

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

HANDBOOK FOR TUTORS



Wisdom, Knowledge  
and Prudence





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 '21<sup>st</sup> 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.

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**Executive Director, T-TEL**  
**February 2022**

**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 Lesson 1 in the Course Manual**

**LESSON TOPICS:**

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

<b>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.</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1(a) Introduction to the semester – in session one</b> <ul style="list-style-type: none"><li>• Introduction to the purpose of the specialisms: EXAMPLE, UP and JHS</li><li>• Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s.</li><li>• Introduction to the course manual/s</li><li>• Overview of course learning outcomes</li><li>• Introduction to the two continuous assessment</li></ul>	<b>1(a) Introduction to the semester</b>  1.1 Start the PD session with an icebreaker in French (a riddle) Example: <i>Qu'est-ce que l'on trouve une fois dans une minute, deux fois dans un moment mais jamais dans une heure ?</i>  1.2 Tell how useful the last semester PD sessions were and how they influenced your teaching.  1.3 Discuss your remarks about the previous semester's STS activities. Example: <i>i. Conduct of STS activities</i> <i>ii. Attitude of student teachers and mentors to the STS.</i>	<b>20 mins</b>

<p>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.</p> <p><b>1(b) Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>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</p>	<p>1.4 Tell the main purpose of the course for the semester and use think-pair-share to discuss with a colleague.</p> <p>1.5 Identify and discuss the title of the course and lessons to be treated in each course manual for the semester.</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <p>- <i>Techniques for listening comprehension</i></p> <p><i>ii. Sociolinguistics and Language Policy</i></p> <p>- <i>Introduction to Sociolinguistics</i></p> <p>1.6 Read and discuss the introductory sections of the course manual and identify the CLOs and CLIs. Example:</p> <p>CLO <i>Demonstrate competence in listening comprehension by listening to recorded conversations and summarizing them (NTS 2b, pg13, NTECFpg20).</i></p> <p>CLIs</p> <p><i>i. Show evidence of understanding spoken French</i></p> <p><i>ii. Listen to recorded conversations in French and produce summarized versions orally.</i></p> <p>1.7 Brainstorm how these CLOs and CLIs are related to student teachers' relevant previous knowledge.</p> <p>1.8 Read the subject project and portfolio assessment components of the Course Manual and compare with the requirements in NTEAP.</p> <p>NB: Subject portfolio: May include the following: - <i>A mid-semester quiz/interim assessment, class assignment, a copy of project.</i></p>	
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	<p>-listen to an audio conversation text and answer the 10 questions by ticking on Multiple choice responses provided.</p> <p>-Match the statement A with statement B based on your understanding of sociolinguistics</p> <p>Subject project: Example: Find online a 10 minutes audio/video news item/dialogue in French that addresses GESI issues.</p> <ol style="list-style-type: none"> <li>1. Transcribe into written French the words of the audio/video news item.</li> <li>2. Summarise in writing the news item/dialogue.</li> <li>3. Produce a video recording of your summary</li> <li>4. Indicate the source and URL link to the news item/dialogue</li> <li>5. Submit the project at the end of the 8<sup>th</sup> week for assessment</li> </ol> <p><u>1b: Introduction to PDS 1</u></p> <p>1.9 Brainstorm the title of lesson 1 of the course.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>i. <i>Listening Comprehension and Textual Analysis in French</i> <ul style="list-style-type: none"> <li>- <i>Techniques for listening comprehension</i></li> </ul> </li> <li>ii. <i>Sociolinguistics and Language Policy</i> <ul style="list-style-type: none"> <li>- <i>Introduction to Sociolinguistics</i></li> </ul> </li> </ol> <p>1.10 Read the description of lesson 1, and identify key themes to be taught.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>i. <i>Listening Comprehension and Textual Analysis in French</i> <ul style="list-style-type: none"> <li>- <i>Techniques permettant de comprendre un récit (audio-visuel)</i></li> </ul> </li> <li>ii. <i>Sociolinguistics and Language Policy</i> <ul style="list-style-type: none"> <li>- <i>Politique de langue</i></li> </ul> </li> </ol> <p>1.11 Identify and discuss LOs and LIs of lesson 1.</p> <p>Example: LO</p>	
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	<p><i>i. Display the ability to identify sequence of a story and record the details of each sequence.</i></p> <p>Lls</p> <p><i>i. State individuals' point of view about the story.</i></p> <p><i>ii. Identify and list the sequences of the story</i></p> <p><i>iii. Discuss the sequences in pairs and then with the entire class.</i></p> <p>1.12 Read and identify the distinct (unique) aspects of the first lessons and share your observations with the whole group.</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Techniques permettant de comprendre un récit (audio-visuel)</i></li> <li>- <i>Connaitre un récit</i></li> </ul> <p><i>ii. Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>La notion de sociolinguistique</i></li> <li>- <i>Politique de langue</i></li> <li>- <i>Relation entre la linguistique et la sociolinguistique</i></li> </ul>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Identify possible barriers to the new learning/ lesson</p> <p>Example:</p> <p><i>i. Unfamiliarity with native French speakers' accent.</i></p> <p><i>ii. Inadequate resources for learning French</i></p> <p>2.2 Discuss new concepts of the lesson.</p> <p>Example:</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Comment aborder un récit (audio-visuel)</i></li> </ul> <p><i>ii. Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Sociolinguistics</i></li> <li>- <i>Language Policy</i></li> <li>- <i>Relationship between linguistics and sociolinguistics</i></li> </ul>	<p><b>15 mins</b></p>

	<p>2.3 Identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>) radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for int Example rating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material:</li> </ul> </li> </ul>	<p>3.1 In groups, read the teaching and learning activities and identify areas for discussion.</p> <p>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:</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Présentation et discussion sur le récit (audio-visuel)</i></li> <li>- <i>Principes d'analyse d'un récit</i></li> </ul> <p><i>ii. Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Discussion sur la sociolinguistique</i></li> <li>- <i>La politique de langue</i></li> <li>- <i>Relation entre la linguistique et la sociolinguistique</i></li> </ul> <p>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. <i>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.</i></p> <p>3.4 Read the assessment components of Lesson 1 of the Course Manuals and compare with the components prescribed by NTEAP. NB. <i>The components are:</i></p> <ul style="list-style-type: none"> <li>- <i>Subject project</i></li> <li>- <i>Subject portfolio</i></li> </ul> <p><i>(Refer to the last page of the course manual for details)</i></p>	<p><b>40 mins</b></p>

<p>literature, on web, YouTube, physical resources, power point; how they should be used.</p> <p>Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. <i>Use Talk for learning with talking point; pdp Theme 3.</i></p> <p>Example:</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Comprendre le récit (audio-visuel)</i></li> </ul> <p><i>Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Notion de la sociolinguistique et la politique de langue</i></li> </ul> <p>3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.</p> <p>Example</p> <p><i>Listening Comprehension and Textual Analysis in French</i></p> <p><i>video on African folklore:</i>  <a href="https://www.youtube.com/watch?v=fMXaCOlekky&amp;t=103s">https://www.youtube.com/watch?v=fMXaCOlekky&amp;t=103s</a>          (Assessed 22/09/21)</p> <p><i>ii. Sociolinguistics and Language Policy</i></p> <p><a href="http://cle.ens-lyon.fr/plurilingues/langue/introduction-a/introduction-a-la-sociolinguistique">http://cle.ens-lyon.fr/plurilingues/langue/introduction-a/introduction-a-la-sociolinguistique</a>          (Assessed 22/09/21)</p> <p>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.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>● Tutors need to identify critical friends to observe lessons and report at next session.</li> </ul>	<p>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</p>	<p><b>15 mins</b></p>

<ul style="list-style-type: none"> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group for discussion.</p> <p>NB: <i>Read on lesson 2 in the course manuals and identify key issues for discussion during the next PD session.</i></p>	
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**NTEAP:** National Teacher Education Assessment Policy.

**GESI:** Gender Equality and Social Inclusion

**PDS:** Professional Development Session

**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

<b>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.</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1. Introduction to the session</b> <ul style="list-style-type: none"><li>• Review prior learning</li><li>• A critical friend to share findings for a short discussion and lessons learned</li><li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li><li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li></ul> NB The guidance for SL/HoD should identify	<b>Introduction to the session</b> <ol style="list-style-type: none"><li>1.1 Start the PD session with an icebreaker with a short song Example: <i>Alouette...</i></li><li>1.2 Through think-pair-share and with Critical Friend, reflect on Lesson 1 and share what lessons you learnt.</li><li>1.3 Read Lessons 2's descriptions in the manual for discussion.</li><li>1.4 Brainstorm on possible content/new learning of lesson 2 as indicated in the description of the manual.</li></ol> Example: <ol style="list-style-type: none"><li>i. <i>Listening Comprehension and Textual Analysis in French</i></li></ol>	<b>20 mins</b>

<p>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</p>	<ul style="list-style-type: none"> <li>- <i>Déterminer les personnes impliquées dans le dialogue</i></li> <li>- <i>Savoir le sujet de la conversation</i></li> </ul> <p><i>i. Socio-linguistics and Language Policy in French</i></p> <ul style="list-style-type: none"> <li>- <i>Bilinguisme</i></li> <li>- <i>Multilinguisme</i></li> <li>- <i>Diglossie</i></li> </ul> <p>1.5 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.</p> <p>Example:</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <p>LO: <i>Show knowledge and understanding to determine the persons involved in the dialogue.</i></p> <p>LI: <i>a. Determine the gender (male/female) of persons engaged in a dialogue.</i> <i>b. Determine the profession of the persons involved in the dialogue</i></p> <p>1.6 In groups, read the topics of the Lesson 2 and discuss possible subtopics under them. Example:</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Savoir le sujet de la conversation</i></li> </ul> <p><i>ii. Socio-linguistics and Language Policy in French</i></p> <ul style="list-style-type: none"> <li>- <i>Multilinguisme,</i></li> </ul>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being</li> </ul>	<p><b>Concept Development</b></p> <p>2.1 In groups, identify possible barriers in teaching the subtopics / concepts. Example:</p> <ul style="list-style-type: none"> <li>- <i>Unfamiliarity with foreign intonations</i></li> <li>- <i>Limited copies of reading resources</i></li> </ul> <p>2.2 Discuss how you can help student teachers to use different strategies to support learning of these areas in basic schools</p>	<p><b>15 mins</b></p>

<p>introduced in the lesson, which need to be explored with the SL/HoD</p>	<p>through STS activities. Example: <i>Storytelling, group work and talking point.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power</li> </ul> </li> </ul>	<p><b>Teaching and learning activities for the lesson</b></p> <p>3.1 In groups, read the teaching and learning activities on the lesson and identify areas that require clarification.</p> <p>3.2 In groups, 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</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- <i>Watching and discussion of video items</i></li> </ul> <p>3.3 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. <i>NTS1a, 1b, 2c, 3f, 3g.</i></p> <p>Example: <i>Use an IT tool (YouTube video items etc) and take into consideration student teachers' sociocultural background and learners with special needs during group presentations</i></p> <p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- <i>Use of ICT tools</i></li> <li>- <i>Assistance to pupils with special need</i></li> <li>- <i>Collaborative work</i></li> <li>- <i>Communication skills</i></li> </ul> <p>3.5 Read the assessment components of the Lesson 2 of the Course Manual and compare with the components prescribed by NTEAP.</p>	<p><b>40 mins</b></p>

<p>point; how they should be used. Consideration needs to be given to local availability</p>	<p>3.6 In groups, propose sample questions that can fit into subject project and subject portfolio. Example:</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Demandez aux futurs- enseignants d'écouter et transcrire une audio française</i></li> </ul> <p><i>ii. Socio-linguistics and Language Policy in French</i></p> <ul style="list-style-type: none"> <li>- <i>Faite une distinction entre le bilinguisme et multilinguisme</i></li> </ul> <p>3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/ sub-topics; Example:</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <p><u><a href="http://www.delfdalf.fr/_media/exemple-1-sujet-delf-a-tous-publics-audio-4-comprehension-orale-3.mp3">www.delfdalf.fr/_media/exemple-1-sujet-delf-a-tous-publics-audio-4-comprehension-orale-3.mp3</a></u></p> <ul style="list-style-type: none"> <li>-<u><a href="#">Bluetooth speaker</a></u></li> <li>-<u><a href="#">Computers</a></u></li> <li>-<u><a href="#">Internet connectivity</a></u></li> </ul> <p><i>ii. Socio-linguistics and Language Policy in French</i></p> <p><u><a href="#">Qu'est-ce que le bilinguisme? - YouTube</a></u> ( <u><a href="https://www.youtube.com/watch?v=3AoPHPTBgmo">https://www.youtube.com/watch?v=3AoPHPTBgmo</a></u>)</p> <p><i>NB. Remind tutors to prepare a report on other resources used for the lesson for discussion during next PD session.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p><b>Evaluation and review of session</b></p> <p>4.1 Identify a Critical Friend from the same or related area, to observe your lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a</p> <p>4.2 Individually write down unresolved issues observed about the session delivered and share it with the whole group for clarification.</p> <p><i>NB. Remind tutors to read on the lesson 3 in the manual for the next session</i></p>	<p><b>15 mins</b></p>

***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 3 for Lesson 3 in the Course Manual**

#### **LESSON TOPICS:**

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

<b>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.</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1. Introduction to the session</b> <ul style="list-style-type: none"><li>• Review prior learning</li><li>• A critical friend to share findings for a short discussion and lessons learned</li><li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li><li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li></ul> NB The guidance for SL/HoD should identify and address any areas	<p>1.1 Start the PD session with an icebreaker in French (<i>What do you know?</i> 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?</p> <p>1.2 Together with the Critical Friend for Lesson 2, reflect individually on the previous week's session and share your experiences.</p> <p>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</p> <p>1.4 Identify and discuss LOs and LIs of lesson 3. Example: i. Listening Comprehension and Textual Analysis</p>	<b>20 mins</b>

<p>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</p>	<p>LO: Show knowledge <i>and understanding of the exact intention of each person or ideas defended by each person in the dialogue.</i></p> <p>LI: <i>Determining the persons engaged in the dialogue.</i></p> <p>ii. Socio-Linguistics and Language Policy LO: <i>Demonstrate understanding of the concepts “mélange et interférences linguistiques”</i></p> <p>LI: <i>Discuss the meaning of “mélange et interférences linguistiques”</i></p> <p>1.5 Identify the sub-titles of Lesson 3 of each course. Example: i. Listening Comprehension and Textual Analysis - <i>Dire avec exactitude les propos de chaque interlocuteur ou idées défendue.</i></p> <p>ii. Socio-Linguistics and Language Policy - <i>Interférences linguistiques</i></p> <p>1.6 Read and identify key themes to be taught in Lesson 3 of each course. Example: i. Listening Comprehension and Textual Analysis -<i>understanding of the exact intention of characters and the way they express them in dialogues</i></p> <p>ii. Socio-Linguistics and Language Policy -<i>understanding of some additional basic key concepts in sociolinguistics.</i></p> <p>1.7 In groups, discuss and demonstrate how the Lesson 3 of each course, would be taught.</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential</li> </ul>	<p>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</p>	<p><b>15 mins</b></p>

<p>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</p>	<p>- <i>Absence or inadequate course learning resources etc.</i></p> <p>ii. Socio-Linguistics and Language Policy</p> <p>- <i>Absence or inadequate books on Sociolinguistics.</i></p> <p>2.2 In pairs, discuss new concepts of the lesson. Example:</p> <p>i. Listening Comprehension and Textual Analysis <i>-Scouting for information in an audio material</i></p> <p>ii. Socio-Linguistics and Language Policy <i>- Basic key concepts in sociolinguistics</i></p> <p>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</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous</li> </ul>	<p>3.1 Read the teaching and learning activities for Lesson 3 and identify areas for discussion.</p> <p>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</p> <p>Example:</p> <p>i. Listening Comprehension and Textual Analysis <i>-answering questions based on audio documents</i></p> <p>ii. Socio-Linguistics and Language Policy</p> <p><i>- identifying the situation where “interferences linguistiques” obstruct learning.</i></p> <p>3.3 In groups of two, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B.Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>Use an IT tool (laptop/mobile phone, YouTube etc)</i></li> </ul>	<p><b>40 mins</b></p>

<p>assessment to support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Give equal leadership roles to both males and females</i></li> <li>• <i>Address issues of SEN by using braille or enlarged texts during group presentations.</i></li> <li>• <i>Take into consideration student teachers' sociocultural background</i></li> </ul> <p>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.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• <i>Cognitive skills:</i> <ul style="list-style-type: none"> <li>-<i>creativity in the classroom (Innovation)</i></li> <li>- <i>Cognitive processes and strategies (Critical thinking, Problem solving, etc)</i></li> </ul> </li> <li>• <i>Intrapersonal skills:</i> <ul style="list-style-type: none"> <li>-<i>work ethics</i></li> </ul> </li> <li>• <i>Providing assistance to learners with special need</i></li> <li>• <i>Interpersonal skills:</i> <ul style="list-style-type: none"> <li>- <i>Teamwork and collaboration (eg. Collaborative work and Communication skills</i></li> <li>-<i>Leadership (eg. Responsibility)</i></li> </ul> </li> </ul> <p>3.5 Read the assessment components of the Lesson 3 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>i. Listening Comprehension and Textual Analysis  -<i>prepare new dialogues on two given themes for presentation in class during the next lesson for discussion</i></p> <p>ii. Socio-Linguistics and Language Policy  -<i>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</i></p> <p>NB: Remind student teachers about the submission of their subject projects and subject portfolios.</p>	
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	<p>3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. <i>Use Talk for learning with talking point; pdp Theme 3.</i> Example:</p> <ol style="list-style-type: none"> <li>i. Listening Comprehension and Textual Analysis <i>-Dire avec exactitude les propos de chaque interlocuteur ou idées défendue.</i></li> <li>ii. Socio-Linguistics and Language Policy <i>-Interférences linguistiques</i> <a href="https://prism.ucalgary.ca/bitstream/handle/1880/109360/ucalgary_2018_apasu_francis.pdf">https://prism.ucalgary.ca/bitstream/handle/1880/109360/ucalgary_2018_apasu_francis.pdf</a></li> </ol> <p>3.7 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics; Example:</p> <ol style="list-style-type: none"> <li>i. Listening Comprehension and Textual Analysis <i>- Recorded extracts from RFI, etc on Audacity device/VLC media player</i> <i>Eg: Journaux de l'actualité en Afrique - Radio France Internationale - RFI</i> <a href="https://www.rfi.fr/fr/journaux-afrique/">(https://www.rfi.fr/fr/journaux-afrique/)</a> (Accessed 22/09/21)</li> <li>ii. Socio-Linguistics and Language Policy <i>- <a href="http://www.sociolinguistique.fr/">www.sociolinguistique.fr/</a></i> <i>- Reports from the STS.</i></li> </ol> <p>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.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues</li> </ul>	<p>4.3 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</p> <p>4.4 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.</p>	<p><b>15 mins</b></p>

relating to the lesson/s for clarification	NB: <i>Read on lesson 4 in the course manual and identify key issues for discussion during the next PD session.</i>	
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**NTEAP:** *National Teacher Education Assessment Policy.*

**GESI:** *Gender Equality and Social inclusion*

**PDS:** *Professional Development Session*

**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 Lesson 4 in the Course Manual**

**LESSON TOPICS:**

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

<p><b>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.</b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1(a) Introduction to the semester – in session one</b></p> <ul style="list-style-type: none"> <li>• Introduction to the purpose of the specialisms: EXAMPLES, UP and JHS</li> <li>• Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s.</li> <li>• Introduction to the course manual/s</li> <li>• Overview of course learning outcomes</li> <li>• Introduction to the two continuous assessment</li> </ul>	<p>1.1 Start the PD session with an icebreaker in French (a riddle) Example: <i>Quelle roue ne tourne pas quand une voiture tourne à droite ?</i></p> <p>1.2 Listen and discuss with Critical friend his/her observations on previous week’s PD session.</p> <p>1.3 Brainstorm the title of lesson 4 of the course. <i>Example:</i> <i>A: Listening Comprehension and Textual Analysis in French</i> - <i>Exercices pratiques de compréhension orale I</i></p> <p><i>B: Sociolinguistics and Language Policy</i> - <i>Key concepts in sociolinguistics III</i></p>	<p><b>20 mins</b></p>

<p>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.</p> <p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>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</p>	<p>1.4 Read the description of lesson 4, and identify key themes to be taught. Examples:</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Lire et comprendre un texte</i></li> <li>- <i>Identifier les thèmes dans un texte de lecture</i></li> <li>- <i>Identifier les personnages d'un texte et leurs idées.</i></li> </ul> <p><i>ii. Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>communauté linguistique et</i></li> <li>- <i>attitudes/représentations linguistiques</i></li> </ul> <p>1.5 Identify and discuss LOs and LIs of lesson 4.</p> <p>Example: LO</p> <p><i>ii. Display the ability to identify sequence of a story and record the details of each sequence.</i></p> <p>LIs</p> <p><i>i. Listening carefully to the expressions used in text read.</i></p> <p><i>ii. Determining the theme of the text.</i></p> <p><i>iii. Determining the persons engaged in text with their intentions (if it is a conversation).</i></p> <p><i>iv. Choosing the appropriate answer heard or its synonym.</i></p> <p>1.6 Read and identify the distinct (unique) aspects of the fourth lesson and share your observations with the whole group.</p> <p>Example:</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Proposer une variété d'exercices portant sur : Questions à choix multiples</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>- <i>Dire avec exactitude les propos de chaque interlocuteur ou idée défendue</i></li> <li>i. <i>Sociolinguistics and Language Policy</i> <ul style="list-style-type: none"> <li>- <i>Communauté linguistique et attitudes/représentations linguistiques</i></li> <li>- <i>Représentations linguistiques</i></li> </ul> </li> </ul>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Identify possible barriers to the new learning/ lesson Examples.</p> <ul style="list-style-type: none"> <li>i. <i>Unfamiliarity with native French speakers' accent.</i></li> <li>ii. <i>Inadequate resources for learning French</i></li> </ul> <p>2.2 Discuss new concepts of the lesson. Examples:</p> <ul style="list-style-type: none"> <li>i. <i>Listening Comprehension and Textual Analysis in French</i> <ul style="list-style-type: none"> <li>- <i>Proposer une variété d'exercices portant sur : Questions à choix multiples</i></li> <li>- <i>Dire avec exactitude les propos de chaque interlocuteur ou idée défendue</i></li> </ul> </li> <li>ii. <i>Sociolinguistics and Language Policy</i> <ul style="list-style-type: none"> <li>- <i>Communauté linguistique et attitudes/représentations linguistiques</i></li> <li>- <i>Représentations linguistiques</i></li> </ul> </li> </ul> <p>2.3 Identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>) radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	<b>15 mins</b>
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> </ul>	<p>3.1 In groups, read the teaching and learning activities and identify areas for discussion.</p> <p>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 Examples.</p> <ul style="list-style-type: none"> <li>i. <i>Listening Comprehension and Textual Analysis in French</i></li> </ul>	<b>40 mins</b>

<ul style="list-style-type: none"> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for int Examples rating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Proposer une variété d'exercices portant sur : Questions à choix multiples</i></li> <li>- <i>Dire avec exactitude les propos de chaque interlocuteur ou idée défendue</i></li> <li>ii. <i>Sociolinguistics and Language Policy</i> <ul style="list-style-type: none"> <li>- <i>Communauté linguistique et attitudes/représentations linguistiques</i></li> <li>- <i>Représentations linguistiques</i></li> </ul> </li> </ul> <p>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. <i>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.</i></p> <p>3.4 Read the assessment components of Lesson 4 of the Course Manuals and compare with the components prescribed by NTEAP.  <i>NB. The components are:</i></p> <ul style="list-style-type: none"> <li>- <i>Subject project</i></li> <li>- <i>Subject portfolio</i></li> </ul> <p><i>(Refer to the last page of the course manual for details)</i></p> <p>3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. <i>Use Talk for learning with talking point; pdp Theme 3.</i></p> <p>Example:</p> <p>i. <i>Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Dire avec exactitude les propos de chaque interlocuteur ou idée défendue</i></li> </ul> <p><i>Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Représentations linguistiques</i></li> </ul>	
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	<p>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</i></p> <p><i>i. video on how to write and how to identify themes in a given text:</i> <a href="https://www.youtube.com/watch?v=Ck9bqx7taiY">https://www.youtube.com/watch?v=Ck9bqx7taiY</a> (Assessed 22/09/21)</p> <p><a href="https://www.youtube.com/watch?v=YDyULPIVTY4">https://www.youtube.com/watch?v=YDyULPIVTY4</a> (Assessed 22/09/21)</p> <p><i>ii. Sociolinguistics and Language Policy</i></p> <p><a href="http://cle.ens-lyon.fr/plurilingues/langue/introduction-a/introduction-a-la-sociolinguistique">http://cle.ens-lyon.fr/plurilingues/langue/introduction-a/introduction-a-la-sociolinguistique</a> (Assessed 22/09/21)</p> <p>NB: Prepare a report on how you used the resources suggested for lesson 4 and any other ones you might have introduced during the delivery of your lesson for discussion during the next PD session.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>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</p> <p>4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group for discussion.</p> <p>NB: <i>Read on lesson 5 in the course manuals and identify key issues for discussion during the next PD session.</i></p>	<p><b>15 mins</b></p>

**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 Lesson 5 in the Course Manual**

**LESSON TOPICS:**

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

<b>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.</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1. Introduction to the session</b> <ul style="list-style-type: none"><li>• Review prior learning</li><li>• A critical friend to share findings for a</li></ul>	<b>Introduction to the session</b>  1.1 Start the PD session with an icebreaker in French a puzzle.	<b>20 mins</b>

<p>short discussion and lessons learned</p> <ul style="list-style-type: none"> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>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</p>	<p>Example: <i>J'ai deux bras en haut, deux jambes en bas, mais ni mains ni pieds. Tu me portes la nuit. Qui suis-je?</i></p> <p>1.2 Through think-pair-share, reflect on Lesson 4 and share what lessons you learnt.</p> <p>1.3 Read Lesson 5's description in the manual for discussion.</p> <p>1.4 Brainstorm on possible content/new learning of lesson 5 as indicated in the description of the course manual.</p> <p>Example:</p> <p>i. <i>Listening Comprehension and Textual Analysis in French</i> - <i>Techniques in summarizing a story in French</i></p> <p>ii. <i>Socio-linguistics and Language Policy in French</i> - <i>Variation linguistique</i></p> <p>1.5 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.</p> <p><i>Listening Comprehension and Textual Analysis in French</i></p> <p>LO: - <i>Show knowledge and understanding of how to summarize a story in French.</i></p> <p>LI:</p> <p>i. <i>Listening carefully to the expressions used in the story.</i></p> <p>ii. <i>Determining the theme of the story.</i></p> <p>iii. <i>Summarizing the story</i></p> <p>1.6 Discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lessons.</p> <p>Example: <i>Digital literacy: retrieve stories from YouTube/RFI, TV channels or any online sources. Ensure Cultural diversity (student-teacher cultural</i></p>	
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	<i>background), Equality and inclusion in group works.</i>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Concept Development</b></p> <p>2.1. In groups, read the topics of the Lesson 5 of the course and discuss concepts/ subtopics under them. Example:</p> <ul style="list-style-type: none"> <li><i>i. Listening Comprehension and Textual Analysis in French</i></li> <li>- <i>Making oral commentary in French</i></li> <li><i>ii. Socio-linguistics and Language Policy in French</i></li> <li>- <i>Changement linguistique et synchronie</i></li> </ul> <p>2.2 In groups, identify possible barriers in teaching the subtopics / concepts. Example:</p> <ul style="list-style-type: none"> <li><i>i. Unfamiliarity with native French speaker's accents</i></li> <li><i>ii. Inadequate material IT material for teaching listening.</i></li> <li><i>iii. Internet connectivity</i></li> </ul> <p>2.3 Discuss how they can help student teachers to use different strategies to support learning of these areas in basic schools through STS activities. Example: <i>Storytelling, listening skills, group work and talking point</i></p>	<b>15 mins</b>
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> </ul>	<p><b>Teaching and learning activities for the lesson</b></p> <p>3.1 In groups, read the teaching and learning activities on the lesson and identify areas that require clarification.</p> <p>3.2 In group, present the areas identified in the manuals 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:</p> <p><i>Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Brainstorming</i></li> <li>- <i>Questions and answers</i></li> </ul> <p><i>Socio-linguistics and Language Policy in French</i></p> <ul style="list-style-type: none"> <li>- <i>Questions and answers</i></li> <li>- <i>Group presentation</i></li> </ul>	<b>40 mins</b>

<ul style="list-style-type: none"> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>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. <i>NTS1a, 1b, 2c, 3f, 3g.</i></p> <p>Example: <i>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</i></p> <p>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.</p> <p>Example: - <i>Use of ICT tools</i> - <i>Assistance to pupils with special need</i> - <i>Collaborative work</i> - <i>Communication skills</i></p> <p>3.5 Read the assessment components of the Lesson 5 of the Course Manuals and compare with the components prescribed by NTEAP.</p> <p><i>Refer to the course manual for details.</i></p> <p>3.6 In groups, propose sample questions that can fit into subject project and subject portfolio.</p> <p>Example: <i>Listening Comprehension and Textual Analysis in French</i></p> <p><i>i. Play an audio item in French and ask student-teachers to listen and make commentary in French.</i></p> <p><i>Socio-linguistics and Language Policy in French</i> - <i>Ask student-teachers in groups to prepare and present on element of ‘variation linguistique et fait social’</i></p>	
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	<p>3.7 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts of the lesson 5:</p> <p>Example:  <i>Listening Comprehension and Textual Analysis in French</i>  <a href="http://www.delfdalf.fr/media/exemple-2-sujet-delf-a1-tous-publics-audio-1-comprehension-orale-3.mp3">www.delfdalf.fr/ media/exemple-2-sujet-delf-a1-tous-publics-audio-1-comprehension-orale-3.mp3</a> (accessed 24/09/21)</p> <p><u>-Bluetooth speaker</u>  <u>-Computers</u>  <u>-Internet connectivity</u></p> <p><i>Socio-linguistics and Language Policy in French</i>  <i>Des Variations Linguistiques du Français - YouTube</i>      (accessed 24/09/21)</p> <p>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.</p> <p><i>NB. Tutors note to prepare a report on other resources they may use for the lesson for discussion during next PD session.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p><b>Evaluation and review of session</b></p> <p>4.1 Identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Ask the Critical friend share his or her observation during the next PDS. NTS 1a</p> <p>4.2 Individual write down unresolved issues observed about the session 5 delivered and share it with the whole group for clarification.</p> <p><i>NB:      Read on the lesson 6 in the manual for the next session.</i></p>	<p><b>15 mins</b></p>

**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:**

1. 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

<b>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.</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"><li>• Review prior learning</li><li>• A critical friend to share findings for a short discussion and lessons learned</li><li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li><li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li></ul> <p>NB The guidance for SL/HoD should identify</p>	<p><b>Introduction to the session</b></p> <p>1.1 Start the PD session with an icebreaker in French with a song. Example : <i>Au clair de la lune</i></p> <p>1.2 Through think-pair-share, reflect on Lesson 5 and share what lessons you learnt.</p> <p>1.3 Read Lesson 6’s description in the manual for discussion.</p> <p>1.4 Brainstorm with tutors, possible content/new learning of lesson 6 as indicated in the descriptions of the manual. Example: <i>i. Listening Comprehension and Textual Analysis in French</i></p>	<p><b>20 mins</b></p>

<p>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</p>	<p>- <i>Identification of themes in an audio French story</i></p> <p>ii. <i>Socio-linguistics and Language Policy in French TLMS for teaching French</i></p> <p>- <i>The concept of norm</i></p> <p>1.5 In pairs, discuss the LOs and LIs in the Manual, and indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.6 Discuss how to integrate crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of the lessons.</p> <p>Example:  <i>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.</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>Concept Development</b></p> <p>2.1 In groups, read the topics of the Lessons 5 and discuss possible subtopics under them.</p> <p>Example:</p> <p>i. <i>Listening Comprehension and Textual Analysis in French</i></p> <p>- <i>Trouver les différentes parties du récit audio</i></p> <p>ii. <i>Socio-linguistics and Language Policy in French</i></p> <p>- <i>La notion de norme/ standard</i></p> <p>2.2 In groups, identify possible barriers in teaching the subtopics / concepts. Example:</p> <p>- <i>Inadequate audio/video materials for listening activities.</i></p> <p>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.</p> <p>Example: <i>Storytelling, listening activities, group work and talking point.</i></p>	<p><b>15 mins</b></p>

<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul>	<p><b>Teaching and learning activities for the lesson</b></p> <p>3.1 In groups, read the teaching and learning activities on the lesson in the course manual and identify areas that require clarification.</p> <p>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.</p> <p>Example:</p> <p>i. <i>Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Discussion on themes in an audio item</i></li> <li>- <i>Questions and answers on an audio item</i></li> </ul> <p>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. <i>NTS1a, 1b, 2c, 3f, 3g.</i></p> <p>Example:</p> <p><i>Use of an IT tool (audio item, Bluetooth speaker, YouTube video etc) and take into consideration student teachers' cultural background and difficulty in hearing well native French speakers' accent during group presentations</i></p> <p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- <i>Use of ICT tools</i></li> <li>- <i>Assistance to pupils with special need</i></li> <li>- <i>Collaborative work</i></li> <li>- <i>Communication skills</i></li> </ul> <p>3.5 Read the assessment components of the Lesson 5 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p><i>Take note of these components:</i></p> <ul style="list-style-type: none"> <li>- <i>Subject project</i></li> <li>- <i>Subject portfolio</i></li> </ul>	<p><b>40 mins</b></p>
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<ul style="list-style-type: none"> <li>○ Guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.6 In groups, propose sample questions that can fit into subject project and subject portfolio. Example: <i>i. Listening Comprehension and Textual Analysis in French</i> - <i>Choisissez et écoutez une audio</i> - <i>Identifiez les parties, les personnages et les thèmes dans l'audio</i></p> <p>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>i. Listening Comprehension and Textual Analysis in French.</i> Example: <a href="http://www.delfdalf.fr/_media/exemple-2-sujet-delf-a1-tous-publics-audio-3-comprehension-orale-3.mp3">www.delfdalf.fr/_media/exemple-2-sujet-delf-a1-tous-publics-audio-3-comprehension-orale-3.mp3</a> <i>Accessed on 24/09/21</i> <u><i>-Bluetooth speaker</i></u> <u><i>-Computer</i></u> <u><i>-Internet connectivity</i></u></p> <p><i>ii. Socio-linguistics and Language Policy in French</i> <u>Question 6: La différence entre règle et norme ? - YouTube</u> <i>Accessed on 24/09/21</i></p> <p>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.</p> <p><i>NB: Tutors note down to prepare a report on other resources they may use for the lesson for discussion during next PD session.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>● Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>● Identifying and addressing any outstanding issues</li> </ul>	<p><b>Evaluation and review of session</b></p> <p>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</p> <p>4.2 Individually write down unresolved issues observed about the lesson 6 delivered and share it with the whole group for clarification.</p>	<p><b>15 mins</b></p>

relating to the lesson/s for clarification	NB: <i>Read on the lesson 7 in the manual for the next session.</i>	
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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 7 for Lesson 7 in the Course Manual

#### LESSON TOPICS:

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

<p><b>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.</b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might</p>	<p>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 » ?</p> <p><i>La règle du jeu :</i> <i>Posez des questions à vos collègues en français pour trouver quelqu'un dans l'école ou l'environnement, que la question décrit le mieux.</i></p> <p>1.2 Together with the Critical Friend for Lesson 6, reflect individually on the previous week's session and share your experiences.</p> <p>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</p>	<p><b>20 mins</b></p>

<p>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</p>	<p>Example:</p> <p>i. Listening Comprehension and Textual Analysis LO: <i>Show knowledge and understanding to identify lexical frequency of words or expressions depicting the theme of a story.</i></p> <p>LI: <i>Listening carefully to a story on an audio material.</i></p> <p>ii. Socio-Linguistics and Language Policy LO: <i>Demonstrate understanding of the terms: “langue et dialects”</i></p> <p>LI: <i>Discuss and explain the terms: “langue et dialects”</i></p> <p>1.4 Identify the sub-titles of Lesson 7 of each course Example</p> <p>i. Listening Comprehension and Textual Analysis <i>-Repérages lexicaux : Fréquence de mots ou expressions indiquant le thème</i></p> <p>ii. Socio-Linguistics and Language Policy <i>-Types, fonctions et catégories de langue</i></p> <p>1.5 Read and identify key themes to be taught in Lesson 7 of each course. Example:</p> <p>i. Listening Comprehension and Textual Analysis <i>-Determinisation of how often expressions are used to unfold the theme of a story.</i></p> <p>ii. Socio-Linguistics and Language Policy <i>- identification of languages and dialects in the communities.</i></p> <p>1.6 In groups, discuss and demonstrate how the Lesson 7 of each course, would be taught.</p>	
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<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Identify possible barriers to the new learning/lesson 7 and suggest possible solutions to overcome these challenges.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>Listening Comprehension and Textual Analysis <i>-Unfamiliarity with native French speakers' accent.</i></li> <li>Socio-Linguistics and Language Policy <i>-Inadequate resources for learning French</i></li> </ol> <p>2.2 In pairs, discuss new concepts of the lesson. Example:</p> <ol style="list-style-type: none"> <li>Listening Comprehension and Textual Analysis <i>- determining the theme/ idea of the story.</i></li> <li>Socio-Linguistics and Language Policy <i>- difference between language and dialects.</i></li> </ol> <p>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</p>	<p><b>15 mins</b></p>
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> </ul>	<p>3.1 Read the teaching and learning activities for Lesson 7 and identify areas for discussion.</p> <p>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.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>Listening Comprehension and Textual Analysis <i>- Repérages lexicaux:</i></li> <li>Socio-Linguistics and Language Policy <i>- Discuss the differences between 'langue' and 'dialectes'</i></li> </ol> <p>3.3 In groups of two, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in</p>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- <i>Use an IT tool (laptop/mobile phone, YouTube etc)</i></li> <li>- <i>Give equal leadership roles to both males and females</i></li> <li>- <i>Address issues of SEN by using braille or enlarged texts during group presentations.</i></li> </ul> <p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>Cognitive skills:</i> <ul style="list-style-type: none"> <li>- <i>creativity in the classroom (Innovation)</i></li> <li>- <i>Cognitive processes and strategies (Critical thinking, Problem solving, etc)</i></li> </ul> </li> <li>• <i>Intrapersonal skills:</i> <ul style="list-style-type: none"> <li>- <i>work ethics</i></li> </ul> </li> <li>• <i>Providing assistance to learners with special need</i></li> <li>• <i>Interpersonal skills:</i> <ul style="list-style-type: none"> <li>- <i>Teamwork and collaboration (eg. Collaborative work and Communication skills</i></li> <li>- <i>Leadership (eg. Responsibility)</i></li> </ul> </li> </ul> <p>3.5 Read the assessment components of the Lesson 7 of the Course Manual and compare with the components prescribed by NTEAP.</p> <ol style="list-style-type: none"> <li>i. Listening Comprehension and Textual Analysis <ul style="list-style-type: none"> <li>- <i>student teachers to download audio stories, work on the themes and ideas of the sentences in stories for discussion during the next lesson.</i></li> </ul> </li> <li>ii. Socio-Linguistics and Language Policy <ul style="list-style-type: none"> <li>- <i>Student teachers to observe the use of language among their learners and identify varieties during the STS.</i></li> </ul> </li> </ol>	
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	<p>NB: Remind student teachers about the submission of their subject projects and subject portfolios.</p> <p>3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. <i>Use Talk for learning with talking point; pdp Theme 3.</i></p> <p>Example:</p> <ul style="list-style-type: none"> <li>i. Listening Comprehension and Textual Analysis <ul style="list-style-type: none"> <li>- <i>Repérages lexicaux : Fréquence de mots ou expressions indiquant les idées ou séquences de phrases</i></li> </ul> </li> <li>ii. Socio-Linguistics and Language Policy <ul style="list-style-type: none"> <li>- <i>Mélange</i></li> </ul> </li> </ul> <p>3.7 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;</p> <p>Example:</p> <ul style="list-style-type: none"> <li>i. Listening Comprehension and Textual Analysis <i>Petit Poulet</i> (<a href="https://www.thefablecottage.com/french/petit-poulet#">https://www.thefablecottage.com/french/petit-poulet#</a> )</li> <li>ii. Socio-Linguistics and Language Policy <ul style="list-style-type: none"> <li>- Calvet, L.-J. (1993). <i>La Sociolinguistique</i>. Paris: Presses Universitaires de France.</li> <li>- <a href="http://cle.ens-lyon.fr/plurilingues/langue/introduction-a/introduction-a-la-sociolinguistique">http://cle.ens-lyon.fr/plurilingues/langue/introduction-a/introduction-a-la-sociolinguistique</a></li> </ul> </li> </ul> <p>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.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any</li> </ul>	<p>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</p> <p>4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.</p>	<p><b>15 mins</b></p>

outstanding issues relating to the lesson/s for clarification	NB: <i>Read on lesson 8 in the course manual and identify key issues for discussion during the next PD session.</i>	
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**NTEAP:** *National Teacher Education Assessment Policy.*

**GESI:** *Gender Equality and Social inclusion*

**PDS:** *Professional Development Session*

**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 8 for Lesson 8 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 Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1(a) Introduction to the semester – in session one</b></p> <ul style="list-style-type: none"> <li>• Introduction to the purpose of the specialisms: EXAMPLE, UP and JHS</li> <li>• Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s.</li> <li>• Introduction to the course manual/s</li> <li>• Overview of course learning outcomes</li> <li>• Introduction to the two continuous assessment components to be</li> </ul>	<p>1.1 Start the PD session with an icebreaker in French (a riddle), Example: <i>Banane, ça commence par un « B » mais, normalement, ça comment par un « N ». Pourquoi ?</i></p> <p>1.2 Listen and discuss with Critical friend his/her observations on previous week’s PD session.</p> <p>1.3 Brainstorm the title of lesson 8 of the course. Example: <i>A: Listening Comprehension and Textual Analysis in French</i> - <i>Summary of story or an event.</i> <i>B: Sociolinguistics and Language Policy</i> - <i>The Status of French and Policy Issues in Ghana and Francophone Countries</i></p>	<b>20 mins</b>

<p>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.</p> <p><b>1(b) Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul>	<p>1.4 Read the description of lesson 8, and identify key themes to be taught.</p> <p>Example:</p> <p><i>j. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Identifier les mouvements du récit</i></li> <li>- <i>Donner un titre à chaque mouvement</i></li> <li>- <i>Rédiger un résumé : utiliser les connecteurs logiques pour relier les différents titres</i></li> </ul> <p><i>ii. Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Le statut du français au Ghana</i></li> <li>- <i>La politique d’enseignement du français au Ghana.</i></li> </ul> <p>1.5 Identify and discuss LOs and LIs of lesson 4.</p> <p>Example:</p> <p>LO</p> <p><i>i. Demonstrate knowledge and understanding to identify the movements of a story.</i></p> <p>LIs</p> <p><i>i. Identifying the time and setting of a story.</i></p> <p><i>ii. Identifying the flow of the story.</i></p> <p>1.6 Read and identify the distinct (unique) aspects of the eighth lesson and share your observations with the whole group.</p> <p>Example:</p> <p><i>ii. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Identifier les mouvements du récit</i></li> <li>- <i>Donner un titre à chaque mouvement</i></li> <li>- <i>Rédiger un résumé : utiliser les connecteurs logiques pour relier les différents titres</i></li> </ul> <p><i>iii. Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Le statut du français au Ghana</i></li> <li>- <i>La politique d’enseignement du français au Ghana.</i></li> </ul>	
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<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Identify possible barriers to the new learning/ lesson Example: i. <i>Absence / insufficiency of books on Educational Policy.</i> ii. <i>Basic knowledge of Internet resources for learning.</i></p> <p>2.2 Discuss new concepts of the lesson. Example: i. <i>Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Identifier les mouvements du récit</i></li> <li>- <i>Donner un titre à chaque mouvement</i></li> <li>- <i>Rédiger un résumé : utiliser les connecteurs logiques pour relier les différents titres</i></li> </ul> <p>ii. <i>Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Le statut du français au Ghana</i></li> <li>- <i>La politique d'enseignement du français au Ghana.</i></li> </ul> <p>2.3 Identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>) radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	<p><b>15 mins</b></p>
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for int Example rating:</li> </ul>	<p>3.1 In groups, read the teaching and learning activities and identify areas for discussion.</p> <p>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.</p> <p>Example: i. <i>Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Identifier les mouvements du récit</i></li> <li>- <i>Donner un titre à chaque mouvement</i></li> <li>- <i>Rédiger un résumé : utiliser les connecteurs logiques pour relier les différents titres</i></li> </ul>	<p><b>40 mins</b></p>

<p>GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>ii. Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Le statut du français au Ghana</i></li> <li>- <i>La politique d'enseignement du français au Ghana.</i></li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>- NB. <i>Use an IT tool (Computer, mobile phones, PowerPoint, YouTube etc)</i></li> <li>- <i>Assistance to pupils with special need such as using braille or enlarge font texts</i></li> <li>- <i>Collaborative work</i></li> </ul> <p><i>Communication skills</i></p> <p>3.4 Read the assessment components of Lesson 8 of the Course Manuals and compare with the components prescribed by NTEAP.</p> <p><i>(Refer to the last page of the course manual for details)</i></p> <p>3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. <i>Use Talk for learning with talking point; pdp Theme 3.</i></p> <p>Example:</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Identifier les mouvements du récit</i></li> </ul> <p><i>ii. Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>La politique d'enseignement du français au Ghana.</i></li> </ul> <p>3.6 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;</p> <p>Example: <i>Listening Comprehension and Textual Analysis in French</i></p>	
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	<p><i>video on how to identify movements a given text/story:</i>  <a href="https://public.wsu.edu/~hughesc/cwi_eng_vertical_horizontal.html">https://public.wsu.edu/~hughesc/cwi_eng_vertical_horizontal.html</a> (Assessed 24/09/21)</p> <p><i>ii. Sociolinguistics and Language Policy</i></p> <p><a href="http://cle.ens-lyon.fr/plurilingues/langue/introduction-a/introduction-a-la-sociolinguistique">http://cle.ens-lyon.fr/plurilingues/langue/introduction-a/introduction-a-la-sociolinguistique</a>  (Assessed 22/09/21)</p> <p>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.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>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</p> <p>4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group for discussion.</p> <p>NB: <i>Read on lesson 9 in the course manuals and identify key issues for discussion during the next PD session.</i></p>	<p><b>15 mins</b></p>

**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 9 for Lesson 9 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

<p><b>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.</b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1(a) Introduction to the semester – in session one</b></p> <ul style="list-style-type: none"> <li>• Introduction to the purpose of the specialisms: EXAMPLE, UP and JHS</li> <li>• Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s.</li> <li>• Introduction to the course manual/s</li> <li>• Overview of course learning outcomes</li> <li>• Introduction to the two continuous assessment</li> </ul>	<p>1.1 Start the PD session with an icebreaker in French (a riddle) Example: <i>Quelle roue ne tourne pas quand une voiture tourne à droite ?</i></p> <p>1.2 Listen and discuss with Critical friend his/her observations on previous week’s PD session.</p> <p>1.3 Brainstorm the title of lesson 9 of the course.</p> <p>Example: <i>A: Listening Comprehension and Textual Analysis in French</i> - <i>Dictation</i></p> <p><i>B: Sociolinguistics and Language Policy</i> - <i>Key Issues in the French Language Policy in Ghana I</i></p>	<p><b>20 mins</b></p>

<p>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.</p> <p><b>1(b) Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>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</p>	<p>1.4 Read the description of lesson 9, and identify key themes to be taught.</p> <p>Example:  <i>A: Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Ecouter un audio</i></li> <li>- <i>Identifier les sons dans un document audio</i></li> <li>- <i>Ecrire/orthographier correctement les mots</i></li> </ul> <p><i>B: Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Enseignement du français au Ghana : genèse et évolution</i></li> <li>- <i>Politique sur l'enseignement du français au Ghana.</i></li> </ul> <p>1.5 Identify and discuss LOs and LIs of lesson 4.</p> <p>Example:  LO  <i>A: Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Demonstrate knowledge and understanding to write a dictation for phonetics and orthographic competences.</i></li> </ul> <p>LIs</p> <ul style="list-style-type: none"> <li>- <i>Identifying the sounds in pronunciation of words.</i></li> <li>- <i>Writing words correctly.</i></li> </ul> <p><i>B: Sociolinguistics and Language Policy</i></p> <p>LO</p> <ul style="list-style-type: none"> <li>- <i>Demonstrate understanding of the evolution of the teaching of French in Ghana.</i></li> </ul> <p>LIs</p> <ul style="list-style-type: none"> <li>- <i>Trace the evolution of the teaching of French in Ghana's educational system.</i></li> </ul> <p>1.6 Read and identify the distinct (unique) aspects of the eighth lesson and share your observations with the whole group.</p>	
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	<p>Example:</p> <p><i>A: Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Ecoute d'un document audio pour écrire</i></li> <li>- <i>Dictée d'un texte écrit (Compétences phonétiques et orthographiques)</i></li> </ul> <p><i>B: Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Relation entre le français et les langues ghanéennes :</i></li> <li>- <i>Genèse de l'introduction du Français au Ghana</i></li> </ul>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Identify possible barriers to the new learning/ lesson</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- <i>Absence / insufficiency of books on Educational Policy.</i></li> <li>- <i>Inadequate knowledge of Internet resources for learning.</i></li> </ul> <p>2.2 Discuss new concepts of the lesson.</p> <p>Example:</p> <p><i>A: Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Ecoute d'un document audio pour écrire</i></li> <li>- <i>Dictée d'un texte écrit (Compétences phonétiques et orthographiques)</i></li> </ul> <p><i>i. Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Relation entre le français et les langues ghanéennes :</i></li> <li>- <i>Genèse de l'introduction du Français au Ghana</i></li> </ul> <p>2.3 Identify and discuss pedagogical needs such as: creative approaches (<i>storytelling</i>) radio reporting, talking point, group work, think-pair-share, in the delivery of the lesson.</p>	<b>15 mins</b>
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> </ul>	<p>3.1 In groups, read the teaching and learning activities and identify areas for discussion.</p> <p>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</p>	<b>40 mins</b>

<ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for int Example rating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> </ul>	<p>Example:  <i>A: Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Ecoute d'un document audio pour écrire</i></li> <li>- <i>Dictée d'un texte écrit (Compétences phonétiques et orthographiques)</i></li> </ul> <p><i>ii. Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Relation entre le français et les langues ghanéennes :</i></li> <li>- <i>Genèse de l'introduction du Français au Ghana</i></li> </ul> <p>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. <i>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.</i></p> <p>3.4 Read the assessment components of Lesson 9 of the Course Manuals and compare with the components prescribed by NTEAP.</p> <p><i>(Refer to the last page of the course manual for details)</i></p> <p>3.5 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. <i>Use Talk for learning with talking point; pdp Theme 3.</i></p> <p>Example:  <i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Dictée d'un texte écrit (Compétences phonétiques et orthographiques)</i></li> </ul> <p><i>ii. Sociolinguistics and Language Policy</i></p> <ul style="list-style-type: none"> <li>- <i>Genèse et évolution de l'enseignement du Français au Ghana</i></li> </ul>	
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<ul style="list-style-type: none"> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>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</i></p> <p><i>Video on how to conduct a dictation lesson:</i></p> <p><a href="https://www.youtube.com/watch?v=YqJw1ToNRxA">https://www.youtube.com/watch?v=YqJw1ToNRxA</a> (Assessed 27/09/21)</p> <p><i>ii. Sociolinguistics and Language Policy</i></p> <p><i>watch a video on the evolution of the teaching of French Language in Ghana:</i></p> <p><a href="http://www.ijarp.org/published-research-papers/jan2020/Challenges-Of-The-Teaching-And-Learning-Of-French-As-A-Foreign-Language-In-Ghana-The-Way-Forward.pdf">http://www.ijarp.org/published-research-papers/jan2020/Challenges-Of-The-Teaching-And-Learning-Of-French-As-A-Foreign-Language-In-Ghana-The-Way-Forward.pdf</a> (Assessed 27/09/21)</p> <p><i>NB: Prepare a report on how you used the resources suggested for lesson 9 and any other ones you might have introduced during the delivery of your lesson for discussion during the next PD session.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>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</p> <p>4.2 Ask tutors to individually write down issues observed about the PD session delivered and share it with the whole group for discussion.</p> <p><i>NB: Read on lesson 10 in the course manuals and identify key issues for discussion during the next PD session.</i></p>	<p><b>15 mins</b></p>

**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 Lesson 10 in the Course Manual**

**LESSON TOPICS:**

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

<p><b>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.</b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might</p>	<p>1.1 Start the PD session with an icebreaker in French Example: <i>Parlons français</i></p> <p>1.2 Together with the Critical Friend for Lesson 9, reflect individually on the previous week’s session and share your experiences.</p> <p>1.3 Read the introductory session of the Lesson 10 of the course manuals and note down for discussion key elements such as the lesson descriptions, LOs and LIs.</p> <p>1.4 Identify and discuss LOs and LIs of lesson 10.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>i. Listening Comprehension and Textual Analysis</li> </ol>	<p><b>20 mins</b></p>

<p>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</p>	<p><i>LO:</i> <i>Demonstrate knowledge and understanding of the techniques used in analysing texts.</i></p> <p><i>LI:</i> <i>Determining the techniques used in textual analysis</i></p> <p>i. Socio-Linguistics and Language Policy <i>LO:</i> <i>Demonstrate understanding the importance of French in Ghana.</i></p> <p><i>LI:</i> <i>Discuss the importance of French in Ghana</i></p> <p>1.5 Identify the sub-titles of Lesson 10 of each course Example: i. Listening Comprehension and Textual Analysis - <i>Techniques de l'analyse de texte ; lecture</i> ii. Socio-Linguistics and Language Policy - <i>Importance of French in Ghana</i></p> <p>1.6 Read and identify key themes to be taught in Lesson 10 of each course. Example: i. Listening Comprehension and Textual Analysis - <i>Techniques used in analysing texts.</i></p> <p>ii. Socio-Linguistics and Language Policy - <i>Language policy issues in Ghana</i></p> <p>1.7 In groups, discuss and demonstrate how the Lesson 10 of each course, would be taught.</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or</li> </ul>	<p>2.1 Identify possible barriers to the new learning/Lesson 10.</p> <p>Example: i. Listening Comprehension and Textual Analysis -<i>Absence or inadequate course learning resources etc.</i> ii. Socio-Linguistics and Language Policy</p>	<p><b>15 mins</b></p>

<p>pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><i>-Absence or inadequate books on Sociolinguistics.</i></p> <p><i>Expected Responses</i></p> <ol style="list-style-type: none"> <li><i>1. Documents, both images and videos on specific context should be made available to student-teachers</i></li> <li><i>2. Reference books in French (hardcopy and softcopy) on sociolinguistics should be available to students so they get used to reading documents in French</i></li> </ol> <p>2.2 In pairs, discuss new concepts of the lesson.</p> <p>Example</p> <ol style="list-style-type: none"> <li>i. Listening Comprehension and Textual Analysis <ul style="list-style-type: none"> <li>- <i>development of knowledge and skills necessary for identifying and discussing implicit and explicit themes/ideas in a text.</i></li> </ul> </li> <li>ii. Socio-Linguistics and Language Policy <ul style="list-style-type: none"> <li>- <i>reinforcement of knowledge and appreciation of the various language policy issues in Ghana especially in relation to French</i></li> </ul> </li> </ol> <p>2.3 Identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI</li> </ul>	<p>3.1 Read the teaching and learning activities for Lesson 10 and identify areas for discussion.</p> <p>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.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>i. Listening Comprehension and Textual Analysis <ul style="list-style-type: none"> <li>- <i>Reading aloud in turns</i></li> </ul> </li> <li>ii. Socio-Linguistics and Language Policy <ul style="list-style-type: none"> <li>- <i>The evolution of French in Ghana.</i></li> </ul> </li> </ol>	<p><b>40 mins</b></p>

<p>responsiveness and ICT and 21<sup>st</sup> C skills</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.3 In groups of two, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>Example:</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- <i>Use an IT tool (laptop/mobile phone, YouTube etc)</i></li> <li>- <i>Give equal leadership roles to both males and females</i></li> <li>- <i>Address issues of SEN by using braille or enlarged texts during group presentations.</i></li> </ul> <p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>Cognitive skills:</i> <ul style="list-style-type: none"> <li>- <i>creativity in the classroom (Innovation)</i></li> <li>- <i>Cognitive processes and strategies (Critical thinking, Problem solving, etc)</i></li> </ul> </li> <li>• <i>Intrapersonal skills:</i> <ul style="list-style-type: none"> <li>- <i>work ethics</i></li> </ul> </li> <li>• <i>Providing assistance to learners with special need</i></li> <li>• <i>Interpersonal skills:</i> <ul style="list-style-type: none"> <li>- <i>Teamwork and collaboration (eg. Collaborative work and Communication skills</i></li> <li>- <i>Leadership (eg. Responsibility)</i></li> </ul> </li> </ul> <p>3.5 Read the assessment components of the Lesson 10 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>i. Listening Comprehension and Textual Analysis</p> <ul style="list-style-type: none"> <li>- <i>Using another text, student teachers read it individually, find the theme and then determine implicit and explicit ideas of the text.</i></li> </ul> <p>ii. Socio-Linguistics and Language Policy</p> <ul style="list-style-type: none"> <li>- <i>Trace the evolution of French Language in Ghana</i></li> </ul>	
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	<p>NB: Remind student teachers about the submission of their subject projects and subject portfolios.</p> <p>3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. <i>Use Talk for learning with talking point; pdp Theme 3.</i></p> <p>Example:</p> <ol style="list-style-type: none"> <li>i. Listening Comprehension and Textual Analysis - <i>Techniques de l'analyse de texte ; lecture</i></li> <li>ii. Socio-Linguistics and Language Policy - <i>Evolution of French in Ghana</i></li> </ol> <p>3.7 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;</p> <p>Example</p> <ol style="list-style-type: none"> <li>i. Listening Comprehension and Textual Analysis - <i>Text extracts from books and magazines</i></li> <li>ii. Socio-Linguistics and Language Policy - <u><a href="http://www.sociolinguistique.fr/">www.sociolinguistique.fr/</a></u> Teaching French in Ghana - <i>La structure des études au Ghana</i> (<u><a href="https://gh.ambafrance.org/La-structure-des-etudes-au-Ghana">https://gh.ambafrance.org/La-structure-des-etudes-au-Ghana</a></u> )</li> </ol> <p>NB: <i>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.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues</li> </ul>	<p>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</p> <p>4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.</p>	<p><b>15 mins</b></p>

relating to the lesson/s for clarification	NB: <i>Read on lesson 11 in the course manual and identify key issues for discussion during the next PD session.</i>	
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**NTEAP:** *National Teacher Education Assessment Policy.*

**GESI:** *Gender Equality and Social inclusion*

**PDS:** *Professional Development Session*

**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 Lesson 11 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

<p><b>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.</b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might</p>	<p>1.1 Start the PD session with an icebreaker in French (<i>What do you know?</i> Fastest answer within 5 seconds.)</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- <i>Un camion roule vers un village et croise quatre autres camions. Au total, combien de véhicules roulent vers le village ?</i></li> </ul> <p>1.2 Together with the Critical Friend for Lesson 10, reflect individually on the previous week’s session and share your experiences.</p> <p>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.</p> <p>1.4 Identify and discuss LOs and LIs of lesson 11.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>i. Listening Comprehension and Textual Analysis</li> </ol>	<p><b>20 mins</b></p>

<p>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</p>	<p><i>LO:</i> <i>Demonstrate the use audio-visual materials to teach French effectively.</i></p> <p><i>LI:</i> <i>Assisting learners to improve upon their listening comprehension</i></p> <p>ii. Socio-Linguistics and Language Policy <i>LO:</i> <i>Demonstrate understanding of the JHS, SHS and University curricula</i></p> <p><i>LI:</i> <i>Examine the JHS, SHS and University curricula</i></p> <p>1.5 Identify the sub-titles of Lesson 11 of each course Example: i. Listening Comprehension and Textual Analysis - <i>Utiliser un support audio-visuel pour enseigner la religion et la société</i> ii. Socio-Linguistics and Language Policy - <i>JHS curriculum</i></p> <p>1.6 Read and identify key themes to be taught in Lesson 11 of each course. Example: i. Listening Comprehension and Textual Analysis - <i>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</i></p> <p>ii. Socio-Linguistics and Language Policy - <i>identify the differences in learners' level of competences of auditive, phonetics/ orthographic, and the use of listening exercises to help improve learning of French</i></p> <p>1.7 In groups, discuss and demonstrate how the Lesson 11 of each course, would be taught.</p>	
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<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Identify possible barriers to the new learning/Lesson 11.</p> <p>Example:</p> <p>i. Listening Comprehension and Textual Analysis -<i>Absence or inadequate course learning resources etc.</i></p> <p>ii. Socio-Linguistics and Language Policy - <i>Absence of books on curricula in the College’s library.</i></p> <p><i>Expected Responses</i></p> <p>-<i>Documents, both images and videos on specific context should be made available to student-teachers</i></p> <p>-<i>The curricula for JHS, SHS, University (hardcopy and softcopy) should be available to students</i></p> <p>2.2 In pairs, discuss new concepts of the lesson. Example:</p> <p>i. Listening Comprehension and Textual Analysis - <i>development of knowledge and understanding of listening comprehension strategies and textual analyses</i></p> <p>ii. Socio-Linguistics and Language Policy - <i>Examining a curriculum</i></p> <p>2.1 Identify and discuss pedagogical needs such as: creative approaches, group work, think-pair-share, in the delivery of the lessons</p>	<p><b>15 mins</b></p>
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> </ul>	<p>3.1 Read the teaching and learning activities for Lesson 11 and identify areas for discussion.</p> <p>3.2 Present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>Example:</p> <p>i. Listening Comprehension and Textual Analysis - <i>Identifying and discussing issues on auditory problems</i></p> <p>ii. Socio-Linguistics and Language Policy - <i>The evolution of French in Ghana.</i> -<i>Examining the JHS curriculum and identifying its components.</i></p>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.3 In groups of two, discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- <i>Use an IT tool (laptop/mobile phone, YouTube etc)</i></li> <li>- <i>Give equal leadership roles to both males and females</i></li> <li>- <i>Address issues of SEN by using braille or enlarged texts during group presentations.</i></li> </ul> <p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Cognitive skills: <ul style="list-style-type: none"> <li>- <i>creativity in the classroom (Innovation)</i></li> <li>- Cognitive processes and strategies (Critical thinking, Problem solving, etc)</li> </ul> </li> <li>• Intrapersonal skills: <ul style="list-style-type: none"> <li>- <i>work ethics</i></li> </ul> </li> <li>• Providing assistance to learners with special need</li> <li>• Interpersonal skills: <ul style="list-style-type: none"> <li>- <i>Teamwork and collaboration (eg. Collaborative work and Communication skills</i></li> <li>- <i>Leadership (eg. Responsibility)</i></li> </ul> </li> </ul> <p>3.5 Read the assessment components of the Lesson 11 of the Course Manual and compare with the components prescribed by NTEAP.</p> <p>i. Listening Comprehension and Textual Analysis - <i>Ask student teachers to download audio-visual material on auditory phonetics and orthographic difficulties of learners for discussion during the next lesson.</i></p> <p>ii. Socio-Linguistics and Language Policy - <i>student teachers to identify and compare the three curricula for presentation next week.</i></p>	
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	<p>NB: Remind student teachers about the submission of their subject projects and subject portfolios.</p> <p>3.6 In groups, ask tutors to prepare and simulate classroom scenario by making a presentation on a given topic for assessment. <i>Use Talk for learning with talking point; pdp Theme 3.</i></p> <p>Example:</p> <p>i. Listening Comprehension and Textual Analysis - <i>Identifier les différences de niveaux de compétences : auditives,</i></p> <p>- Socio-Linguistics and Language Policy - <i>JHS curriculum</i></p> <p>3.7 In groups, identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics;</p> <p>Example:</p> <p>i. Listening Comprehension and Textual Analysis - <i>Recorded extracts on Audacity device/VLC media player</i></p> <p>ii. Socio-Linguistics and Language Policy - <i>Online resources on curriculum</i> - <i>Copies of curriculum</i></p> <p>NB: Prepare a report on how you used the resources suggested for lesson 11 and any other ones you might have introduced during the delivery of your lesson for discussion during the next PD session.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues</li> </ul>	<p>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</p> <p>4.2 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.</p>	<p><b>15 mins</b></p>

relating to the lesson/s for clarification	NB: <i>Read on lesson 12 in the course manual and identify key issues for discussion during the next PD session.</i>	
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**NTEAP:** *National Teacher Education Assessment Policy.*

**GESI:** *Gender Equality and Social inclusion*

**PDS:** *Professional Development Session*

**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 Lesson 12 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

<b>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.</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1. Introduction to the session</b> <ul style="list-style-type: none"><li>• Review prior learning</li><li>• A critical friend to share findings for a short discussion and lessons learned</li><li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li><li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li></ul>	<b>Introduction to the session</b>  1.1 Start the PD session with an icebreaker in French a puzzle. Example: <i>'Au revoir mes amis'</i>  1.2 Through think-pair-share and with Critical Friend/s, reflect on Lessons of the courses and share what lessons you learnt. ( <i>A general overview of the course</i> )  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:	<b>20 mins</b>

<p>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</p>	<p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Identifier les différences de niveaux de compétences phonétiques</i></li> </ul> <p><i>ii. Socio-linguistics and Language Policy in French</i></p> <ul style="list-style-type: none"> <li>- <i>Importance of evaluation in teaching and learning</i></li> </ul> <p>1.5 In pairs, discuss the CLOs and CLIs of the course Manual, and indicate how they are related to student teachers' knowledge and STS experiences acquired for the semester.</p> <p>Example: CLO:</p> <p><i>i. Listening Comprehension and Textual Analysis in French</i></p> <ul style="list-style-type: none"> <li>- <i>Show knowledge and understanding to be able to identify the differences in learners' level of competences of:</i></li> <li>- <i>Auditive</i></li> <li>- <i>Phonetics/orthographic</i></li> <li>- <i>Use listening exercises, multiple choice questions and fill-in gaps to address the difficulties</i></li> </ul> <p>CLI:</p> <ul style="list-style-type: none"> <li>- <i>Identifying learners' auditive difficulties</i></li> <li>- <i>Identifying learners' phonetics difficulties</i></li> </ul> <p><i>ii. Socio-linguistics and Language Policy in French</i></p> <p>CLO:</p> <ul style="list-style-type: none"> <li>- <i>Show understanding of concepts and professional practices relative to methods of teaching and evaluating FFL</i></li> </ul> <p>CLI:</p> <ul style="list-style-type: none"> <li>- <i>Define concepts related to professional practice.</i></li> <li>- <i>Outline importance of evaluation methods of teaching FFL</i></li> </ul> <p>1.6 Discuss how you integrated crosscutting issues (gender equality and social inclusion (GESI), ICT) in the delivery of your lesson.</p>	
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	Example: <i>Digital literacy/ ICT, Cultural diversity, Equality and inclusion in group works.</i>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>Concept Development</b></p> <p>2.1 In groups, mention and discuss the Lessons provided in the Course Manual. Example: i. <i>Listening Comprehension and Textual Analysis in French</i> - <i>Listening comprehension and summary I –L6</i> - <i>Textual analysis -L8</i></p> <p>ii. <i>Socio-linguistics and Language Policy in French</i> - <i>Key concepts in Sociolinguistics VI -L7</i> - <i>Key Issues in the French Language Policy in Ghana I – L9</i></p> <p>2.2 In groups, state and discuss barriers discovered in teaching the subtopics / concepts. Example: i. <i>Listening Comprehension and Textual Analysis in French</i> - <i>Unfamiliarity with native French speaker’s accents</i> - <i>Inadequate IT material for teaching listening.</i> - <i>Internet connectivity</i></p> <p>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: <i>Storytelling, listening skills, analytical skills, group work and talking point.</i></p>	<b>15 mins</b>
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors</li> </ul>	<p><b>Teaching and learning activities for the lesson</b></p> <p>3.1 In groups, share their remarks about the teaching and learning activities of the Lessons and identify areas that require further clarification.</p> <p>3.2 In groups, present the areas identified in the manual on the teaching and learning activities for whole group discussion. Example:</p>	<b>40 mins</b>

<p>may require clarification</p> <ul style="list-style-type: none"> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• 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</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- <i>Listening</i></li> <li>- <i>Discussion</i></li> <li>- <i>Brainstorming</i></li> <li>- <i>Questions and answers</i></li> <li>- <i>Group presentation</i></li> </ul> <p>3.3 Identify and discuss in groups and share with the whole group how you integrated the core transferable skills and GESI in your lessons into the teaching and learning activities for both the B.Ed. and the Basic School curricula. <i>NTS1a, 1b, 2c, 3f, 3g.</i></p> <p>Example: <i>ICT tools such as audio items, YouTube video items, Bluetooth speakers etc were used in lessons delivery.</i></p> <p>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.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- <i>Use of ICT tools</i></li> <li>- <i>Assistance to pupils with special need</i></li> <li>- <i>Collaborative work</i></li> <li>- <i>Communication skills</i></li> </ul> <p>3.5 Mention and assess effectiveness or challenges related to the assessment components you have used for your courses and share your experiences with the group. Consider whether you have satisfied the NTEAP requirement.</p> <p>Take note of these components:</p> <ul style="list-style-type: none"> <li>- <i>Subject project</i></li> <li>- <i>Subject portfolio</i></li> </ul> <p>3.6 In groups, say some sample questions you have used and that fit into subject project and subject portfolio of these courses:</p> <ol style="list-style-type: none"> <li>i. <i>Listening Comprehension and Textual Analysis in French</i></li> <li>ii. <i>Socio-linguistics and Language Policy in French</i></li> </ol>	
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	<p>3.7 In groups, identify and discuss the proposed resources you have used for the teaching and learning of the concepts/ sub-topics;</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- <i>ICT tools</i></li> <li>- <i>Resource links</i></li> <li>- <i>Book resources</i></li> <li>- <i>Bluetooth speakers</i></li> <li>- <i>Computers</i></li> <li>- <i>Text extracts</i></li> </ul>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> </ul>	<p><b>Evaluation and review of session</b></p> <p>4.1 Share advanced preparation you have made towards delivery of your lessons.</p> <p>4.2 Individually write down unresolved issues observed about the lesson of the courses delivered and share it with the whole group for clarification.</p> <p>4.3 Review the PD sessions indicating the lessons learned and the impact the sessions have had on your teaching of the courses.</p>	<p><b>15 mins</b></p>

## 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.
<p><b>Course introductions and conclusions</b></p> <ul style="list-style-type: none"> <li>The first PD session of each semester introduces the course manual/s, course expectations and course assessment components</li> <li>The final PD session provides the opportunity to review student teachers' learning from the course</li> </ul>	
<p><b>Prior knowledge:</b> Points for tutors on activating student teachers' prior knowledge.</p>	
<p><b>Basic School Curriculum:</b> when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.</p>	
<p><b>LO:</b> relevance to each session is introduced</p>	
<p><b>Interactive teaching</b> PD sessions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers</p>	
<p><b>Lesson Learning outcomes and indicators</b> are introduced</p>	
<p><b>Integration of subject specific content and subject specific pedagogy</b> is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors</p>	
<p><b>Subject Specific Training:</b> 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.</p>	
<p><b>Integrating GESI:</b> 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.</p>	
<p><b>Assessment, integrating and embedding NTEAP practices:</b> 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.</p>	
<p><b>Age Specific Training:</b> 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.</p>	
<p><b>Building in STS:</b> 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.</p>	

<p><b>Building in activities which support the development of 21c skills in particular the use of ICT.</b> 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.</p>	
<p><b>Resources /TLM.</b> Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.</p>	

## Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	<p><b>The Subject project</b> is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills</p>	<p><b>The Subject Portfolio</b> is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through Example of his or her best work.</p>
CONSTITUENTS	<p><b>Introduction:</b> a clear statement of aim and purpose  <b>Methodology:</b> what the student teacher has done and why to achieve the aim and purpose of the project  <b>Substantive or main section:</b>            Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project.  <b>Conclusion:</b> Statement of the key outcomes of the project; reflection on what the student teacher has learnt</p>	<p><b>3 items of work produced during the semester selected by student teachers with tutor support</b> during the semester as best Example of their progress and 200-word reflection on the items*  <b>Or 2 items of work and A mid semester assessment:</b> case study, reflective note, quiz.            * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome</p>
WEIGHT	<p><b>Overall weighting of project = 30%</b>  <b>Weighting of individual parts of project out of 100</b></p> <ul style="list-style-type: none"> <li>• Introduction – 10</li> <li>• Methodology – 20</li> <li>• Substantive section – 40</li> <li>• Conclusion – 30</li> </ul>	<p><b>Overall weighting of project = 30%</b>  <b>Weighting of individual parts of portfolio out of 100</b>  <b>i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).</b>  <b>i(b) Presentation and organisation of portfolio 10%.</b>  <b>OR</b>  <b>ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).</b>  <b>ii(b)Mid semester assessment 30%</b>  <b>ii(c)Presentation and organisation of portfolio 10%</b></p>
EXAM	<p><b>End of semester Exam, weight 40%. To assess:</b> achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21<sup>st</sup> C skills in teaching and learning</p>	

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