policy in FrenchLa notion de norme/ standard	ii. Socio-linguistics and Language Policy in FrenchLa notion de norme/ standard	
to do to introduce and explain the issues/s with tutors	 2.2 Let tutors in groups identify possible barriers in teaching the subtopics / concepts. Example: Inadequate audio/video materials for listening activities. 	 2.2 In groups, identify possible barriers in teaching the subtopics / concepts. Example: Inadequate audio/video materials for listening activities. 	
	2.3 Lead tutors to discuss how they can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities.	2.3 Discuss how you can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities.	
	Example: Storytelling, listening activities, group work and talking point.	Example: Storytelling, listening activities, group work and talking point.	

- 3. Planning for teaching, learning and assessment activities for the lesson/s
- Reading and discussion of the teaching and learning activities
- Noting and addressing areas where tutors may require clarification
- Noting opportunities for making links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - links to the existing PD Themes, for example, action research,

Teaching and learning activities for the lesson

- 3.1 Ask tutors in groups to read the teaching and learning activities on the lesson in the course manual and identify areas that require clarification.
- 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. Consider how these activities relate to those provided for in the Basic School curriculum.

Example:

- i. Listening Comprehension and Textual Analysis in French
- Discussion on themes in an audio item
- Questions and answers on an audio item
- 3.3 Ask tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lessons into the teaching and learning activities for both the B.Ed. and the Basic School curricula. NTS1a, 1b, 2c, 3f, 3g.

Example:

Use of an IT tool (audio item, Bluetooth speaker, YouTube video etc) and

Teaching and learning activities for the lesson

- 3.1 In groups, read the teaching and learning activities on the lesson in the course manual and identify areas that require clarification.
- 3.2 In group, present the areas identified in the manual on the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum.

Example:

- i. Listening Comprehension and Textual Analysis in French
- Discussion on themes in an audio item
- Questions and answers on an audio item
- 3.3 Discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lessons into the teaching and learning activities for both the B.Ed. and the Basic School curricula. NTS1a, 1b, 2c, 3f, 3g.

Example:

Use of an IT tool (audio item, Bluetooth speaker, YouTube video etc) and

40 mins

- questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- Guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

take into consideration student teachers' cultural background and difficulty in hearing well native French speakers' accent during group presentations

3.4 Brainstorm with tutors what their student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

Example:

- Use of ICT tools
- Assistance to pupils with special need
- Collaborative work
- Communication skills
- 3.5 Ask Tutors to read the assessment components of the Lesson 5 of the Course Manual and compare with the components prescribed by NTEAP.

Take note of these components:

- Subject project
- Subject portfolio
- 3.6 In groups, lead tutors to propose sample questions that can fit into subject project and subject portfolio.

Example:

- Listening Comprehension and Textual Analysis in French
- Choisissez et écoutez une audio

take into consideration student teachers' cultural background and difficulty in hearing well native French speakers' accent during group presentations

3.4 Brainstorm what your student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

Example:

- Use of ICT tools
- Assistance to pupils with special need
- Collaborative work
- Communication skills
- 3.5 Read the assessment components of the Lesson 5 of the Course Manual and compare with the components prescribed by NTEAP.

Take note of these components:

- Subject project
- Subject portfolio
- 3.6 In groups, propose sample questions that can fit into subject project and subject portfolio.

- i. Listening Comprehension and Textual Analysis in French
- Choisissez et écoutez une audio

- Identifiez les parties, les personnages et les thèmes dans l'audio
- 3.7 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts of the lesson 6: Example:
- i. Listening Comprehension and Textual Analysis in French Example:

www.delfdalf.fr/_media/ex emple-2-sujet-delf-a1-touspublics-audio-3comprenhension-orale-3.mp3

Accessed on 24/09/21

-Bluetooth speaker

-Computer

-Internet connectivity

 ii. Socio-linguistics and Language Policy in French
 Question 6: La différence entre règle et norme ? -YouTube

Accessed on 24/09/21

3.8 Lead tutors to discuss the resources proposed in the Manual and in the lesson 5 and any other ones they might use in the delivery of this lesson.

NB. Remind tutors to prepare a report on other resources they may use for the lesson for discussion during next PD session.

- Identifiez les parties, les personnages et les thèmes dans l'audio
- 3.7 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts of the lesson 6: Example:
- i. Listening Comprehension and Textual Analysis in French.

Example:

www.delfdalf.fr/_media/e xemple-2-sujet-delf-a1tous-publics-audio-3comprenhension-orale-3.mp3

Accessed on 24/09/21

-Bluetooth speaker

-Computer

-Internet connectivity

- ii. Socio-linguistics and
 Language Policy in
 French
 Question 6: La différence
 entre règle et norme?YouTube
 Accessed on 24/09/21
- 3.8 Discuss the resources proposed in the Manual and in the lesson 5 and any other ones they might use in the delivery of this lesson.

NB: Tutors note down to prepare a report on other resources they may use for the lesson for discussion during next PD session.

4.	Evaluation and review of	Evaluation and review of session	Evaluation and review of session	15 mins
•	rutors should Identifying critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to	4.1 Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Inform the Critical friend to share his or her observation during the next PDS. NTS 1a	4.1 Identify a Critical Friend from the same or related area, to observe you lesson during the enactment. Share observation during the next PDS. NTS 1a	
	the lesson/s for clarification	4.2 Ask tutors to individually write down unresolved issues observed about the lesson 6 delivered and share it with the whole group for clarification. NB: Remind tutors to read on the lesson 7 in the manuals for the next session.	4.2 Individually write down unresolved issues observed about the lesson 6 delivered and share it with the whole group for clarification. NB: Read on the lesson 7 in the manual for the next session.	

NTEAP: National Teacher Education Assessment Policy.

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

Age Levels/s: JHS

Name of Subject/s: FRENCH

- 1. Listening Comprehension and Textual Analysis
- 2. Socio-Linguistics and Language Policy

Tutor PD Session 7 for Lesson 7 in the Course Manual

LESSON TOPICS:

- i. Listening Comprehension and Summary II
- ii. Key concepts in Sociolinguistics VI

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 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 	1.1 Start the PD session with an icebreaker in French (a song/ poem/a short game) Example: Qui est-ce ? (Découvrir mes camarades): Qui porte des lunettes ? -C'est Kofi Qui aime la couleur « rose » ? La règle du jeu: Posez des questions à vos collègues en français pour trouver quelqu'un dans l'école ou l'environnement, que la question décrit le mieux.	1.1 Start the PD session with an icebreaker in French (a song/poem/a short game) Example: Qui est-ce ? (Découvrir mes camarades): Qui porte des lunettes ? -C'est Kofi Qui aime la couleur « rose » ? La règle du jeu: Posez des questions à vos collègues en français pour trouver quelqu'un dans l'école ou l'environnement, que la question décrit le mieux.	20 mins

 Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- 1.2 Ask the Critical Friend for Lesson 6 and tutors to reflect individually on the previous week's session and share their experiences.
- 1.3 Ask tutors to read the introductory sections of the Lesson 7 in the course manuals and note down for discussion, key elements such as the lesson descriptions, LOs and LIs

Example:

i. Listening Comprehension and Textual Analysis

LO:

Show knowledge and understanding to identify lexical frequency of words or expressions depicting the theme of a story.

LI:

Listening carefully to a story on an audio material.

ii. Socio-Linguistics and Language Policy

LO:

Demonstrate understanding of the terms: "langue et dialects"

LI:

Discuss and explain the terms: "langue et dialects"

- 1.2 Together with the
 Critical Friend for
 Lesson 6, reflect
 individually on the
 previous week's session
 and share your
 experiences.
- 1.3 Read the introductory session of the Lesson 7 of the course manuals and note down for discussion key elements such as the lesson descriptions, LOs and LIs

Example:

i. Listening Comprehension and Textual Analysis

LO:

Show knowledge and understanding to identify lexical frequency of words or expressions depicting the theme of a story.

LI:

Listening carefully to a story on an audio material.

ii. Socio-Linguistics and Language Policy

LO:

Demonstrate understanding of the terms: "langue et dialects"

LI:

Discuss and explain the terms: "langue et dialects"

	1.4 Ask tutors to identify the sub-titles of Lesson 7 of each course. Example: i. Listening Comprehension and Textual Analysis -Repérages lexicaux: Fréquence de mots ou expressions indiquant le thème ii. Socio-Linguistics and	1.4 Identify the sub-titles of Lesson 7 of each course Example i. Listening Comprehension and Textual Analysis -Repérages lexicaux: Fréquence de mots ou expressions indiquant le thème ii. Socio-Linguistics and	
	Language Policy -Types, fonctions et catégories de langue 1.5 Ask tutors to read the description of Lesson 7, and identify key themes to be taught. Example: i. Listening	Language Policy -Types, fonctions et catégories de langue 1.5 Read and identify key themes to be taught in Lesson 7 of each course. Example: i. Listening	
	Comprehension and Textual Analysis -Determinisation of how often expressions are used to unfold the theme of a story. ii. Socio-Linguistics and Language Policy - identification of languages and dialects in the communities.	Comprehension and Textual Analysis -Determinisation of how often expressions are used to unfold the theme of a story. ii. Socio-Linguistics and Language Policy - identification of languages and dialects in the communities.	
	1.6 In groups, lead tutors to discuss and demonstrate how the Lesson 7 of each course, would be taught.	1.6 In groups, discuss and demonstrate how the Lesson 7 of each course, would be taught.	
 2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new 	2.1 Ask tutors to identify possible barriers to the new learning/lesson 7 and possible solutions to overcome these challenges.	2.1 Identify possible barriers to the new learning/lesson 7 and suggest possible solutions to overcome these challenges.	15 mins

learning,
potential barriers
to learning for
student teachers
or students,
concepts or
pedagogy being
introduced in the
lesson, which
need to be
explored with the
SL/HoD
The guidance for

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

Example:

- Listening
 Comprehension and
 Textual Analysis
 -Unfamiliarity with
 native French
 speakers' accent.
- ii. Socio-Linguistics and Language Policy
 -Inadequate resources for learning French

Expected solutions

- i. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.
- ii. Identify and use more 'document authentique' such as online journals, magazines etc.
- 2.2 In pairs, ask tutors to discuss new concepts of the lesson.

Example:

- i. Listening Comprehension and Textual Analysis
- determining the theme/idea of the story.
- ii. Socio-Linguistics and Language Policy
- difference between language and dialects.
- 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches (storytelling), radio

Example:

- Listening
 Comprehension and
 Textual Analysis
 -Unfamiliarity with
 native French
 speakers' accent.
- ii. Socio-Linguistics and Language Policy
 -Inadequate resources for learning French

2.2 In pairs, discuss new concepts of the lesson.

- i. Listening Comprehension and Textual Analysis
- determining the theme/ idea of the story.
- ii. Socio-Linguistics and Language Policy
 - difference between language and dialects.
- 2.3 Identify and discuss pedagogical needs such as: creative approaches (storytelling), radio

		reporting, talking point,	reporting, talking point,	
		group work, think-pair-	group work, think-pair-	
		share, in the delivery of the	share, in the delivery of	
		lesson	the lesson	
		1000011	the leason	
3	Planning for	3.1 Ask tutors to	3.1 Read the teaching and	40 mins
J .	teaching,	individually read the	learning activities for	40 111113
	learning and	teaching and learning	Lesson 7 and identify	
	•	activities for Lesson 7	1	
	assessment		areas for discussion.	
	activities for the	and identify areas for		
	lesson/s	discussion.		
•	Reading and	3.2 Ask a tutor in the group	3.2 Present the areas	
	discussion of the	to present the areas	identified in the	
	teaching and	identified in the		
	learning activities		teaching and learning activities for whole	
•	Noting and	teaching and learning		
	addressing areas	activities for whole	group discussion.	
	where tutors	group discussion.	Consider how these	
	may require	Consider how these	activities relate to	
	clarification	activities relate to those	those provided for in	
•	Noting	provided for in the Basic	the Basic School	
	opportunities for	School curriculum.	curriculum.	
	making links to	Example:	Example:	
	the Basic School	i. Listening	i. Listening	
		Comprehension and	Comprehension and	
	Curriculum	Textual Analysis	Textual Analysis	
•	Noting	- Repérages lexicaux :	- Repérages lexicaux :	
	opportunities for	ii. Socio-Linguistics and	ii. Socio-Linguistics	
	integrating: GESI	Language Policy	and Language Policy	
	responsiveness	- Discuss the differences	- Discuss the	
	and ICT and 21st C	between 'langue' and	differences between	
	skills	'dialectes'	'langue' and 'dialectes'	
•	Reading,	ulaicetes	Tangue and didiectes	
	discussion, and	3.3 Ask tutors, in groups of	3.3 In groups of two,	
	identification of	two, to discuss and	discuss and share with	
	continuous	share with the whole	the whole group how	
	assessment	group how to integrate	to integrate the core	
	opportunities in	the core transferable	transferable skills in	
	the lesson. Each	skills in the lesson and	the lesson and GESI in	
	lesson should	GESI in both B. Ed. and	both B. Ed. and Basic	
	include at least	Basic school curricula	school curricula into	
	two	into the teaching and	the teaching and	
	opportunities to	_	<u> </u>	
	use continuous	learning activities. NTS	learning activities. NTS	
	assessment to	1a, 1b, 2c, 3f, 3g	1a, 1b, 2c, 3f, 3g	
		Example:	Example:	
	support student	- Use an IT tool	- Use an IT tool	
	teacher learning	(laptop/mobile phone,	(laptop/mobile phone,	
•	Resources:	YouTube etc)	YouTube etc)	

- links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideratio n needs to be given to local availability
- Guidance on any power point presentation s, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

- Give equal leadership roles to both males and females
- Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.4 Brainstorm with tutors what their student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

Example:

- Cognitive skills:
 -creativity in the
 classroom
 (Innovation)
 - Cognitive
 processes and
 strategies (Critical
 thinking, Problem
 solving, etc)
- Intrapersonal skills: -work ethics
- Providing assistance to learners with special need
- Interpersonal skills:Teamwork and
 - Teamwork and collaboration (eg. Collaborative work and Communication skills
 - -Leadership (eg. Responsibility)
- 3.5 Ask Tutors to read the assessment components of the Lesson 7 of the Course Manual and compare with the components prescribed by NTEAP.

- Give equal leadership roles to both males and females
- Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.4 Brainstorm what your student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

- Cognitive skills:
 -creativity in the
 classroom
 (Innovation)
 - Cognitive
 processes and
 strategies (Critical
 thinking, Problem
 solving, etc)
- Intrapersonal skills: -work ethics
- Providing assistance to learners with special need
- Interpersonal skills:

 Teamwork and collaboration (eg.
 Collaborative work and Communication skills
 Leadership (eg.
 Responsibility)
- 3.5 Read the assessment components of the Lesson 7 of the Course Manual and compare with the components prescribed by NTEAP.

- i. Listening Comprehension and Textual Analysis
 - student teachers to download audio stories, work on the themes and ideas of the sentences in stories for discussion during the next lesson.
- ii. Socio-Linguistics and Language Policy
 - Student teachers to observe the use of language among their learners and identify varieties during the STS.

NB: Ask tutors to remind student teachers about the submission of their subject projects and subject portfolios.

3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Use Talk for learning with talking point; pdp Theme 3.

Example:

- i. Listening Comprehension and Textual Analysis
 - Repérages lexicaux :

 Fréquence de mots
 ou expressions
 indiquant les idées
 ou séquences de phrases
- ii. Socio-Linguistics and Language Policy
 - Mélange

- i. Listening Comprehension and Textual Analysis
 - student teachers to download audio stories, work on the themes and ideas of the sentences in stories for discussion during the next lesson.
- ii. Socio-Linguistics and Language Policy
 - Student teachers to observe the use of language among their learners and identify varieties during the STS.

NB: Remind student teachers about the submission of their subject projects and subject portfolios.

3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Use Talk for learning with talking point; pdp Theme 3.

- i. Listening Comprehension and Textual Analysis
 - Repérages lexicaux :

 Fréquence de mots
 ou expressions
 indiquant les idées
 ou séquences de phrases
- ii. Socio-Linguistics and Language Policy
 - Mélange

and	serve lessons d report at kt session.	Let the Critical friend share his or her observation during the next PDS. NTS 1a	Critical friend share his or her observation during the next PDS. NTS 1a	
ses • Tut	esion: cors should entifying cical friends to	from the same or related subject area, to observe their lesson during the enactment.	or related subject area, to observe your lesson during the enactment. Let the	
	luation and riew of	4.1 Remind tutors to identify a Critical Friend	4.1 Identify a Critical Friend from the same	15 mins
		NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 1 and any other ones 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 ones you might have introduced during the delivery of your lesson for discussion during the next PD session.	
		needed for the teaching and learning of the concepts/sub-topics; Example: i. Listening Comprehension and Textual Analysis Petit Poulet (https://www.thefablecottage.com/french/petit-poulet#) ii. Socio-Linguistics and Language Policy - Calvet, LJ. (1993). La Sociolinguistique. Paris: Presses Universitaires de France http://cle.ens-lyon.fr/plurilangues/langue/introduction-a/introduction-a-la-sociolinguistique	the teaching and learning of the concepts/sub-topics; Example: i. Listening Comprehension and Textual Analysis Petit Poulet (https://www.thefablecott age.com/french/petit- poulet#) ii. Socio-Linguistics and Language Policy - Calvet, LJ. (1993). La Sociolinguistique. Paris: Presses Universitaires de France http://cle.ens- lyon.fr/plurilangues/l angue/introduction- a/introduction-a-la- sociolinguistique	
		3.7 Ask tutors in groups to identify and discuss the appropriate resources	3.7 In groups, identify and discuss the appropriate resources needed for	

- Identifying and addressing any outstanding issues relating to the lesson/s for clarification
- 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.
- NB: Remind tutors to read on lesson 8 in the course manual and identify key issues for discussion during the next PD session.
- 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.

NB: Read on lesson 8 in the course manual and identify key issues for discussion during the next PD session.

NTEAP: National Teacher Education Assessment Policy.

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

Age Levels/s: JHS

Name of Subject/courses: FRENCH

- Listening Comprehension and Textual Analysis in French
- 2. Sociolinguistics and Language Policy

Tutor PD Session 8 for <u>Lesson 8</u> in the Course Manual

LESSON TOPICS:

- i. Summary of story or an event.
- ii. The Status of French and Policy Issues in Ghana and Francophone Countries

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(a) Introduction to	1.1 Start the PD session	1.1 Start the PD session	20 mins
the semester – in	with an icebreaker in	with an icebreaker in	
session one	French (a riddle)	French (a riddle),	
 Introduction to the purpose of the specialisms: EXAMPLE, UP and JHS Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the 	Example: Banane, ça commence par un « B » mais, normalement, ça comment par un « N ». Pourquoi ? Réponse: Le mot « normalement » commence par « N » 1.2 Ask the Critical Friend to share his/her	Example: Banane, ça commence par un « B » mais, normalement, ça comment par un « N ». Pourquoi ? 1.2 Listen and discuss with Critical friend his/her	

- subject/s, age levels/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 at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals Example will need to be provided for SL/HoD.

1(b) 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

- observation on previous week's PD session with tutors for discussion.
- 1.3 Brainstorm with tutors the title of lesson 8 of the course.

Example:

- A: Listening Comprehension and Textual Analysis in French
- Summary of story or an event.
- B: Sociolinguistics and Language Policy
- The Status of French and Policy Issues in Ghana and Francophone Countries
- 1.4 Ask tutors to read the description of lesson 8, and identify key themes to be taught.

Example:

- i. Listening Comprehension and Textual Analysis in French
- Identifier les mouvements du récit
- Donner un titre à chaque mouvement
- Rédiger un résumé : utiliser les connecteurs logiques pour relier les différents titres
- ii. Sociolinguistics and Language Policy
 - Le statut du français au Ghana
 - La politique d'enseignement du français au Ghana.

- observations on previous week's PD session.
- 1.3 Brainstorm the title of lesson 8 of the course.

Example:

- A: Listening Comprehension and Textual Analysis in French
- Summary of story or an event.
- B: Sociolinguistics and Language Policy
- The Status of French and Policy Issues in Ghana and Francophone Countries
- 1.4 Read the description of lesson 8, and identify key themes to be taught.

- i. Listening Comprehension and Textual Analysis in French
- Identifier les mouvements du récit
- Donner un titre à chaque mouvement
- Rédiger un résumé : utiliser les connecteurs logiques pour relier les différents titres
- i. Sociolinguistics and Language Policy
 - Le statut du français au Ghana
 - La politique d'enseignement du français au Ghana.

 Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

1.5 Identify and discuss LOs and LIs of lesson 4.

Example:

LO

ii. Demonstrate knowledge and understanding to identify the movements of a story.

LIS

- Identifying the time and setting of a story.
- ii. Identifying the flow of the story.
- 1.6 Ask tutors to identify the distinct (unique) aspects of the eighth lesson and share their observations with the whole group.

Example:

- i. Listening Comprehension and Textual Analysis in French
- Identifier les mouvements du récit
- Donner un titre à chaque mouvement
- Rédiger un résumé : utiliser les connecteurs logiques pour relier les différents titres
- ii. Sociolinguistics and Language Policy
 - Le statut du français au Ghana
 - La politique d'enseignement du français au Ghana.

1.5 Identify and discuss LOs and LIs of lesson 4.

Example:

LO

i. Demonstrate
 knowledge and
 understanding to
 identify the movements
 of a story.

LIS

- Identifying the time and setting of a story.
- ii. Identifying the flow of the story.
- 1.6 Read and identify the distinct (unique) aspects of the eighth lesson and share your observations with the whole group.

- i. Listening Comprehension and Textual Analysis in French
- Identifier les mouvements du récit
- Donner un titre à chaque mouvement
- Rédiger un résumé : utiliser les connecteurs logiques pour relier les différents titres
- ii. Sociolinguistics and Language Policy
 - Le statut du français au Ghana
 - La politique d'enseignement du français au Ghana.

- 2. Concept
 Development
 (New learning
 likely to arise in
 lesson/s):
- Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD

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

- 2.1 Ask tutors to identify possible barriers to the new learning/lesson Example:
- i. Absence / insufficiency of books on Educational Policy.
- ii. Basic knowledge of Internet resources for learning.

Proposed solutions

- i. Identify and use more 'document authentique' such as online journals, magazines etc.
- ii. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.
- 2.2 In pairs, ask tutors to discuss new concepts of the lesson.

Example:

- i. Listening Comprehension and Textual Analysis in French
- Identifier les mouvements du récit
- Donner un titre à chaque mouvement
- Rédiger un résumé : utiliser les connecteurs logiques pour relier les différents titres
- ii. Sociolinguistics and Language Policy
 - Le statut du français au Ghana

- 2.1 Identify possible barriers to the new learning/lesson Example:
- i. Absence / insufficiency of books on Educational Policy.
- ii. Basic knowledge of Internet resources for learning.

2.2 Discuss new concepts of the lesson.

Example:

- i. Listening Comprehension and Textual Analysis in French
 - · Identifier les mouvements du récit
- Donner un titre à chaque mouvement
- Rédiger un résumé : utiliser les connecteurs logiques pour relier les différents titres
- ii. Sociolinguistics and Language Policy
 - Le statut du français au Ghana

15 mins

		, ,,,,	, ,,,,	<u> </u>
		- La politique	- La politique	
		d'enseignement du français au Ghana.	d'enseignement du français au Ghana.	
		ji ançais ad Onana.	ji diigais da Gilalia.	
		2.3 Lead tutors to identify	2.3 Identify and discuss	
		and discuss pedagogical	pedagogical needs	
		needs such as: creative	such as: creative	
		approaches	approaches	
		(storytelling), radio	(storytelling) radio	
		reporting, talking point,	reporting, talking	
		group work, think-pair-	point, group work,	
		share, in the delivery of	think-pair-share, in the	
		the lesson.	delivery of the lesson.	
3	Planning for	3.1 Ask tutors in groups to	3.1 In groups, read the	40 mins
٥.	teaching,	read the teaching and	teaching and learning	70 111113
	learning and	learning activities and	activities and identify	
	assessment	identify areas for	areas for discussion.	
	activities for the	discussion.		
	lesson/s			
•	Reading and	3.2 Ask a tutor in the group	3.2 Present the areas	
	discussion of the	to present the areas	identified in the	
	teaching and	identified in the	teaching and learning	
	learning activities	teaching and learning	activities for whole	
•	Noting and	activities for whole	group discussion.	
	addressing areas	group discussion.	Consider how these	
	where tutors may	Consider how these activities relate to those	activities relate to	
	require clarification	provided for in the Basic	those provided for in the Basic School	
		School curriculum.	curriculum.	
	Noting opportunities for	Jones Curriculum.	Carricalalli.	
	making links to	Example:	Example:	
	the Basic School	i. Listening Comprehension	i. Listening Comprehension	
	Curriculum	and Textual Analysis in	and Textual Analysis in	
•	Noting	French	French	
	opportunities for			
	int Example	- Identifier les	- Identifier les	
	rating: GESI	mouvements du récit	mouvements du récit	
	responsiveness	- Donner un titre à	- Donner un titre à	
	and ICT and 21st C	chaque mouvement	chaque mouvement	
	skills	- Rédiger un résumé :	- Rédiger un résumé :	
•	Reading,	utiliser les connecteurs	utiliser les connecteurs	
	discussion, and	logiques pour relier les différents titres	logiques pour relier les différents titres	
	identification of	מון לבו בווגט נונו פט	מון לפופוונג נונופג	
	continuous	ii. Sociolinguistics and	ii. Sociolinguistics and	
	assessment	Language Policy	Language Policy	
	opportunities in			

the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning

- Resources:
 - o links to the existing PD Themes, for example, action research, 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
 - guidance on any power point presentations, TLM or other resources which need to be developed to support learning

availability

 Tutors should be expected to have a plan for the

- Le statut du français au Ghana
- La politique d'enseignement du français au Ghana.
- 3.3 Ask tutors, in pairs, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g
- NB. Use of IT tools Use of ICT tools (Computer, mobile phones, PowerPoint, YouTube etc)
- Assistance to pupils with special need such as using braille or enlarge font texts
- Collaborative work
- Communication skills
- 3.4 Ask tutors to read the assessment components of Lesson 8 of the Course Manuals and compare with the components prescribed by NTEAP.

(Refer to the last page of the course manual for details)

3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. NB. *Use Talk for learning with*

- Le statut du français au Ghana
- La politique d'enseignement du français au Ghana.
- 3.3 In pairs, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g
- NB. Use an IT tool (Computer, mobile phones, PowerPoint, YouTube etc)
- Assistance to pupils with special need such as using braille or enlarge font texts
- Collaborative work
- Communication skills
- 3.4 Read the assessment components of Lesson 8 of the Course Manuals and compare with the components prescribed by NTEAP.

(Refer to the last page of the course manual for details)

3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. *Use Talk for learning with*

next lesson for student teachers

talking point; pdp
Theme 3.

Example:

i. Listening Comprehension and Textual Analysis in French

> Identifier les mouvements du récit

ii. Sociolinguistics and Language Policy

- La politique d'enseignement du français au Ghana.
- 3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;

Example:

i. Listening Comprehension and Textual Analysis in French

video on how to identify movements a given text/story: https://public.wsu.edu/~hu ghesc/cwi_eng_vertical_hor izontal.html (Assessed 24/09/21)

ii. Sociolinguistics and Language Policy

> http://cle.enslyon.fr/plurilangues/lan gue/introductiona/introduction-a-lasociolinguistique (Assessed 22/09/21)

talking point; pdp Theme 3.

Example:

i. Listening Comprehension and Textual Analysis in French

> - Identifier les mouvements du récit

ii. Sociolinguistics and Language Policy

- La politique d'enseignement du français au Ghana.
- 3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;

Example:

Listening Comprehension and Textual Analysis in French

video on how to identify movements a given text/story: https://public.wsu.edu/~h ughesc/cwi_eng_vertical_ horizontal.html (Assessed 24/09/21)

ii. Sociolinguistics and Language Policy

> http://cle.enslyon.fr/plurilangues/la ngue/introductiona/introduction-a-lasociolinguistique (Assessed 22/09/21)

	NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 1 and any other ones 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 1 and any other ones you might have introduced during the delivery of your lesson for discussion during the next PD session.	
 4. Evaluation and review of session: Tutors need to identify critical friends to observe lessons and report at next session. Identifying and addressing any 	4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a	15 mins
outstanding issues relating to the lesson/s for clarification	4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group for discussion. NB: Remind tutors to read on lesson 9 in the course manuals and identify key issues for discussion during the next PD session.	4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group for discussion. NB: Read on lesson 9 in the course manuals and identify key issues for discussion during the next PD session.	

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender, Equality and Social Inclusion **PDS**: Professional Development Session

Age Levels/s: JHS

Name of Subject/courses: FRENCH

- Listening Comprehension and Textual Analysis in French
- 2. Sociolinguistics and Language Policy

Tutor PD Session 9 for <u>Lesson 9</u> in the Course Manual

LESSON TOPICS:

- i. Summary of story or an event.
- ii. The Status of French and Policy Issues in Ghana and Francophone Countries

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
1.1 Start the PD session	1.1 Start the PD session	20 mins
Example:	Example:	
	•	
•		
	tourne à droite :	
véhicules roulent vers le		
village ?		
Réponse :		
La roue de secours		
·	·	
	1.1 Start the PD session with an icebreaker in French (a riddle) Example: Un camion roule vers un village et croise quatre autres camions. Au total, combien de véhicules roulent vers le village? Réponse:	Activity during the PD Session. What PD Session during each stage of the session 1.1 Start the PD session with an icebreaker in French (a riddle) Example: Un camion roule vers un village et croise quatre autres camions. Au total, combien de véhicules roulent vers le village? Réponse: La roue de secours 1.2 Ask the Critical Friend to share his/her Activity during the PD Session participants (Tutors) will do during each stage of the session. 1.1 Start the PD session with an icebreaker in French (a riddle) Example: Quelle roue ne tourne pas quand une voiture tourne à droite? 1.2 Listen and discuss with Critical friend his/her

- subject/s, age levels/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 at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals Example will need to be provided for SL/HoD.

1(b) 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

- week's PD session with tutors for discussion.
- 1.3 Brainstorm with tutors the title of lesson 9 of the course.

Example:

A: Listening Comprehension and Textual Analysis in French

- Dictation
- B: Sociolinguistics and Language Policy
 - Key Issues in the French Language Policy in Ghana I
- 1.4 Ask tutors to read the description of lesson 9, and identify key themes to be taught.

Example:

A: Listening Comprehension and Textual Analysis in French

- Ecouter un audio
- Identifier les sons dans un document audio
- Ecrire/orthographier correctement les mots

A: Sociolinguistics and Language Policy

- Enseignement du français au Ghana : genèse et évolution
- Politique sur l'enseignement du français au Ghana.
- 1.5 Identify and discuss LOs and LIs of lesson 4.

Example: LO previous week's PD session.

1.3 Brainstorm the title of lesson 9 of the course.

Example:

A: Listening Comprehension and Textual Analysis in French

Dictation

B: Sociolinguistics and Language Policy

- Key Issues in the French Language Policy in Ghana I
- 1.4 Read the description of lesson 9, and identify key themes to be taught.

Example:

A: Listening Comprehension and Textual Analysis in French

- Ecouter un audio
- Identifier les sons dans un document audio
- Ecrire/orthographier correctement les mots

A: Sociolinguistics and Language Policy

- Enseignement du français au Ghana : genèse et évolution
- Politique sur l'enseignement du français au Ghana.
- 1.5 Identify and discuss LOs and LIs of lesson 4.

Example: LO

70

 Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- A: Listening Comprehension and Textual Analysis in French
- Demonstrate knowledge and understanding to write a dictation for phonetics and orthographic competences.

LIs

- Identifying the sounds in pronunciation of words.
- Writing words correctly.

B: Sociolinguistics and Language Policy

LO

 Demonstrate understanding of the evolution of the teaching of French in Ghana.

LIs

- Trace the evolution of the teaching of French in Ghana's educational system.
- 1.6 Ask tutors to identify the distinct (unique) aspects of the eighth lesson and share their observations with the whole group.

Example:

A: Listening Comprehension and Textual Analysis in French

- Ecoute d'un document audio pour écrire

A: Listening Comprehension and Textual Analysis in French

 Demonstrate knowledge and understanding to write a dictation for phonetics and orthographic competences.

LIs

- Identifying the sounds in pronunciation of words.
- Writing words correctly.

B: Sociolinguistics and Language Policy

LO

 Demonstrate understanding of the evolution of the teaching of French in Ghana.

LIs

- Trace the evolution of the teaching of French in Ghana's educational system.
- 1.6 Read and identify the distinct (unique) aspects of the eighth lesson and share your observations with the whole group.

Example:

A: Listening Comprehension and Textual Analysis in French

- Ecoute d'un document audio pour écrire

	Dictée d'un toute écrit	Diction d'un toute écrit	
	 Dictée d'un texte écrit (Compétences phonétiques et orthographiques) A: Sociolinguistics and Language Policy Relation entre le français et les langues ghanéennes : Genèse de l'introduction du Français au Ghana 	- Dictée d'un texte écrit (Compétences phonétiques et orthographiques) B: Sociolinguistics and Language Policy - Relation entre le français et les langues ghanéennes: - Genèse de l'introduction du Français au Ghana	
2. Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Ask tutors to identify possible barriers to the new learning/lesson Example: - Absence / insufficiency of books on Educational Policy Inadequate knowledge of Internet resources for learning. Proposed solutions i. Identify and use more 'document authentique' such as online journals, magazines etc ii. Provide opportunity for student teachers to listen more to audios/watch video items with native French speakers as participants.	2.1 Identify possible barriers to the new learning/ lesson Example: - Absence / insufficiency of books on Educational Policy Inadequate knowledge of Internet resources for learning.	15 mins
	2.2 In pairs, ask tutors to discuss new concepts of the lesson. Example: A: Listening Comprehension and Textual Analysis in French	2.2 Discuss new concepts of the lesson. Example: A: Listening Comprehension and Textual Analysis in French	

	- , ,, ,	·	
	- Ecoute d'un document	- Ecoute d'un document	
	audio pour écrire	audio pour écrire	
	- Dictée d'un texte écrit	- Dictée d'un texte écrit	
	(Compétences	(Compétences	
	phonétiques et	phonétiques et	
	orthographiques)	orthographiques)	
	ii. Sociolinguistics and	ii. Sociolinguistics and	
	Language Policy	Language Policy	
	- Relation entre le	- Relation entre le	
	français et les	français et les	
	langues	langues	
	ghanéennes:	ghanéennes:	
	- Genèse de	- Genèse de	
	l'introduction du	l'introduction du	
	Français au Ghana	Français au Ghana	
	Trançais da Griana	Tranşais da Griana	
	2.3 Lead tutors to identify	2.3 Identify and discuss	
	and discuss pedagogical	pedagogical needs	
	needs such as: creative	such as: creative	
	approaches	approaches	
	(storytelling), radio	(storytelling) radio	
	reporting, talking point,	reporting, talking	
	group work, think-pair-	point, group work,	
	share, in the delivery of	I THINK-HAIR-CHARA IN THA	
	-	think-pair-share, in the	
	the lesson.	delivery of the lesson.	
3. Planning for	-		40 mins
3. Planning for teaching,	the lesson.	delivery of the lesson.	40 mins
teaching,	the lesson. 3.1 Ask tutors in groups to read the teaching and	delivery of the lesson. 3.1 In groups, read the teaching and learning	40 mins
	the lesson. 3.1 Ask tutors in groups to read the teaching and learning activities and	delivery of the lesson. 3.1 In groups, read the	40 mins
teaching, learning and	the lesson. 3.1 Ask tutors in groups to read the teaching and	delivery of the lesson. 3.1 In groups, read the teaching and learning activities and identify	40 mins
teaching, learning and assessment	the lesson. 3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for	delivery of the lesson. 3.1 In groups, read the teaching and learning activities and identify	40 mins
teaching, learning and assessment activities for the lesson/s	the lesson. 3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion.	delivery of the lesson. 3.1 In groups, read the teaching and learning activities and identify	40 mins
teaching, learning and assessment activities for the	the lesson. 3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for	delivery of the lesson. 3.1 In groups, read the teaching and learning activities and identify areas for discussion.	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the	the lesson. 3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group	delivery of the lesson. 3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and	the lesson. 3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the	delivery of the lesson. 3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Consider how these	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Consider how these	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum.	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum.	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum Example:	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum. Example: A: Listening Comprehension	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum Example: A: Listening	40 mins
teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to	3.1 Ask tutors in groups to read the teaching and learning activities and identify areas for discussion. 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum.	3.1 In groups, read the teaching and learning activities and identify areas for discussion. 3.2 Present the areas identified in the teaching and learning activities for whole group discussion. Consider how these activities relate to those provided for in the Basic School curriculum Example:	40 mins

- Noting opportunities for int Example rating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - links to the existing PD Themes, for example, action research, 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

- Ecoute d'un document audio pour écrire
- Dictée d'un texte écrit (Compétences phonétiques et orthographiques)
- ii. Sociolinguistics and Language Policy
 - Relation entre le français et les langues ghanéennes:
 - Genèse de l'introduction du Français au Ghana
- 3.3 Ask tutors, in pairs, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g NB. Use of IT tools (Computer, mobile phones, PowerPoint, YouTube etc) and take into consideration student teachers sociocultural background and learners with special needs during group presentations.
- 3.4 Ask tutors to read the assessment components of Lesson 9 of the Course Manuals and compare with the components prescribed by NTEAP.

- Ecoute d'un document audio pour écrire
- Dictée d'un texte écrit (Compétences phonétiques et orthographiques)

ii. Sociolinguistics and Language Policy

- Relation entre le français et les langues ghanéennes:
- Genèse de l'introduction du Français au Ghana
- 3.3 In pairs, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g NB. Use an IT tool (Computer, mobile phones, PowerPoint, YouTube etc) and take into consideration, consideration student teachers sociocultural background and learners with special needs during group presentations.
- 3.4 Read the assessment components of Lesson 9 of the Course Manuals and compare with the components prescribed by NTEAP.

- guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

- (Refer to the last page of the course manual for details)
- 3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. NB. Use Talk for learning with talking point; pdp Theme 3.

Example:

- i. Listening Comprehension and Textual Analysis in French
- Dictée d'un texte écrit (Compétences phonétiques et orthographiques)
- ii. Sociolinguistics and Language Policy
 - Genèse et évolution de l'enseignement du Français au Ghana
- 3.6 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;

Example:

i. Listening Comprehension and Textual Analysis in French

Video on how to conduct a dictation lesson:

- (Refer to the last page of the course manual for details)
- 3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Use Talk for learning with talking point; pdp Theme 3.

Example:

- i. Listening Comprehension and Textual Analysis in French
 - Dictée d'un texte écrit (Compétences phonétiques et orthographiques)
- ii. Sociolinguistics and Language Policy
 - Genèse et évolution de l'enseignement du Français au Ghana
- 3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;

Example Listening Comprehension and Textual Analysis in French

Video on how to conduct a dictation lesson:

			1
	https://www.youtube.com/	https://www.youtube.co	
	watch?v=YqJw1ToNRxA	m/watch?v=YqJw1ToNRxA	
	(Assessed 27/09/21)	(Assessed 27/09/21)	
	ii. Sociolinguistics and	ii. Sociolinguistics and	
	Language Policy	Language Policy	
	watch a video on the	watch a video on the	
	evolution of the teaching of	evolution of the teaching of	
	French Language in Ghana:	French Language in Ghana:	
	http://www.ijarp.org/p	http://www.ijarp.org/	
	ublished-research-	published-research-	
	papers/jan2020/Challen	papers/jan2020/Challe	
	ges-Of-The-Teaching-	nges-Of-The-Teaching-	
	And-Learning-Of-	And-Learning-Of-	
	French-As-A-Foreign-	French-As-A-Foreign-	
	<u>Language-In-Ghana-</u>	<u>Language-In-Ghana-</u>	
	<u>The-Way-Forward.pdf</u>	The-Way-Forward.pdf	
	(Assessed 27/09/21)	(Assessed 27/09/21)	
	NB: Remind tutors to	NB: Prepare a report on	
	prepare a report on how	how you used the	
	they used the resources	resources suggested for	
	_		
	suggested for lesson 9 and	lesson 9 and any other	
	any other ones they might	ones you might have	
	have introduced during the	introduced during the	
	delivery of their lesson for	delivery of your lesson for	
	discussion during the next	discussion during the next	
	PD session.	PD session.	
A Fredrickian and	4.4 Denoised by terre to	4.4.1-1	45
4. Evaluation and	4.1 Remind tutors to	4.1 Identify a Critical	15 mins
review of	identify a Critical Friend	Friend from the same	
session:	from the same or	or related subject	
 Tutors need to 	related subject area, to	area, to observe your	
identify critical	observe their lesson	lesson during the	
friends to	during the enactment.	enactment. Let the	
observe lessons	Let the Critical friend	Critical friend share his	
and report at	share his or her	or her observation	
next session.	observation during the	during the next PDS.	
 Identifying and 	next PDS. NTS 1a	NTS 1a	
addressing any			
outstanding	4.2 Ask tutors to	4.2 Ask tutors to	
issues relating to	individually write down	individually write	
the lesson/s for	issues observed about	down issues observed	
	the PD session	about the PD session	
clarification	delivered and share it	delivered and share it	
ì	neuveren and snare it	THE DELIVERED AND SNATE IT	

with the whole group for discussion.	with the whole group for discussion.	
NB: Remind tutors to read on lesson 10 in the course manuals and identify key issues for discussion during the next PD session.	NB: Read on lesson 10 in the course manuals and identify key issues for discussion during the next PD session.	

NTEAP: National Teacher Education Assessment Policy.

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

Age Levels/s: JHS

Name of Subject/s: FRENCH

- 1. Listening Comprehension and Textual Analysis
- 2. Socio-Linguistics and Language Policy

Tutor PD Session 10 for <u>Lesson 10</u> in the Course Manual

LESSON TOPICS:

- i. Textual analysis
- ii. Key Issues in the French Language Policy in Ghana II

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	1.1 Start the PD session	1.1 Start the PD session	20 mins
the session	with an icebreaker in French	with an icebreaker in French	
 Review prior learning 	Example:	Example:	
A critical friend	Parlons français	Parlons français	
to share findings	Turions français	T arrons français	
for a short	1.2 Ask the Critical Friend	1.2 Together with the	
discussion and	for Lesson 9 and tutors	Critical Friend for	
lessons learned	to reflect individually on	Lesson 9, reflect	
 Reading and 	the previous week's	individually on the	
discussion of the	session and share their	previous week's	
introductory	experiences.	session and share your	
sections of the		experiences.	
lesson up to and	1.3 Ask tutors to read the	1 2 Pood the introductory	
including	introductory sections of	1.3 Read the introductory session of the Lesson	
learning	the Lesson 10 in the	10 of the course	
outcomes and indicators	course manuals and	manuals and note	
indicators	Course manuals and	manuais and note	

 Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

note down for discussion, key elements such as the lesson descriptions, LOs and LIs

1.4 Lead tutors to identify and discuss LOs and LIs of lesson 10.

Example:

i. Listening Comprehension and Textual Analysis

LO:

Demonstrate knowledge and understanding of the techniques used in analysing texts.

LI:

Determining the techniques used in textual analysis

i. Socio-Linguistics and Language Policy

LO:

Demonstrate understanding the importance of French in Ghana.

LI:

Discuss the importance of French in Ghana

1.5 Ask tutors to identify the sub-titles of Lesson 10 of each course.

Example:

i. ListeningComprehension andTextual Analysis

down for discussion key elements such as the lesson descriptions, LOs and LIs.

1.4 Identify and discuss LOs and LIs of lesson 10.

Example:

i. ListeningComprehension andTextual Analysis

LO:

Demonstrate knowledge and understanding of the techniques used in analysing texts.

LI:

Determining the techniques used in textual analysis

i. Socio-Linguistics and Language Policy

LO:

Demonstrate understanding the importance of French in Ghana.

LI:

Discuss the importance of French in Ghana

1.5 Identify the sub-titles of Lesson 10 of each course

Example:

i. Listening Comprehension and Textual Analysis

		- Techniques de l'analyse de texte; lecture ii. Socio-Linguistics and Language Policy - Importance of French in Ghana	- Techniques de l'analyse de texte; lecture ii. Socio-Linguistics and Language Policy - Importance of French in Ghana	
		1.6 Ask tutors to read the description of Lesson 10, and identify key themes to be taught. Example: i. Listening Comprehension and Textual Analysis - Techniques used in analysing texts.	1.6 Read and identify key themes to be taught in Lesson 10 of each course. Example: i. Listening Comprehension and Textual Analysis - Techniques used in analysing texts.	
		 ii. Socio-Linguistics and Language Policy Language policy issues in Ghana 1.7 In groups, lead tutors to discuss and demonstrate how the Lesson 10 of each course, would be taught. 	 ii. Socio-Linguistics and Language Policy Language policy issues in Ghana 1.7 In groups, discuss and demonstrate how the Lesson 10 of each course, would be taught. 	
2.	Concept Development (New learning likely to arise in lesson/s): Identification and	2.1 Ask tutors to identify possible barriers to the new learning/Lesson 10 and possible solutions to overcome these challenges.	2.1 Identify possible barriers to the new learning/Lesson 10.	15 mins
	discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be	Example: i. Listening Comprehension and Textual Analysis -Absence or inadequate course learning resources etc. ii. Socio-Linguistics and Language Policy -Absence or inadequate books on Sociolinguistics.	i. Listening Comprehension and Textual Analysis -Absence or inadequate course learning resources etc. ii. Socio-Linguistics and Language Policy -Absence or inadequate books on Sociolinguistics.	

explored with the SL/HoD

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

Expected Responses

- Documents, both images and videos on specific context should be made available to student-teachers
- Reference books in French (hardcopy and softcopy) on sociolinguistics should be available to students so they get used to reading documents in French
- 2.2 In pairs, ask tutors to discuss new concepts of the lesson.

Example

- i. Listening Comprehension and Textual Analysis
- development of knowledge and skills necessary for identifying and discussing implicit and explicit themes/ideas in a text.
- ii. Socio-Linguistics and Language Policy
- reinforcement of knowledge and appreciation of the various language policy issues in Ghana especially in relation to French
- 2.3 Lead tutors to identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons.

Expected Responses

- 1. Documents, both images and videos on specific context should be made available to student-teachers
- 2. Reference books in French (hardcopy and softcopy) on sociolinguistics should be available to students so they get used to reading documents in French
 - 2.2 In pairs, discuss new concepts of the lesson.

- i. Listening Comprehension and Textual Analysis
- development of knowledge and skills necessary for identifying and discussing implicit and explicit themes/ideas in a text.
- ii. Socio-Linguistics and Language Policy
- reinforcement of knowledge and appreciation of the various language policy issues in Ghana especially in relation to French
- 2.3 Identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons

- 3. Planning for teaching, learning and assessment activities for the lesson/s
- Reading and discussion of the teaching and learning activities
- Noting and addressing areas where tutors may require clarification
- Noting opportunities for making links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - links to the existing PD Themes, for example, action

- 3.1 Ask tutors to individually read the teaching and learning activities for Lesson 10 and identify areas for discussion.
- 3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.

 Consider how these activities relate to those provided for in the Basic School curriculum

Example:

- i. Listening Comprehension and Textual Analysis
 - Reading aloud in turns
- ii. Socio-Linguistics and Language Policy
 - The evolution of French in Ghana.
- 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 GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g

Example:

- Use an IT tool (laptop/mobile phone, YouTube etc)
- Give equal leadership roles to

- 3.1 Read the teaching and learning activities for Lesson 10 and identify areas for discussion.
- 3.2 Present the areas identified in the teaching and learning activities for whole group discussion.
 Consider how these activities relate to those provided for in the Basic School curriculum.

Example:

- i. Listening Comprehension and Textual Analysis
 - Reading aloud in turns
- ii. Socio-Linguistics and Language Policy
 - The evolution of French in Ghana.
- 3.3 In groups of two, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g

Example:

- Use an IT tool (laptop/mobile phone, YouTube etc)
- Give equal leadership roles to

40 mins

- research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideratio n needs to be given to local availability
- Guidance on any power point presentation s, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

- both males and females
- Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.4 Brainstorm with tutors what their student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

Example:

- Cognitive skills:

 creativity in the
 classroom
 (Innovation)
 Cognitive processes
 and strategies
 (Critical thinking,
- Intrapersonal skills: -work ethics

Problem solving, etc)

- Providing assistance to learners with special need
- Interpersonal skills:

 Teamwork and collaboration (eg.
 Collaborative work and Communication skills
 Leadership (eg.
 Responsibility)
- 3.5 Ask Tutors to read the assessment components of the Lesson 10 of the Course Manual and compare with the components prescribed by NTEAP.

- both males and females
- Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.4 Brainstorm what your student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

- Cognitive skills:

 creativity in the classroom
 (Innovation)
 - Cognitive processes and strategies (Critical thinking, Problem solving, etc)
- Intrapersonal skills: -work ethics
- Providing assistance to learners with special need
- Interpersonal skills:

 Teamwork and collaboration (eg.
 Collaborative work and Communication skills
 Leadership (eg.
 Responsibility)
- 3.5 Read the assessment components of the Lesson 10 of the Course Manual and compare with the components prescribed by NTEAP.

- i. Listening Comprehension and Textual Analysis
- Using another text, student teachers read it individually, find the theme and then determine implicit and explicit ideas of the text.
- ii. Socio-Linguistics and Language Policy
 - Trace the evolution of French Language in Ghana

NB: Ask tutors to remind student teachers about the submission of their subject projects and subject portfolios.

3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Use Talk for learning with talking point; pdp Theme 3.

Example:

- i. Listening Comprehension and Textual Analysis
 - Techniques de l'analyse de texte ; lecture
- ii. Socio-Linguistics and Language Policy
 - Evolution of French in Ghana
- 3.7 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;

- i. Listening Comprehension and Textual Analysis
- Using another text, student teachers read it individually, find the theme and then determine implicit and explicit ideas of the text.
- ii. Socio-Linguistics and Language Policy
 - Trace the evolution of French Language in Ghana

NB: Remind student teachers about the submission of their subject projects and subject portfolios.

3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Use Talk for learning with talking point; pdp Theme 3.

- Listening
 Comprehension and
 Textual Analysis
 - Techniques de l'analyse de texte ; lecture
- ii. Socio-Linguistics and Language Policy
 - Evolution of French in Ghana
- 3.7 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;

	Example ii. Listening Comprehension and Textual Analysis - Text extracts from books and magazines ii. Socio-Linguistics and Language Policy - www.sociolinguistique.fr/ Teaching French in Ghana - La structure des études au Ghana (https://gh.ambafrance. org/La-structure-des- etudes-au-Ghana) NB: Remind tutors to prepare a report on how they used the resources suggested for lesson 10 and any other ones they might have introduced during the delivery of their lesson for discussion during the next PD session.	i. Listening Comprehension and Textual Analysis - Text extracts from books and magazines ii. Socio-Linguistics and Language Policy -www.sociolinguistique.fr/ Teaching French in Ghana - La structure des études au Ghana (https://gh.ambafrance .org/La-structure-des- etudes-au-Ghana) NB: Prepare a report on how you used the resources suggested for lesson 10 and any other ones you might have introduced during the delivery of your lesson for discussion during the next PD session.	
 4. Evaluation and review of session: Tutors should Identifying critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 4.1 Remind tutors to identify a Critical Friend from the same or related subject area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion. 	4.1 Identify a Critical Friend from the same or related subject area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.	15 mins

NB: Remind tutors to read on lesson 11 in the course manual and identify key issues for discussion during the next PD session.	NB: Read on lesson 11 in the course manual and identify key issues for discussion during the next PD session.
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NTEAP: National Teacher Education Assessment Policy.

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

Age Levels/s: JHS

Name of Subject/s: FRENCH

- 1. Listening Comprehension and Textual Analysis
- 2. Socio-Linguistics and Language Policy

Tutor PD Session 11 for <u>Lesson 11</u> in the Course Manual

LESSON TOPICS:

- i. Using audio/video materials to teach French on the basis of inclusiveness
- ii. Key issues in the French language policy in Ghana III

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	1.1 Start the PD session with an icebreaker in	1.1 Start the PD session with an icebreaker in	20 mins
the sessionReview prior	French (<i>What do you</i>	French (<i>What do you</i>	
Review prior learning	know? Fastest answer	know? Fastest answer	
A critical friend	within 5 seconds.)	within 5 seconds.)	
to share findings	Example:	Example:	
for a short	- Un camion roule	- Un camion roule	
discussion and	vers un village et	vers un village et	
lessons learned	croise quatre autres	croise quatre	
Reading and	camions. Au total,	autres camions. Au	
discussion of the	combien de	total, combien de	
introductory	véhicules roulent	véhicules roulent	
sections of the	vers le village ?	vers le village ?	
lesson up to and	D' .		
including	Réponse : un seul camion		
learning	1.2 Ask the Critical Friend	1 2 Tagathar with the	
outcomes and	for Lesson 10 and tutors	1.2 Together with the Critical Friend for	
indicators	ioi ressou to and infols	CHUCALLIETTA TOL	1

 Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- the previous week's session and share their experiences.
- 1.3 Ask tutors to read the introductory sections of the Lesson 11 in the course manuals and note down for discussion, key elements such as the lesson descriptions, LOs and LIs
- 1.4 Lead tutors to identify and discuss LOs and LIs of lesson 11.

Example:

i. Listening Comprehension and Textual Analysis

LO:

Demonstrate the use audiovisual materials to teach French effectively.

LI:

Assisting learners to improve upon their listening comprehension

ii. Socio-Linguistics and Language Policy

LO:

Demonstrate understanding of the JHS, SHS and University curricula

LI:

Examine the JHS, SHS and University curricula

1.5 Ask tutors to identify the sub-titles of Lesson 11 of each course.

- individually on the previous week's session and share your experiences.
- 1.3 Read the introductory session of the Lesson 11 of the course manuals and note down for discussion key elements such as the lesson descriptions, LOs and LIs.
- 1.4 Identify and discuss LOs and LIs of lesson 11.

Example:

i. Listening Comprehension and Textual Analysis

LO:

Demonstrate the use audio-visual materials to teach French effectively.

LI:

Assisting learners to improve upon their listening comprehension

ii. Socio-Linguistics and Language Policy

LO:

Demonstrate
understanding of the JHS,
SHS and University curricula

LI:

Examine the JHS, SHS and University curricula

1.5 Identify the sub-titles of Lesson 11 of each course

Example:

Listening
 Comprehension and
 Textual Analysis
 - Utiliser un support
 audio-visuel pour
 enseigner la religion

et la société

- ii. Socio-Linguistics and Language Policy - JHS curriculum
- 1.6 Ask tutors to read the description of Lesson11, and identify key themes to be taught.

Example:

- i. Listening Comprehension and Textual Analysis
- Identification of the differences in learners' level of competences of auditive, phonetics/ orthographic, and the use of listening exercises to help improve learning of French
- ii. Socio-Linguistics and Language Policy
 - identify the differences in learners' level of competences of auditive, phonetics/orthographic, and the use of listening exercises to help improve learning of French
- 1.7 In groups, lead tutors to discuss and demonstrate how the Lesson 11 of each course, would be taught.

Example:

- i. Listening Comprehension and Textual Analysis
 - Utiliser un support audio-visuel pour enseigner la religion et la société
- ii. Socio-Linguistics and Language Policy- JHS curriculum
- 1.6 Read and identify key themes to be taught in Lesson 11 of each course.

- i. Listening Comprehension and Textual Analysis
- Identification of the differences in learners' level of competences of auditive, phonetics/ orthographic, and the use of listening exercises to help improve learning of French
- ii. Socio-Linguistics and Language Policy
- identify the differences in learners' level of competences of auditive, phonetics/ orthographic, and the use of listening exercises to help improve learning of French
- 1.7 In groups, discuss and demonstrate how the Lesson 11 of each course, would be taught.

- 2. Concept
 Development
 (New learning
 likely to arise in
 lesson/s):
- Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for

SL/HoD should set

to do to introduce

issues/s with tutors

and explain the

out what they need

2.1 Ask tutors to identify possible barriers to the new learning/Lesson 11 and possible solutions to overcome these challenges.

Example:

- i. Listening Comprehension and Textual Analysis
- -Absence or inadequate course learning resources etc.
- ii. Socio-Linguistics and Language Policy
- Absence of books on curricula in the College's library.

Expected Responses

- -Documents, both images and videos on specific context should be made available to student-teachers -The curricula for JHS, SHS, University (hardcopy and softcopy) should be available to students
- 2.2 In pairs, ask tutors to discuss new concepts of the lesson.

Example:

- i. Listening Comprehension and Textual Analysis
- development of knowledge and understanding of listening comprehension strategies and textual analyses
- ii. Socio-Linguistics and Language Policy
- Examining a curriculum

2.1 Identify possible barriers to the new learning/Lesson 11.

Example:

- i. Listening Comprehension and Textual Analysis
 -Absence or inadequate course
- ii. Socio-Linguistics and Language Policy

learning resources etc.

- Absence of books on curricula in the College's library.

Expected Responses

- -Documents, both images and videos on specific context should be made available to student-teachers
 -The curricula for JHS, SHS, University (hardcopy and softcopy) should be
- 2.2 In pairs, discuss new concepts of the lesson.

available to students

Example:

- i. Listening Comprehension and Textual Analysis
- development of knowledge and understanding of listening comprehension strategies and textual analyses
- ii. Socio-Linguistics and Language Policy
- Examining a curriculum

15 mins

		2.3 Lead tutors to identify	2.3 Identify and discuss	
		and discuss	pedagogical needs	
		pedagogical needs	such as: creative	
		such as: creative	approaches, group	
			1	
		approaches, group	work, think-pair-share,	
		work, think-pair-share,	in the delivery of the	
		in the delivery of the	lessons	
		lessons.		
_				
3.	Planning for	3.1 Ask tutors to	3.1 Read the teaching and	40 mins
	teaching,	individually read the	learning activities for	
	learning and	teaching and learning	Lesson 11 and identify	
	assessment	activities for Lesson 11	areas for discussion.	
	activities for the	and identify areas for		
	lesson/s	discussion.		
•	Reading and			
	discussion of the	3.2 Ask a tutor in the group	3.2 Present the areas	
	teaching and	to present the areas	identified in the	
	learning	identified in the	teaching and learning	
	activities	teaching and learning	activities for whole	
•	Noting and	activities for whole	group discussion.	
	addressing areas	group discussion.		
	where tutors	Example:	Example:	
	may require	i. Listening Comprehension	i. Listening Comprehension	
	clarification	and Textual Analysis	and Textual Analysis	
•	Noting	- Identifying and	- Identifying and	
	opportunities for	discussing issues on	discussing issues on	
	making links to	auditory problems	auditory problems	
	the Basic School	duditory problems	duality problems	
	Curriculum	ii. Socio-Linguistics and	ii. Socio-Linguistics and	
		Language Policy	Language Policy	
•	Noting		- The evolution of French	
	opportunities for	- The evolution of French in Ghana.	in Ghana.	
	integrating: GESI			
	responsiveness	- Examining the JHS	-Examining the JHS	
	and ICT and 21st	curriculum and	curriculum and identifying	
	C skills	identifying its	its components.	
•	Reading,	components.		
	discussion, and			
	identification of	3.3 Ask tutors, in groups of	3.3 In groups of two,	
	continuous	two, to discuss and	discuss and share with	
	assessment	share with the whole	the whole group how	
	opportunities in	group how to integrate	to integrate the core	
	the lesson. Each	the core transferable	transferable skills in	
	lesson should	skills in the lesson and	the lesson and GESI in	
	include at least	GESI in both B. Ed. and	both B. Ed. and Basic	
	two	Basic school curricula	school curricula into	
	opportunities to	into the teaching and	the teaching and	
			<u> </u>	<u> </u>

use continuous assessment to support student teacher learning

- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
 - Guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

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

Example:

- Use an IT tool (laptop/mobile phone, YouTube etc)
- Give equal leadership roles to both males and females
- Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.4 Brainstorm with tutors what their student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

Example:

- Cognitive skills:

 creativity in the
 classroom
 (Innovation)
 Cognitive
 processes and
 strategies (Critical thinking, Problem solving, etc)
- Intrapersonal skills: -work ethics
- Assistance to learners with special need
- Interpersonal skills:

 Teamwork and collaboration (eg.
 Collaborative work and Communication skills

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

Example:

- Use an IT tool (laptop/mobile phone, YouTube etc)
- Give equal leadership roles to both males and females
- Address issues of SEN by using braille or enlarged texts during group presentations.
- 3.4 Brainstorm what your student teachers should observe during STS on how the core transferable skills and GESI are integrated in the teaching and learning activities by the mentors.

- Cognitive skills:

 creativity in the
 classroom
 (Innovation)
 Cognitive
 processes and
 strategies (Critical thinking, Problem solving, etc)
- Intrapersonal skills:
 -work ethics
- Providing assistance to learners with special need
- Interpersonal skills:

 Teamwork and
 collaboration (eg.

 Collaborative work

 and Communication
 skills

- -Leadership (eg. *Responsibility*)
- 3.5 Ask Tutors to read the assessment components of the Lesson 11 of the Course Manual and compare with the components prescribed by NTEAP.
- i. Listening Comprehension and Textual Analysis
 Ask student teachers to download audio-visual material on auditory phonetics and orthographic difficulties of learners for discussion during the next lesson.
- ii. Socio-Linguistics and Language Policy
 student teachers to identify and compare the three curricula for presentation next week.

NB: Ask tutors to remind student teachers about the submission of their subject projects and subject portfolios.

3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Use Talk for learning with talking point; pdp Theme 3.

Example:

ii. ListeningComprehension andTextual Analysis

- -Leadership (eg. *Responsibility*)
- 3.5 Read the assessment components of the Lesson 11 of the Course Manual and compare with the components prescribed by NTEAP.
- i. Listening Comprehension and Textual Analysis
 Ask student teachers to download audio-visual material on auditory phonetics and orthographic difficulties of learners for discussion during the next lesson.
- ii. Socio-Linguistics and Language Policy- student teachers to identify and compare the three curricula for presentation next week.

NB: Remind student teachers about the submission of their subject projects and subject portfolios.

3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. Use Talk for learning with talking point; pdp Theme 3.

Example:
i. Listening
Comprehension and
Textual Analysis

	- Identifier les	- Identifier les	
	différences de niveaux	différences de niveaux	
	de compétences :	de compétences :	
	auditives.	auditives,	
		,	
	ii. Socio-Linguistics and	ii. Socio-Linguistics and	
	Language Policy	Language Policy	
	- JHS curriculum	- JHS curriculum	
	3.7 Ask tutors in groups to	3.7 In groups, identify and	
	identify and discuss the	discuss the	
	appropriate resources	appropriate resources	
	needed for the teaching	needed for the	
	and learning of the	teaching and learning	
	concepts/sub-topics;	of the concepts/sub-	
		topics;	
		, ,	
	Example:	Example:	
	i. Listening Comprehension	i. Listening	
	and Textual Analysis	Comprehension and	
	- Recorded extracts on	Textual Analysis	
	Audacity device/VLC	- Recorded extracts on	
	media player	Audacity device/VLC	
		media player	
	ii. Socio-Linguistics and	ii. Socio-Linguistics and	
	Language Policy	Language Policy	
	- Online resources on	- Online resources on	
	curriculum	curriculum	
	- Copies of curriculum	- Copies of curriculum	
	copies of curricularii	copies of curricularii	
	NB: Remind tutors to	NB: Prepare a report on	
	prepare a report on how	how you used the	
	they used the resources	resources suggested for	
	suggested for lesson 11 and	lesson 11 and any other	
	any other ones they might	ones you might have	
	have introduced during the	introduced during the	
	delivery of their lesson for	delivery of your lesson for	
	discussion during the next	discussion during the next	
	PD session.	PD session.	
4. Evaluation and	4.1 Remind tutors to	4.1 Identify a Critical	15 mins
review of	identify a Critical Friend	Friend from the same	
session:	from the same or	or related subject	
 Tutors should 	related subject area, to	area, to observe your	
Identifying	observe their lesson	lesson during the	
critical friends to	during the enactment.	enactment. Let the	
	•	•	

observe lessons		
and report at		
next session.		

- Identifying and addressing any outstanding issues relating to the lesson/s for clarification
- Let the Critical friend share his or her observation during the next PDS. NTS 1a
- 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.

NB: Remind tutors to read on lesson 12 in the course manual and identify key issues for discussion during the next PD session.

- Critical friend share his or her observation during the next PDS. NTS 1a
- 4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.

NB: Read on lesson 12 in the course manual and identify key issues for discussion during the next PD session.

NTEAP: National Teacher Education Assessment Policy.

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

Age Levels/s: JHS Name of Subject: French

Course/s:

- 1. Listening Comprehension and Textual Analysis in French
- 2. Socio-linguistics and Language Policy in French

Tutor PD Session 12 for <u>Lesson 12</u> in the Course Manual

LESSON TOPICS:

- i. Review of the course and determination of learners' difficulties and needs
- ii. Review of the course: sociolinguistics and language policy in Ghana

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	Introduction to the session	Introduction to the session	20 mins
 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 	1.1 Start the PD session with an icebreaker in French with a song. Example: 'Au revoir mes amis' 1.2 Through think-pair- share, ask tutors and the Critical Friend/s to reflect on Lessons of the courses and share what lessons they learnt. (A general overview of the course)	1.1 Start the PD session with an icebreaker in French a puzzle. Example: 'Au revoir mes amis' 1.2 Through think-pair- share and with Critical Friend/s, reflect on Lessons of the courses and share what lessons you learnt. (A general overview of the course)	

- outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- 1.3 Lead tutors to discuss the purpose of the course as stipulated in the manual.
- 1.4 Brainstorm with tutors, specific topics of the lesson presented in the course manual.

 Example:
- Listening Comprehension and Textual Analysis in French
- Identifier les différences de niveaux de compétences phonétiques
- ii. Socio-linguistics and Language Policy in French
- Importance of evaluation in teaching and learning
- 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:

CLO:

- i. Listening Comprehension and Textual Analysis in French
- Show knowledge and understanding to be able to identify the differences in learners' level of competences of:
 - Auditive
 - Phonetics/orthographic

- 1.3 Discuss the purpose of the course as stipulated in the manual.
- 1.4 Brainstorm on specific topics of the lesson presented in the course manual.

 Example:
- i. Listening Comprehension and Textual Analysis in French
- Identifier les différences de niveaux de compétences phonétiques
- ii. Socio-linguistics and Language Policy in French
- Importance of evaluation in teaching and learning
- 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.

Example:

CLO:

- i. Listening Comprehension and Textual Analysis in French
- Show knowledge and understanding to be able to identify the differences in learners' level of competences of:
- Auditive
- Phonetics/orthographic

	 Use listening exercises, multiple choice questions and fill-in gaps to address the difficulties 	 Use listening exercises, multiple choice questions and fill-in gaps to address the difficulties 	
	CLI: - Identifying learners' auditive difficulties - Identifying learners' phonetics difficulties ii. Socio-linguistics and	CLI: - Identifying learners' auditive difficulties - Identifying learners' phonetics difficulties ii. Socio-linguistics and	
	Language Policy in French CLO: - Show understanding of concepts and professional practices relative to methods of teaching and evaluating FFL	Language Policy in French CLO: - Show understanding of concepts and professional practices relative to methods of teaching and evaluating FFL	
	CLI: - Define concepts related to professional practice Outline importance of evaluation methods of teaching FFL	CLI: - Define concepts related to professional practice Outline importance of evaluation methods of teaching FFL	
	1.6 Lead tutors to discuss how they integrated crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of their lesson. Example: Digital literacy/ ICT, Cultural diversity, Equality and inclusion in group works.	1.6 Discuss how you integrated crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of your lesson. Example: Digital literacy/ ICT, Cultural diversity, Equality and inclusion in group works.	
2. Concept Development	Concept Development	Concept Development	15 mins
(New learning likely to arise in	2.1 In groups, lead tutors to mention and discuss the	2.1 In groups, mention and discuss the	
lesson/s):	Lessons provided in the	Lessons provided in	
. ,	Course Manual.	the Course Manual.	

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

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

Example:

- i. Listening Comprehension and Textual Analysis in French
 - Listening comprehension and summary I –L6
 - Textual analysis -L8
- ii. Socio-linguistics and Language Policy in French
- Key concepts in Sociolinguistics VI -L7
- Key Issues in the French Language Policy in Ghana I - L9
- 2.2 Guide tutors in groups to state and discuss barriers discovered in teaching the subtopics / concepts.

Example:

- i. Listening Comprehension and Textual Analysis in French
 - Unfamiliarity with native French speaker's accents
 - Inadequate IT material for teaching listening.
 - Internet connectivity

Expected responses

- Provide more listening session of French accent to student teachers.
- Seek for It materials ii. elsewhere before the lesson.
- iii. Search for appropriate internet connectivity

Example:

- i. Listening Comprehension and Textual Analysis in French
- Listening comprehension and summary I -L6
- Textual analysis -L8
- ii. Socio-linguistics and Language Policy in French
- Key concepts in Sociolinguistics VI -L7
- Key Issues in the French Language Policy in Ghana I - L9
- 2.2 In groups, state and discuss barriers discovered in teaching the subtopics / concepts.

- i. Listening Comprehension and Textual Analysis in French
 - Unfamiliarity with native French speaker's accents
 - Inadequate IT material for teaching listening.
 - Internet connectivity

- 2.3 Lead tutors to discuss 2.3 Discuss how you can how they can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. Example: Storytelling, listening skills, analytical skills, group work and talking point. Teaching and learning activities for the lesson 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. 3.2 Ask a tutor in the group to present the areas identified in the manual on the teaching and learning activities for
- whole group discussion. Example:
 - Listening
 - Discussion
 - Brainstormina
 - Questions and answers
- Group presentation
- 3.3 Ask tutors to identify and discuss in groups and share with the whole group how they integrated the core transferable skills and GESI in their lessons into the teaching and learning activities for both the B.Ed. and the

- help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. Example: Storytelling, listening skills, analytical skills, group work and talking point.
- 40 mins
- Teaching and learning activities for the lesson
- 3.1 In groups, share their remarks about the teaching and learning activities of the Lessons and identify areas that require further clarification.
- 3.2 In groups, present the areas identified in the manual on the teaching and learning activities for whole group discussion. Example:
 - Listening
 - Discussion
 - Brainstorming
 - Questions and answers
 - Group presentation
- 3.3 Identify and discuss in groups and share with the whole group how you integrated the core transferable skills and GESI in your lessons into the teaching and learning activities for both the B.Ed. and the Basic

discussion, and identification of continuous assessment opportunities in

the lesson. Each

3. Planning for

teaching, learning and assessment

lesson/s

learning activities

Noting and

where tutors

may require

clarification

Noting

Reading and

teaching and

activities for the

discussion of the

addressing areas

opportunities for

making links to

the Basic School

opportunities for integrating: GESI

responsiveness

and ICT and 21st

Curriculum

Noting

C skills

Reading,

lesson should include at least two opportunities to use continuous assessment to support student teacher learning

- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideratio n needs to be given to local availability
 - Guidance on any power point presentation s, TLM or other resources which need to be developed to support learning

Basic School curricula. *NTS1a, 1b, 2c, 3f, 3q.*

Expected responses

- i. ICT tools such as audio items, YouTube video items, Bluetooth speakers etc were used in lessons delivery.
- ii. Attention was given to student teachers' cultural background and their unfamiliarity with the native French speakers' accent. They granted additional time to discriminate among French sound and accent during group presentations.
- 3.4 Brainstorm with tutors what their student teachers should have observed during STS on how the core transferable skills and GESI were integrated in the teaching and learning activities by the mentors.

Example:

- Use of ICT tools
- Assistance to pupils with special need
- Collaborative work
- Communication skills
- 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

School curricula. NTS1a, 1b, 2c, 3f, 3q.

Example: ICT tools such as audio items, YouTube video items, Bluetooth speakers etc were used in lessons delivery.

3.4 Brainstorm what your student teachers should have observed during STS on how the core transferable skills and GESI were integrated in the teaching and learning activities by the mentors.

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

•	Tutors should be	consider whether they	whether you have	
	expected to have	have satisfied the	satisfied the NTEAP	
	a plan for the	NTEAP requirement	requirement.	
	next lesson for	Take note of these	Take note of these	
	student teachers	components:	components:	
		- Subject project	 Subject project 	
		- Subject portfolio	 Subject portfolio 	
		3.6 In groups, ask tutors to say some sample questions they have used and that fit into subject project and subject portfolio of these courses:	3.6 In groups, say some sample questions you have used and that fit into subject project and subject portfolio of these courses:	
		i. Listening	i. Listening	
		Comprehension and	Comprehension and	
		Textual Analysis in	Textual Analysis in	
		French	French	
		ii. Socio-linguistics and	ii. Socio-linguistics and	
		Language Policy in	Language Policy in	
		French	French	
		3.7 Ask tutors in groups to identify and discuss the proposed resources they have used for the teaching and learning of the concepts/ subtopics; Example: - ICT tools - Resource links - Book resources - Bluetooth speakers - Computers - Text extracts	3.7 In groups, identify and discuss the proposed resources you have used for the teaching and learning of the concepts/ sub-topics; Example: - ICT tools - Resource links - Book resources - Bluetooth speakers - Computers - Text extracts	
4.	Evaluation and	Evaluation and review of	Evaluation and review of	15 mins
	review of	session	session	
	session:	4.1 Invite individual tutors	4.1 Share advanced	
•	Tutors should	who taught lessons in	preparation you have	
	Identifying critical friends to	the semester to share	made towards delivery	
	observe lessons	advanced preparation	of your lessons.	
		they have made		
	and report at	towards delivery of their		
	next session.	lessons.		

- Identifying and addressing any outstanding issues relating to the lesson/s for clarification
- 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.
- 4.3 Ask tutors to review the PD sessions indicating the lessons learned and the impact the sessions have had on their teaching of the courses.
- 4.2 Individually write down unresolved issues observed about the lesson of the courses delivered and share it with the whole group for clarification.
- 4.3 Review the PD sessions indicating the lessons learned and the impact the sessions have had on your teaching of the courses.

Appendix 1

The PD session check list: supporting B.Ed. implementation.

In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions	
The first PD session of each semester introduces the course manual/s,	
course expectations and course assessment components	
The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior	
knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic	
School Curriculum the PD session makes explicit links.	
LO: relevance to each session is introduced	
Interactive teaching PD sessions provide opportunities for SL/HOD to model	
interactive approaches to teaching and learning that tutors will use to support	
student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is	
modelled in PD sessions through activities for tutors. Any potentially new	
concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the	
PD sessions, tutors are guided to engage with activities in the subject course	
manuals to ensure the PD is subject specific. Where appropriate there is direct	
page or point references to activities in each of the relevant subject course	
manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching	
and learning activities from the course manual/s which should be used to	
promote student teachers' understanding of GESI responsiveness and support	
the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices: PD sessions include	
at least two (2) continuous assessment opportunities which will support tutors	
in developing student teacher's understanding of, and ability to apply,	
assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in	
the course manuals for EG, UP and JHS. Tutors are advised to group student	
teachers according to the age they are training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for	
work in school and opportunities for tutors to draw on what student teachers	
are learning in school by, for example, targeting observations linked directly to	
the themes in the course manuals.	

Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) Example of students being required to use ICT to extend their learning.	
Resources /TLM . Where specific resources are required, it is clear where tutors	
can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO
	1 per course per semester,	1 per course per semester, individual or
	individual or collaborative student	collaborative student teacher work.
	teacher work.	
	The Subject project is an assignment	The Subject Portfolio is the deliberate
	designed to enable student teachers	collection of student teachers' work that
	to demonstrate achieving one or	has been selected and organized for a
	more of the CLOs, progress towards	particular subject to show student
<u>~</u> :	achieving identified NTS,	teacher's learning and progress to
S	development of knowledge and	achieving the CLOs through Example of
WHAT IS IT?	understanding of: the Basic School	his or her best work.
¥	Curriculum, GESI responsiveness,	
	using ICT mand 21stC skills	
	Introduction: a clear statement of	3 items of work produced during the
	aim and purpose	semester selected by student teachers
	Methodology: what the student	with tutor support during the semester
	teacher has done and why to	as best Example of their progress and
	achieve the aim and purpose of the	200-word reflection on the items*
	project	Or 2 items of work and
	Substantive or main section:	A mid semester assessment: case study,
	Presentation of any artifacts,	reflective note, quiz.
	experiments, TLMs created for the	* For each item they select, Student teacher's need to reflect on
	project; presentation, analysis, and interpretation of what has been	progress against identified NTS;
10	done, learned, or found out in	achieving CLOs; increased knowledge
Ž	relation to focus of the project.	and understanding of the Basic School
NE NE	Conclusion: Statement of the key	Curriculum, GESI responsiveness,
E	outcomes of the project; reflection	integration of ICT and how they could
CONSTITUENTS	on what the student teacher has	have approached developing the item
8	learnt	differently to achieve a better outcome
	Overall weighting of project = 30%	Overall weighting of project = 30%
	Weighting of individual parts of	Weighting of individual parts of
	project out of 100	portfolio out of 100
	 Introduction – 10 	i(a). Each of the three (3) items selected
	 Methodology – 20 	by the student teacher is 30 % (90%).
	 Substantive section – 40 	i(b) Presentation and organisation of
	Conclusion – 30	portfolio 10%.
		OR
		ii(a). Each of the two (2) items selected
Ŀ		by the student teacher is 30 % (60%).
9		ii(b)Mid semester assessment 30%
WEIGHT		ii(c)Presentation and organisation of
	portfolio 10% End of semester Exam, weight 40%. To assess: achievement of one or more of	
Σ	the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive	
EXAM	approaches and to integrate ICT and 21st C skills in teaching and learning	
_	approaches and to integrate for and 2	2 O Stand in teaching and learning

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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	
Dr. Sam Awuku	T-TEL – Key Advisor, Leadership for Learning &	
	Institutional Development	
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 – Education Advisor	
Peter Chammik Jayom	T-TEL – Education Advisor	
Wilhemina Gyamfi	T-TEL – Education Advisor	
Issahaku Abudulai	T-TEL – Education Advisor	
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	Kwame Nkrumah University of Science and
	Yegblemenawo	Technology, Kumasi
	Osmanu Ibrahim	Mt Mary College of Education, Somanya
	Felix Asare Odonkor	University of Education, Winneba
Language and	Prof. Charles Owu-Ewie	University of Education, Winneba
Literacy	Dr. Abraham Okrah	University of Ghana, Legon Accra
	Dr. Kwesi Adomako	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	
	Awudu Rafick	Accra College of Education, Accra
PEMD		University for Development Studies, Tamale
PEIVID	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

		T
Pedagogy	Dr 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
	Fadilata Seidu	Nusrat Jahan Ahmadiyya College of Education,
		Wa
	Kweku Essia Donkor	University of Education, Winneba
	Dr 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	Dr Dacosta Aboagye	Kwame Nkrumah University of Science and
Sciences		Technology, Kumasi
	Dr. Mohammed Adam	University of Education, Winneba
	Tia Yahaya	Tamale College of Education
	Stephen Koomson	St Vincent College of Education
	Joseph Mihaye	Accra College of Education
	Ibrahim Abudulai	Gambaga College of Education
	Limpu Isaac Digbun	Bagabaga College of Education
	Felix Dongballe	McCoy College of Education
	Burukum Achor	Dambai College of Education
	Mercy Sarpong Mintah-	Presbyterian College of Education, Akropong
	Botchey	
	Salifu Fawzi Rahaman	Nusrat Jahan Ahmadiyya College of Education, Wa