

YEAR 1

SEMESTER 2

Four-Year B.Ed. Course Manual

WRITTEN COMMUNICATION AND FRENCH
LANGUAGE USAGE



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FOREWORD

These initial teacher education course manuals were developed by a team consisting of members from Colleges of Education, and four universities namely, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University of Development Studies. This team was constituted to support the delivery of the new B.Ed. Curriculum as part of Ghana's teacher education reforms supported by T-TEL with assistance from UK Aid and overseen by the National Council for Tertiary Education (NCTE).

The course manuals have been produced for use as general guides for the delivery of the new four-year B. Ed Curriculum in Colleges of Education in collaboration with their affiliated Universities. They are designed to support student teachers, tutors and lecturers in delivering a complete B.Ed. Course for training student teachers which meets the requirements of the National Teachers' Standards (NTS), thus enabling them to teach effectively in basic schools.

The structure and sequence of the manuals follows a process developed through a collaboration by key stakeholders. The first section is focused on the Course Information and Vision for the New Four-Year B.Ed. Curriculum. The second section presents the Course Details, Goal for the Subject or Learning Area, Course Description, Key Contextual Factors as well as Core and transferable skills and cross-cutting issues, including equity and inclusion which will be addressed through the course. The third section is a list of Course Learning Outcomes and their related Learning Indicators. The fourth section presents the Course Content which is broken down into Units for each week, the Topic and Sub-topics and their related Teaching and Learning activities to achieve the learning outcomes and the Teaching and Learning Strategies. This is followed by Course Assessment Components in section five. The relevant aspects of the National Teachers' Standards to be assessed through each assessment are identified. Each course is accompanied by the required reading and reference lists as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

In all, there are 12 lessons for each course manual. The set of first year manuals present the general courses for the beginning teacher. The second, third and final year manuals deal with specialisms and specialist programmes for student teachers. The different manuals for each successive year cover beginning teaching, developing teaching, embedding teaching and extending teaching.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with the nucleus of practicing and developing teaching throughout the entire period of study to be able to meet the requirements of the NTS and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTECF, Assessment Policy and Inclusion Policy. This will help to ensure that learning by student teachers' is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu
Executive Secretary
National Council for Tertiary Education

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah- T-TEL Key Advisor, Dr. Eric Daniel Ananga-T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the National Accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. The course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's Teacher Education Reform Policy.

The manuals serve the following purposes:

- They are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- They lay out the course outcomes, content, strategies and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- They are explicit documents that provide other institutions with information on which to base transfer/articulation decisions.

Specifically, they also:

- Support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 1. What is to be taught and why.
 2. How it can be taught.
 3. How it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the CoEs and university professional development sessions to ensure Principals, Tutors, lecturers and Heads of Department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All those with an interest in teacher education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the topics which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will “own” their manuals and become user-developers. Lessons in the manuals will be topics for weekly PD meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, in order to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. In preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is

In view of this philosophy, I will facilitate this course by/through

WRITTEN COMMUNICATION AND FRENCH LANGUAGE USAGE

COURSE DETAILS							
Course name	WRITTEN COMMUNICATION AND FRENCH LANGUAGE USAGE						
Pre-requisite	FRE 111: ORAL COMMUNICATION AND FRENCH LANGUAGE USAGE						
Course Level	100	Semester	2	Course Code		Credit Value	3

THE VISION FOR THE NEW FOUR-YEAR B.Ed. CURRICULUM

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners.

GOAL FOR THE SUBJECT OR LEARNING AREA

The goal of the French language studies course is to train effective, efficient, resourceful and proficient professional French language teachers equipped with requisite skills, knowledge, attitudes and values that will enable them teach the French language effectively to learners at the JHS level through motivation, increase in their reflective capacity and confidence in the learning process. The course aims at developing learners' ability to communicate effectively in French by speaking, writing and through reading.

COURSE DESCRIPTION

This course exposes student teachers to basic principles and skills of writing French with the focus on the correct use of grammatical categories, analysis of parts of speech, types of sentences and constituent structure. Key issues such as the noun phrase, verb phrase, tense, mood, aspect, verb constructions, use of auxiliaries, participles and agreement will be studied through reading for comprehension and analysis of short passages focusing on key features of French orthography, vocabulary and summary. Teaching strategies include the task-based approach, discussion, seminar and group presentations. Attention will be given to pedagogical knowledge (PK) related to cross-cutting issues such as gender, ICT integration, inclusion, and equity. Key written communication features of the JHS French language curriculum will be dealt with and student teachers will begin to develop the value of objectivity in assessing different ability learning groups by reflecting on different assessment methods and recording their experiences in their professional portfolios. They will also begin to identify their traits and qualities as professional teachers of French and be aware of the needs of learners and their own professional needs in terms of values of practice, knowledge, values and attitudes, self-awareness, professional commitment and motivation. (NTS 2ce, pg13, NTECF pg. 20, NTECF pg. 20) (NTS 2 ce, pg. 13, NTS 2 ab, 3 eihkn, NTECF pg. 23, 28, NTS 2c, 3 eghj, NTS 1 bfg, 2 ab, pg.12 &13, NTS 1 af, NTS 2 abd, 3k; 4 pg. 32 NTECF1,2,3).

KEY CONTEXTUAL FACTORS

1. French language is perceived to be very difficult to learn and to teach. Consequently, some student teachers of French who graduate from the Colleges of Education (and even from the Universities) do not teach the language because of apparent lack of competence and confidence. Conceptual, linguistic, and cultural issues may serve as barriers to the effective teaching and learning. This course, therefore, seeks to address the above challenges in making the teaching and learning of French more interesting, effective and relevant in order to build competence and confidence in student teachers.

2. There are inadequate materials and facilities (textbooks, language laboratories, ICT tools) and insufficient of human resource (teachers) for the teaching of French in schools. Linguistic and infrastructural issues may affect the effective teaching and learning. In this course, therefore, student teachers are expected to learn the language using ICT tools and language laboratory. This will help them address the issue of inadequate materials in teaching French in schools.

3. Some student teachers of French do not display self-motivation and commitment to the teaching profession generally because they find their way to the colleges of Education out of pressure and or necessity but not by choice. Conceptual issues and lack of interest may be demotivating factors.

4. Student teachers of French are not trained to use ICT tools to teach French. They are also not trained to start building their teaching portfolios from the beginning of the training nor to consider issues of gender, inclusion and inclusivity as well as handling students with SEN in their classrooms. Conceptual, infrastructural and logistics factors may serve as barriers to the learning of the language. These issues are well catered for in this first course of the B.Edprogramme in French.

CORE AND TRANSFERABLE SKILLS AND CROSS CUTTING ISSUES, INCLUDING EQUITY AND INCLUSION

- Critical thinking
- Collaboration in groups
- Digital literacy/ ICT
- Cultural diversity
- Equity and inclusivity in group works

Course Learning Outcomes	Learning Indicators
On successful completion of the course, student teachers will be able to:	
1. Construct correct sentences and analyse them using relevant grammatical tools (NTS 2ce, pg13, NTECF pg20, 23).	1.1. Identify and analyse functions of parts of speech in simple sentences. 1.2. Form simple sentences that contain at least three different parts of speech
2. Write simple and short texts related to everyday activities in French (NTS 2ce, pg. 13, NTECF pg. 20, 23).	2.1. Use appropriate verbs and vocabulary items to write simple and short sentences. 2.2. Write short paragraphs respecting sequences of events.
3. Discuss key features of the French orthography and vocabulary and apply them appropriately in their writing. (NTS 2ce, pg13, NTECF pg20, 23).	3.1. Identify key features of orthography and vocabulary in relation to Pronunciation and writing. 2.1. Use appropriate expressions and vocabulary in given contexts.
4. Read selected passages and problematize the use of various linguistics elements and language analytical tools towards a better understanding of the structure of the language (NTS 2ce, pg. 13, NTECF pg. 20, 23).	4.1. Read any passage for comprehension and answer questions on them. 4.2. Identify and discuss specific linguistic elements and the problem associated with their use in simple sentences.
5. Exhibit their ability to communicate effectively in French both orally and in writing as they undertake purposeful reflections on their own professional needs in terms of knowledge, practice, values and attitudes (NTS 2 cdef, pg. 13, NTECF pg. 20, 23).	5.1. Engage in dialogue and narration using appropriate vocabularies and expressions. 5.2. Identify and discuss professional value and attitudes related to teaching written expression in French. 5.3. Discuss the implications of these values in practice/ teaching.
6. Develop skills to effectively reflect on key written communication features of the JHS French language curriculum and related assessment issues as set out in learning outcomes 2 to 5 above (NTS 2 c pg. 13, NTECF pg. 20).	6.1. Identify and comment on key written communication features of the JHS French language curriculum. 6.2. Describe key assessment methods related to written communication features of the JHS French language curriculum. 6.3. Record suggested topics in orthography, vocabulary and grammar that could be considered or otherwise in the JHS French curriculum.
7. Develop skills in observing learners' experience in class by identifying and monitoring learning progress in writing French as they identify their own professional needs in terms of practice, knowledge, values and attitudes (NTECF Pg. 39).	7.1. Visit schools, observe and report on learners' experience in class and their background abilities in writing French. 7.2. Identify and monitor a child/ group of children's learning and progress in writing and reading French in class. 7.3. Identify and discuss their (student teachers') own professional needs in terms of practice, knowledge, values and attitudes related to written expression in French with help of their mentor. 7.4. Demonstrate ICT integration into teaching and learning of French/written expression in French at the language laboratory.

1. Course Content

Weeks	Topic	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	Structure and Usage of the French language (Written) I.	1.1. Notion de phrase et de Proposition. 1.2. Nature et fonction syntaxique des constituants de la phrase simple.	Communicative/ task based approach: practical activities, discussion, power point presentation, individual and group research work on the internet, etc.
2	Structure and Usage of the French language (Written) II.	2.1. Type de Verbes. 2.2. Catégories verbales. 2.3. Syntaxe du verbe (concordance).	Communicative/ task based approach: practical activities, language games, individual and group research work on the internet, Filling blank spaces, group presentation, etc.
3	Structure and Usage of the French language (Written) III.	Aspect de la conjugaison : les finales des personnes.	Communicative/ task based approach: practical activities, discussion, language games, individual and group research work on the internet, Filling blank spaces, etc.
4	Written comprehension: Basic orthography and vocabulary I.	Aspects de l'orthographe française: Accent, graphème, ponctuation, caractéristiques de l'oral et l'écrit, etc.	Chats/instant messaging: WhatsApp/ e-mail, tasks, activities and exercises, tutorials, language games individually and in groups on aspects of orthography.
5	Written comprehension: Basic orthography and vocabulary II.	Aspects de l'orthographe française: Accent, graphème, ponctuation, caractéristiques de l'oral et l'écrit, etc.	Filling blank spaces, think-pair share/ discussions, language games for assessing various portions of this unit.
6	Written comprehension: Basic orthography and vocabulary III	6.1. Verbes sur les activités quotidiennes. 6.1. Expressions sur les activités quotidiennes	Filling blank spaces, filling of forms, discussions, language games, etc.
7	Written comprehension and summary I	Compréhension et résumé du texte à l'écrit	Using of written texts (short sentences/dialogues/passages) from newspapers magazines in French to practise basic skills in reading, analysing and summarising in written form and presenting it orally.
8	Written comprehension and summary II.	Résumé du texte à l'écrit	
9	Composition : simple letter writing skills I.	Lettres pour se présenter, présenter quelqu'un, etc.	<ul style="list-style-type: none"> Using sample letters from manuals and from the net to explain specific features of letter writing in French. Using questions and answers, substitution tables, group work, practical activities to assess components of this unit.
10	Composition : simple letter writing skills II.	Lettres officielles pour demande d'emploi, etc.	
11	JHS French curriculum: Written Expression, Orthography & Grammar Teaching.	11.1. Progrès dans la communication écrite/ l'apprentissage du français. 11.2. Besoins professionnels : pratique, valeur, attitudes, etc.	Using think-pair share, group presentation, peer interview and discussion, question and answers to reflect critically on components and features of the JHS French curriculum with emphasis on teaching/learning of written expression, orthography and grammar.

Weeks	Topic	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
12	Class observation Skills in written expression.	<p>Progrès dans la communication écrite/l'apprentissage du français.</p> <p>Besoins professionnels: pratique, valeur, attitudes.</p>	<ul style="list-style-type: none"> Using class observation guide, videos/ recorded lessons in French and discussion to observe and report on learners' experience in class with emphasis on written expression Using group work, seminars Peer interview to brainstorm on their professional needs, practice, values, attitudes, etc.

2. Teaching and Learning Strategies

- Using YouTube/ recorded videos of lessons in French.
- Use of some Ghanaian French scholars at seminars, conferences.
- Using video on French language Structure and usage.
- Using discussion, dialogue, language games, teach French language structure.

3. Course Assessment Components

Component 1: Course work: Assessment of formative assessment.

Summary of Assessment Method: Class Assignments

Student teachers will read short passages in French and summarise them.

Weighting: 30 %

Assesses Learning Outcomes: Course Learning Outcome 4 (NTS 2c, pg. 13, NTECF pg. 20, 23)

NTS 2c. Has secure content knowledge, pedagogical knowledge and pedagogical

Component 2: Coursework (assessment for and as learning)

Summary of Assessment Method: project works,

Student teachers will write a 2000 word report:

- Identifying and commenting on key written communication features of the JHS French language curriculum.
- Describing key assessment methods related to written communication features of the JHS French language curriculum.
- Recording suggested topics in orthography, vocabulary and grammar that could be considered or otherwise in the JHS French curriculum.

Weighting: 30%

Assesses Learning Outcomes: Course Learning Outcome 6 (NTS 2 ce, pg. 13, NTECF pg. 20, 23)

NTS 2c. Has secure content knowledge, pedagogical knowledge and pedagogical

NTS 2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes

NTS 2e. Understands how children develop and learn in diverse contexts and applies this in his or her teaching.

Component 3: End of semester Examination Assessment. (Assessment for)

Summary of Assessment Method: End of semester Examination.

Student teachers will:

Be given sets of questions on video recordings and written texts on selected topics taught in the course.

Weighting: 40%

Assesses Learning Outcomes: Course learning outcome All (NTS 2 c pg. 13, NTECF pg. 20).

NTS 2c. Has secured content knowledge, pedagogical knowledge and pedagogical.

4. Required Reading and Reference List

CHARLES R. ; WILLIAM, C. (2001). La communication orale. Paris : Nathan.
DE SALINS G.D. (1996). Grammaire pour l'enseignement/apprentissage du FLE.
LE GOFFIC P. (1993). Grammaire de la phrase française. Paris : Hatier/Didier
LEROY-MIQUEL, C. ; GOLIOT-LETE, A. (2001) Vocabulaire progressif du français. Clé International, Paris.
PEYROUTET C. (2002). La pratique de l'expression écrite. Paris: Nathan.

5. Teaching and Learning Resources

- YouTube videos and animations/pictures,
- Recorded lessons in French (audio & video),
- Computers: Laptops, Projectors and Internet access,
- The JHS Syllabus for Teaching French,
- *'Documents authentiques'*
- Internet connectivity

6. Course related professional development for tutors/ lecturers

- √ See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.

LESSON 1

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	LEVEL 100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The Information Society					Lesson Duration	3 hours
Lesson description	This lesson is designed to introduce student-teachers to simple sentence construction in French language. They are expected to use correctly constructed simple sentences to express themselves and analyse the sentences using relevant grammatical tools. They would be guided to identify and analyse parts of speech as they construct simple sentences that contain at least three different parts of speech.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers can communicate in basic French.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Large class size • Interference of English language structure (grammar). • Poor linguistic background of student-teachers of French. 						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Use tutor and / or student teacher led approaches, and create opportunity for comments, discussion, think-pair share, brainstorming, question and answer, etc. on sentence construction and phrases in French.</p> <p>Practical activity: Student-teachers will go through series of practical activities related to forms and functions of parts of speech.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection. These are student and/or tutor led</p> <p>Independent study: Give student-teachers specific topics related aspect of grammar, structure and usage to research on for individual and group presentation.</p> <p>E-learning opportunities: Give student teachers task, activities and assignments to ensure they explore e-learning platforms through surfing the net and download relevant materials for presentation on sentence construction, and correct use and analysis of parts of speech.</p>						

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome . 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Construct correct sentences and analyse them using relevant grammatical tools.	1.1. Identify and analyse functions of parts of speech in simple sentences. 1.2. Form simple sentences that contain at least three different parts of speech.	<ul style="list-style-type: none"> • ICT: Different ICT tools such as computers, projectors, etc.) would be used in the delivery of the lesson. • Working in group: Student-teachers would be guided to work and collaborate in groups. • Different ability group: In putting them in groups, different abilities and gender of the student-teachers will be considered.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
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Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.

Notion de phrase et de proposition	1. Introduction	20 minutes	1.1. Face-to-face: Guide student-teachers to write any short or long sentence in French and share with a colleague.	Write different sentences and share with their colleagues in class.
	2. Phrase et Proposition	Stage 1: 45 minutes	Practical activity: Analyse the structures of their sentences with them.	Discuss the structure and constituent of their sentences with the lecturer.
			2.2. Present through PowerPoint different types of sentences to the class.	Observe and identify different sentences projected.
			2.3. Lead them to discuss the sentences with emphasis on the notions of unephase and uneproposition.	Discuss with the lecturer the notions of une phrase and une proposition in French.
	3. Nature et fonction syntaxique des constituants de la phrase simple	Stage 2: 1hr. 40 minutes	3.1. Independent study: Put student-teachers in small groups and guide them to construct simple sentences in French.	In groups, construct simple sentences in French.

			3.2. Task the groups to analyse their sentences by determining the parts of speech of words/group of words in their sentences.	In groups, analyse sentences based on the parts of speech of words/groups of words (constituent) used the sentences.
			3.3. Group discussion: Lead them to discuss the functions of the words/ groups of words identified in the sentences.	Discuss the functions of parts of speech of words/ group of word used in the sentences.
			3.4. Show them a video to reinforce sentence analyses on parts of speech and their functions in a sentence.	Watch a YouTube video on sentences analyse and interrogate it for clarity from the lecturer.
	Conclusion	Stage 3: 15 minutes	3.5. E-learning opportunity: Allow student teachers to make general comments on the correct use and analysis of parts of speech and give e-research activity.	Use observation skills and question and answers to make general comments on the lesson.
Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<p>COURSE WORK</p> <ul style="list-style-type: none"> • Student teachers would do: • Individual class exercises. • Assignment as: Student teachers would be given individual assignment. 			
Instructional Resources	<ul style="list-style-type: none"> • Recorded lessons in French (audio & video), • Computers: laptops and projectors • Tutor's own resource • Ibox 			
Required Text (core)	<p>CHARLES R. et WILLIAM, C. (2001). <i>La communication orale</i>. Paris : Nathan.</p> <p>LEROY-MIQUEL, Cet GOLIOT-LETE, A.(2001) <i>Vocabulaire progressif du français</i>. Clé International, Paris.</p> <p>LE GOFFIC P. (1993). <i>Grammaire de la phrase française</i>. Paris : Hatier/Didier</p> <p>PEYROUTET C. (2002). <i>La pratique de l'expression écrite</i>. Paris : Nathan.</p>			
Additional Reading List	<p>PAUL Joëlle (2011), <i>La Grammaire par exercice</i>, SEJER, Bordas, Espagne</p> <p>PENDANX M. (1998). <i>Les activités d'apprentissages en classe langue</i>. Paris : Hachette.</p> <p>PENFORNIS Jean-Luc (2002), <i>Langue française.com</i>, Clé International, Paris</p> <p>MODDOU FLE http://www.estudiodefrenches.com/</p> <p>http://www.didieraccord.com/exercices/index.php?ex=2.2.3</p> <p>http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</p> <p>http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</p> <p>Le français en images.pdf.gratuit</p>			
CPD needs	See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.			

LESSON 2

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	LEVEL 100	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
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Title of Lesson	Structure and Usage of the French language (Written) II					Lesson Duration	3 hours
Lesson description	This lesson exposes student-teachers to different types of verbs and their use in French. They would be expected to identify and analyse simple sentences with much ease as they continue to construct meaningful simple sentences to express themselves in French.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers can express themselves in basic French.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Large class size • Interference of English language structure (grammar). • Poor linguistic background of student-teachers of French. 						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study √	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Use tutor and / or student teacher led approaches, and create opportunity for comments, discussion, think-pair share, brainstorming, question and answer, etc. on various aspects of the topic.</p> <p>Independent study: Give student-teacher topics on agreement and types of verbs to research on for individual comments and group discussions.</p> <p>E-learning opportunities: Give student teachers activities, to ensure that they explore the use of e-learning platforms, surfing the net and downloading relevant materials on verbs and sentence construction.</p> <p>Practical activity: Student-teachers will go through series of practical activities at the lecture theatre and at the language laboratory practicing pronunciation and reading in relation to various aspect of sentence construction in writing.</p>						

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. Demonstrate knowledge of different types of verbs in French.	1.1. Construct simple sentences in French using different types of verbs.	ICT: Different ICT tools such as computers, projectors etc) would be used in the delivery of the lesson. Working in group: Student-teachers would be guided to work and collaborate in groups. Different ability group: In putting them in groups, different abilities and gender of the student-teachers will be considered.
	2. Analyse simple sentences in French respecting <i>les catégories verbales</i> and <i>la syntaxe du verbe</i> (concord).	2.1. Identifies catégories verbales in a sentence. 2.2. Construct simple sentences in French and mark parts that must agree	

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Concordance de temps (Genre, nombre, accord du participe passé, etc.)	Introduction	20 minutes	Discussion Engage student teachers to identify and explain verbs in isolated sentences written on the board.	Discussion Identify and explain verbs in isolated sentences.
	1. Type de Verbes	Stage 1: 60 minutes	E-learning: 1. Through slides of Powerpoint, present a lesson on different types of verbs in French.	E-learning: Observe and listen to the PowerPoint presentation.
			Group work: 2. Put student-teachers in group and distribute sentence cards among them to identify different verbs.	Group work: Work in groups by discussing and sorting out the sentence cards based on the different types of verbs.
			Thinks-pair-share: 3. Let them share their findings with the whole class.	Thinks-pair-share: Groups share their findings with the whole class.
			Group work: 4. Guide the groups to construct their own sentences based on the different types of verbs.	Group work: In groups, construct sentences using different types of verbs.
2. Catégories verbales	Stage 2: 60 minutes		E-learning: 1. Through PowerPoint, present a lesson on les catégories verbales.	E-learning: Observe and listen to the PowerPoint presentation.

		<p>Group work</p> <p>2. Give sentence cards (in French) to the student-teachers in groups.</p>	<p>Group work</p> <p>Study the sentence cards in groups.</p>
		<p>Group work</p> <p>3. Guide them to identify les <i>catégories verbales</i>.</p>	<p>Group work</p> <p>Identify <i>les catégories verbales</i> in the sentence cards</p>
		<p>Group work</p> <p>4. Task them to construct their own sentences respecting <i>les catégories verbales</i>.</p>	<p>Group work</p> <p>In groups, construct sentences respecting all <i>les catégories verbales</i>.</p>
<p>3. Syntaxe du verbe (accord du présent et du passé composé).</p>	<p>Stage 3: 60 minutes</p>	<p>E-learning: 1. Through powerPoint/ Youtube video, present a lesson on the notion of la syntaxe du verbe (concord).</p>	<p>E-learning: Observe and listen to the PowerPoint/ Youtube video presentation.</p>
		<p>Independent learning: 2. Lead the student-teachers to identify different aspects of concord (la syntaxe du verbe) in French.</p>	<p>Independent learning: Study and identify different aspects of concord in French from the presentation.</p>
		<p>Group work</p> <p>3. Put them into groups and distribute different sentence cards among them.</p>	<p>Group work</p> <p>Study sentence cards in groups.</p>
		<p>Group work</p> <p>4. Task them to identify different concords used in the sentence cards.</p>	<p>Group work</p> <p>Mark different concords in the sentence cards.</p>
		<p>Group work</p> <p>5. In groups, task them to construct their own sentences considering different concords in French, discuss and share with the whole class.</p>	<p>Group work</p> <p>Construct their own sentences respecting the different concords in French.</p>
		<p>Independent learning: Reorganise the student teachers and lead them to mention different types of verbs, put them into their own sentences and reflect what they observe on the topic during STS.</p>	<p>Independent learning: Mention different type of verbs, put them in simple sentences and reflect what they observe on the topic during STS.</p>
		<p>E-learning: Lead the student to search from online how pronouns are used for discussion during the next lesson.</p>	<p>E-learning: Search from online how pronouns are used for discussion during the next lesson.</p>
<p>Conclusion</p>			

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<p>Course Work</p> <p>Student teachers would do</p> <ul style="list-style-type: none"> • Group and or individual works. • Assignment as : Student teachers would be given individual/group assignment. • Weighting : 10%
Instructional Resources	<ul style="list-style-type: none"> • Recorded lessons in French (audio & video), • Computers: laptops and projectors • Ibox • Tutor's own resource
Required Text (core)	<p>DE SALINS G.D. (1996). Grammaire pour l'enseignement/apprentissage du FLE</p> <p>PEYROUTET C. (2002). La pratique de l'expression écrite. Paris : Nathan.</p>
Additional Reading List	<p>MARCELLA De Glura (1998), Café crème (Méthode et Cahier d'exercice), Hachette Livre, Paris</p> <p>PAUL Joëlle (2011), La Grammaire par exercice, SEJER, Bordas, Espagne</p> <p>PENDANX M. (1998). Les activités d'apprentissages en classe langue. Paris : Hachette.</p> <p>PENFORNIS Jean-Luc (2002), Langue française.com, Clé International, Paris</p> <p>http://www.didieraccord.com/exercices/index.php?ex=2.2.3</p> <p>http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</p> <p>http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</p> <p>Le français en images.pdf.gratuit</p>
CPD needs	<p>See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.</p>

LESSON 3

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Structure and Usage of the French language (Written) III				Lesson Duration	3 hours	
Lesson description	This lesson focuses on the correct use of nouns and pronouns both in oral and written expressions in French. Attention would be given to simple sentence construction using appropriate personal pronouns and nouns by respecting simple rules in subject verb agreement.						
Previous student teacher knowledge, prior learning (assumed)	- Student teachers can communicate in basic French						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Reluctance of student teachers to speak French for fear of making mistake and being mocked at. • Large class size • Varied linguistic background of student teachers of French. 						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	e-learning opportunities √	Practicum
Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Use tutor and / or student teacher led approaches, and create opportunity for arguments, comments, discussion, brainstorming, question and answer, etc. on various aspects of the topic.</p> <p>Independent study: Give student-teachers different types of verbs to research on their endings in conjugation for comments in class.</p> <p>E-learning opportunities: Give student teachers assignments/ home work to explore the use of e-learning platforms, surfing the net and downloading relevant materials for presentation various aspects of sentence construction and correct usage of selected verbs in French.</p> <p>Practical activity: Student-teachers will go through series of practical activities on reading in relation to writing various aspects of topics on structure and usage.</p> <p>Seminars: Student-teachers would prepare for round table presentations and discussion on given topics in structure and usage.</p>						

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes: The student teachers will be able to:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	Demonstrate knowledge in inter-changeability of persons (pronouns and nouns) in oral and written expressions in French.	1.1. Construct simple sentences using appropriate personal pronouns and nouns in French. 1.2. Replace nouns with correct pronouns in different sentences. 1.3. Form simple sentences respecting subject verb agreement.	<ul style="list-style-type: none"> • Information literacy: Student-teacher would learn to use internet resource in teaching. • Collaboration: They will learn to tolerate one another as they work in group. • Problem solving: They will be able to solve basic problem in language and relate it to other fields of life.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
Aspect de la conjugaison: les finales des personnes	Introduction	10 minutes	Discussion Organise student teachers to discuss what they found online on the use of pronouns.	Discussion Discuss what their findings from online on the use of pronouns.
		Stage 1: 20 minutes	E-learning Present the lesson by video on the application of personal pronouns in habitual situation.	E-learning Observe projected video for discussion.
		Stage 2: 40 minutes	E-learning and discussion Lead student-teachers to identify personal pronouns used in sentences in the video.	E-learning and discussion Identify the use of personal pronouns.
		Stage 3: 40 minutes	E-learning Use language games to teach personal pronouns in their context or sentences.	E-learning Play with personal pronouns using language games.
		Stage 4: 40 minutes	Group work Put student-teachers into groups and guide them to work with sentences card.	Group work Work in groups with sentence cards.
	Conclusion	20 minutes	Independent study Organise student teachers to construct their own sentences respecting changes in persons.	Independent study Construct their own sentences respecting changes in persons.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<p>Course work</p> <p>Student teacher would prepare and do:</p> <ul style="list-style-type: none"> • Group presentations (oral). • Assignment as: The use of personal pronouns during the learning.
Teaching Learning Resources	<ul style="list-style-type: none"> • Youtube videos and animations/pictures, • Recorded lessons in French (audio & video), • Computers: laptops and projectors. • Internet connectivity • Ibox
Required Text (core)	<p>DE SALINS G.D. (1996). <i>Grammaire pour l'enseignement/apprentissage du FLE</i></p> <p>LE GOFFIC P. (1993). <i>Grammaire de la phrase française</i>. Paris : Hatier/Didier</p> <p>PEYROUTET C. (2002). <i>La pratique de l'expression écrite</i>. Paris : Nathan.</p>
Additional Reading List	<p>BLANCHE-BENVENISTE, C. (2010). <i>Approches de la langue parlée en français</i>. Paris : Ophrys</p> <p>PENDANX M. (1998). <i>Les activités d'apprentissages en classe langue</i>. Paris : Hachette.</p> <p>PENFORNIS Jean-Luc (2002), <i>Langue française.com, Clé International</i>, Paris</p> <p>GREVISSE, M. (2009). <i>Le français correct, guide pratique des difficultés</i>. Paris: Duculot.</p> <p>GREVISSE, M. (2010). <i>Le petit Grevisse, grammaire française</i>. Paris : Duculot.</p> <p>http://www.didieraccord.com/exercices/index.php?ex=2.2.3</p> <p>http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</p> <p>http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</p> <p>Le français en images.pdf.gratuit</p>
Required CPD	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.

LESSON 4

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	4	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Written Comprehension 1: Basic Orthography & Vocabulary						Lesson Duration	3 hours
Lesson description	This course exposes student teachers to basic principles and key features of French orthography and basic vocabulary. The focus will be on the correct use of 'accent' and other auxiliary signs, graphemes and punctuations.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been taken through basic principles of Conjugation and Concordance (Agreement of tenses). They can therefore write simple sentences using basic principles of French grammar.							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Weak linguistic background of student teachers in French. • Inadequate knowledge of new French Orthography rules. • Perception that French language is very difficult to learn and to teach. • Large class size. 							
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study √	e-learning opportunities √	Practicum	
Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Use tutor and / or student teacher led approaches, and create opportunity for discussion, lecturette, brainstorming, question and answer, etc. on various aspects of French Orthography.</p> <p>Independent study: Give student-teachers topics on accents and punctuation to research on for comments in class.</p> <p>E-learning opportunities: Give student teachers activities and tasks to explore the use of e-learning platforms, surfing the net and downloading relevant materials for discussion and comments in class, etc.</p> <p>Practical activity: Student-teachers will go through series of practical activities on the correct use of accents and punctuations orally and in writing at the lecture theatre and at the language laboratory.</p>							

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	<p>1.1. Write simple and short texts related to everyday activities in French (NTS 2ce, pg. 13, NTECF pg. 20, 23).</p> <p>1.2. Read selected passages and problematize the use of various linguistics elements and language analytical tools towards a better understanding of the structure of the language (NTS 2ce, pg. 13, NTECF pg. 20, 23).</p> <p>1.3. Exhibit their ability to communicate effectively in French both orally and in writing as they undertake purposeful reflections on their own professional needs in terms of knowledge, practice, values and attitudes (NTS 2 cdef, pg. 13, NTECF pg. 20, 23).</p>	<p>1.1. Write short paragraphs respecting sequences of events</p> <p>1.2. Read any passage for comprehension and answer questions on it.</p> <p>Identify and discuss specific linguistic elements and the problem associated with their use in simple sentences.</p> <p>1.3. Engage in dialogue and narration using appropriate vocabularies and expressions.</p> <p>Identify and discuss professional value and attitudes related to teaching written expression in French.</p> <p>Discuss the implications of these values.</p>	<ul style="list-style-type: none"> • Mixed ability groupings to take care of gender, students with SEN • Working collaboratively in groups

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and Learning activities to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative groupwork or independent				
Aspects de l'orthographe française : Accent, graphème et ponctuation	1. Introduction	20 minutes	Revise lesson on Conjugation/ ending of verbs.	Answer questions on Conjugation.
	2. L'accent français	Stage 2: 40 minutes	E-learning Use Youtube video to present lesson on aspects of French orthography such as identification and use.	E-learning Observe and discuss video on French orthography with teacher.
			Discussion Discuss accents in French: types and uses of accent, rules of new French orthography. Use extracts from newspapers or magazines in French to illustrate use of accents.	Discussion Discuss with teacher types and uses of French accents.
			3. Le graphème français	Stage 3: 40 minutes
	Discussion Discuss the three types of graphemes: Phonogrammes, Logogrammes and Morphogrammes. (Nina Cataach) Use short passages and extracts to illustrate	Discussion Discuss with teacher types of graphemes as proposed by Nina Cataach.		
	4. Ponctuation	Stage 4: 40 minutes	Questions and answers Use probing questions to guide student teachers to appreciate French orthography.	Questions and answers Answer questions and evaluate French writing and spelling.
			Group work Use group work to help student teachers to identify and comment on types and uses of punctuation signs in French.	Group work In groups, identify and comment on the use of punctuation signs in French.
	5. Conclusion/ Closure	20 minutes	<ul style="list-style-type: none"> Give group assignment on punctuations and use of accents. Reflect with student teachers their observations on how their teachers use punctuations during their teachings. 	<ul style="list-style-type: none"> Write and submit assignment on punctuation and use of accents. Reflect their observations on how their teachers use punctuations during their teachings.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<p>Course work</p> <p>Student teachers prepare and do:</p> <ul style="list-style-type: none"> • Group presentation. • Assignment for: On-line Research about Aspects of French Orthography such as punctuations, accents and graphemes. Student teachers to write down personal observations and make presentation for discussions. • Weighting : 10 %
Teaching Learning Resources	<ul style="list-style-type: none"> • Documents authentiques: Extracts from Newspapers and magazines • Dictionaries • Youtube/Online resources / Mobile phones
Required Text (core)	<p>ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). <i>L'expression française écrite et orale, grammaire</i>. Grenoble : PUG.</p> <p>ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). <i>L'expression française écrite et orale, Corrigés des exercices</i>. Grenoble : PUG.</p> <p>GREGOIRE, M. & THIEVENAZ, O. (2013). <i>Grammaire progressive du français Niveau intermédiaire</i>. Paris : CLE International. (Exercices + corrigés des exercices)</p> <p>CHOLLET, I. & ROBERT, J.-M. (2013). <i>Orthographe progressive du français Niveau intermédiaire</i>. Paris : CLE International. (Exercices + corrigés des exercices).</p>
Additional Reading List	<p>ELUERD, R. (2010). <i>Grammaire descriptive de la langue française</i>. Paris: Armand Colin.</p> <p>GREVISSE, M. (2009). <i>Le français correct, guide pratique des difficultés</i>. Paris: Duculot.</p> <p>GREVISSE, M. (2010). <i>Le petit Grevisse, grammaire française</i>. Paris: Duculot.</p> <p>PAUL, J. (2011). <i>La grammaire par exercice</i>. SEJER, Bordas: Espagne</p> <p>www.frenchpdf.com</p> <p>http://www.didieraccord.com/exercices/index.php?ex=2.2.3</p> <p>http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</p> <p>http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</p> <p>Le français en images.pdf.gratuit.</p>
Required CPD	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.

LESSON 5

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Written Comprehension: Basic orthography & Vocabulary II						Lesson Duration	3 hours
Lesson description	This course exposes student teachers to basic principles and rules of writing communication in French. They are expected differentiate clearly between key features of oral and written communication in French.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers can write simple sentences correctly in French and interpret them.							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Weak linguistic background of student teachers in French. • Inadequate mastery of new French Orthography rules. • Perception that French language is very difficult to learn and to teach. • Large class size 							
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study √	e-learning opportunities √	Practicum	
Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Use tutor and / or student teacher led approaches, and create opportunity for comments, discussion, lecturette, think-pair-shaire, brainstorming, question and answer, etc. on various aspects of communication in French.</p> <p>Independent study: Give student-teacher topics on communication to research on for group presentation and discussion.</p> <p>E-Learning opprtunities: Give student teachers activities and tasks to ensure the use of e-learning platforms, surfing the net and downloading relevant materials on communication for presentation.</p> <p>Practical activity: Student-teachers will go through series of practical activities at the lecture theatre and at the language laboratory practicing writing skills and good communication practices.</p>							

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	1. Write simple and short texts related to everyday activities in French (NTS 2ce, pg. 13, NTECF pg. 20, 23).	1.1. Write short paragraphs respecting sequences of events.	<ul style="list-style-type: none"> • Mixed ability groupings to take care of gender, students with SEN • This will also improve collaboration among student teachers as well as professional values.
2. Read selected passages and problematize the use of various linguistics elements and language analytical tools towards a better understanding of the structure of the language (NTS 2ce, pg. 13, NTECF pg. 20, 23).	2.1. Read any passage for comprehension and answer questions on it. 2.2. Identify and discuss specific linguistic elements and the problem associated with their use in simple sentences.		
3. Exhibit their ability to communicate effectively in French both orally and in writing as they undertake purposeful reflections on their own professional needs in terms of knowledge, practice, values and attitudes (NTS 2 cdef, pg. 13, NTECF pg. 20, 23).	3.1. Engage in dialogue and narration using appropriate vocabularies and expressions. 3.2. Identify and discuss professional value and attitudes related to teaching written expression in French. 3.3. Discuss the implications of these values.		

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
La communication	1. Introduction	40 minutes	Question and answer Use question and answer to revise student teachers RPK on Communication and barriers to communication.	Question and answer Answer questions on Communication and barriers to communication.
	2. La communication	Stage 1: 60 mins	E-learning Use Youtube videos to present different forms of Communication. Discuss video with student teachers to arrive at fundamental definition of Communication.	E-learning Observe and discuss the concept of Communication through different scenarios. E.g. a conversation between a student and a teacher at the examination hall, a banker and a client, etc.
			E-learning Use videos and extracts from newspapers or magazines to discuss types, forms and elements of communication.	E-learning Observe and practice reading for information. Write out main ideas in each paragraph.
	3. Les caractéristiques de l'oral et l'écrit,	Stage 2: 60 min	Group work Use group activity to make student teachers think-pair-share on characteristics of oral and written communication.	Group work Think pair-and- share on characteristics of oral and written communication. Write down responses and present to the class.
			Group work/E-learning In groups, use videos to depict different forms of communication for student teachers to study and classify according to their forms.	Group work/E-learning Observe videos on forms of communication and classify each sample according to its form. Present responses to class for discussion.
	4. Conclusion/ Closure	20 minutes	Whole class discussion <ul style="list-style-type: none"> Lead student teachers to discuss how teachers they observed during STS communicate in French with their learner in class. Give group assignment on characteristics and forms of communication. 	Whole class discussion <ul style="list-style-type: none"> Discuss how teachers they observed during STS communicate in French with their learners in class. Write and submit assignment on characteristics and forms of communication.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<p>Course work</p> <p>Student teachers would require to:</p> <ul style="list-style-type: none"> • Participate fully in class. • Assignment as: go on-line and research about the qualities and attributes of French teachers in Ghana and share with the whole class.
Teaching Learning Resources	<ul style="list-style-type: none"> • Documents authentiques: Extracts from Newspapers and magazines • Dictionaries • Online resources / Mobile phones
Required Text (core)	<p>ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). <i>L'expression française écrite et orale, grammaire</i>. Grenoble : PUG.</p> <p>ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). <i>L'expression française écrite et orale, Corrigés des exercices</i>. Grenoble : PUG.</p> <p>GREGOIRE, M. & THIEVENAZ, O. (2013). <i>Grammaire progressive du français Niveau intermédiaire</i>. Paris : CLE International. (Exercices + corrigés des exercices)</p> <p>CHOLLET, I. & ROBERT, J.-M. (2013). <i>Orthographe progressive du français Niveau intermédiaire</i>. Paris : CLE International. (Exercices + corrigés des exercices)</p>
Additional Reading List	<p>ELUERD, R. (2010). <i>Grammaire descriptive de la langue française</i>. Paris: Armand Colin.</p> <p>GREVISSE, M. (2009). <i>Le français correct, guide pratique des difficultés</i>. Paris: Duculot.</p> <p>www.frenchpdf.com</p> <p>http://www.didieraccord.com/exercices/index.php?ex=2.2.3</p> <p>http://www.podcastfrançaisfacile.com/dialogue/2015/11/dialogue-partitif.html</p> <p>http://www.podcastfrançaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</p> <p>Le français en images.pdf.gratuit</p>
Required CPD	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.

LESSON 6

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Written Comprehension: Basic orthography & vocabulary III					Lesson Duration	3 hours
Lesson description	Lesson 6 looks at verbs and expressions frequently used to express oneself on daily and habitual activities. Student-teachers are expected to acquire adequate verbs and expressions to be able to express themselves with ease on varied daily activities in French.						
Previous student teacher knowledge, prior learning (assumed)	<ul style="list-style-type: none"> Student-teachers can use some words to communicate in basic French. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Reluctance of student teachers to speak French for fear of making mistake and being mocked at. Large class size. Varied linguistic background of student teachers of French. 						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study √	e-learning opportunities √	Practicum
Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Use tutor and / or student teacher led approaches, and create opportunity for arguments, comments, discussion, question and answer, etc. on the correct usage of verbs expressions on daily routines.</p> <p>Independent study: Give student-teachers exercises and tasks to report on the differences between selected similar and familiar verbs and expressions on daily routines.</p> <p>E-Learning opprtunities: Give student teachers activities, assignments/ home work to ensure/explore the use of e-learning platforms, surfing the net and downloading relevant materials for presentation orthography and vocabulary.</p> <p>Practical activity: Student-teachers will go through series of practical activities at the lecture theatre and at the language laboratory practicing pronunciation and reading in relation to basic rules in orthography.</p>						

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	Learning Outcomes: The student teachers will be able to:	Learning Indicators	Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.
	Write simple and short texts related to everyday activities in French.	1.1. Use every day vocabulary to express themselves on given topics in French. 1.2. Use appropriate verbs and expressions to write simple and short sentences. 1.3. Write short paragraphs respecting sequences of events.	Inclusivity: Give appropriate attention to student-teachers with less knowledge in French. Inclusion and Equity: Give attention to student teachers with mild forms of communication difficulties or learning and related issues.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
Expressions et verbes sur les activités quotidiennes	Introduction	10 minutes	Independent study Lead the student teachers to mention in a word or words of French what they do every day.	Independent study Mention a word or words of French that indicate their daily activities day.
	Verbes sur les activités quotidiennes	Stage 1: 30 Minutes	E-learning Present the lesson by video on daily activities of an individual.	E-learning Observe projected video and identify new words.
		Stage 2: 40 Minutes	Group work Put student-teachers into groups and lead them to identify verbs used in the video.	Group work Groups list French words(verbs) in the video.
		Stage 2: 40 Minutes	Tutor model Form simple sentences as examples using the verbs identified.	Tutor model Repeat and practise the sentences of tutor.
			Group work In the same groups, let them construct sentences with the verbs following your examples and those in the video.	Group work Work in groups and make presentation of their works.
			Think-pair-share Guide the student-teachers to present their sentences to the whole class.	Think-pair-share Make presentation of their works.

		Stage 3: 75 minutes	E-learning Present the lesson with a video on daily activities of an individual.	E-learning Observe projected video and jot down expressions.
	Expressions sur les activités quotidiennes		Group work Put student-teachers into groups and ask them to identify as much expressions as used in the video.	Group work In groups, identify as much expressions as possible in the video.
			Add more expressions and form simple sentences as examples using the expressions identified.	Repeat and write down the new expressions from the video and the tutor.
			In the same groups, let them construct sentences with the expressions following your examples and those in the video.	Construct sentences using the expressions from the video and the tutor.
	Conclusion/Closure	20 minutes	Guide the student-teachers to present their sentences to the whole class.	Present their sentences to the class.
			Stimulate the student teachers to discover as many daily verbs and expressions as possible in groups. (The winning group can be rewarded.) Task student teachers to jot down verbs and expressions during STS and report during the next lesson.	Discover as many daily verbs and expressions as possible in groups. Jot down verbs and expressions during STS and report during the next lesson.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<p>Course work</p> <p>Student teachers would do:</p> <ul style="list-style-type: none"> • Group presentations (oral). • Assignment for: description daily activities in French.
Teaching Learning Resources	<ul style="list-style-type: none"> • YouTube videos and animations. • Recorded lessons in French (audio & video). • Computers: laptops and projectors. • Internet connectivity. • Tutor's own resources.
Required Text (core)	<p>CHARLES R. WILLIAM, C. (2001). La communication orale. Paris: Nathan.</p> <p>LEROY-MIQUEL, C. & GOLIOT-LETE, A. (2001). Vocabulaire progressif du français, Paris: Clé International.</p> <p>PEYROUTET C. (2002). La pratique de l'expression écrite. Paris: Nathan.</p>
Additional Reading List	<p>BLANCHE-BENVENISTE, C. (2010). Approches de la langue parlée en français. Paris: Ophrys.</p> <p>GREVISSE, M. (2009). Le français correct, guide pratique des difficultés. Paris: Duculot.</p> <p>GREVISSE, M. (2010). Le petit Grevisse, grammaire française. Paris: Duculot.</p> <p>MARTIN, J. - C. (2003). Le guide de la communication. Italie: Marabout.</p> <p>www.frenchpdf.com</p> <p>http://www.didieraccord.com/exercices/index.php?ex=2.2.3</p> <p>http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</p> <p>http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</p> <p>Le français en images.pdf.gratuit</p>
Required CPD	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.

LESSON 7

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	LEVEL 100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Written Comprehension and Summary I					Lesson Duration	3 hours
Lesson description	This lesson exposes student teachers to basic principles of written comprehension and summary skills. It offers them training in reading for comprehension using simple and short texts and passages for summary.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers can read and interpret simple sentences correctly in French.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Weak linguistic background of student teachers in French. • Inadequate mastery of new French Orthography rules. • Perception that French language is very difficult to learn and to teach. • Large class size. 						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to face √	Practical Activity	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> • Face-to-face: Use tutor and / or student teacher led approaches, and create opportunity for arguments, comments, discussion, brainstorming, question and answer, etc. on written comprehension and summary. • Independent study: Give student-teachers themes and topics for comprehension and summary to be presented in groups. • E-learning opportunities: Give student teachers activities, assignments/ home work to ensure/explore the use of e-learning platforms, surfing the net and downloading relevant materials on writing skills, Summary, etc. • Practical activity: Student-teachers will go through series of practical activities on comprehension and summary to improve their writing skills. 						

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	1. Write simple and short texts related to everyday activities in French (NTS 2ce, pg. 13, NTECF pg. 20, 23).	1.1 Write short paragraphs respecting sequences of events.	<ul style="list-style-type: none"> • Mixed ability groupings to take care of gender, students with SEN. • Working collaboratively in groups.
	2. Read selected passages and problematize the use of various linguistics elements and language analytical tools towards a better understanding of the structure of the language (NTS 2ce, pg. 13, NTECF pg. 20, 23).	2.1. Read any passage for comprehension and answer questions on it. 2.2. Identify and discuss specific linguistic elements and the problem associated with their use in simple sentences.	
	3. Exhibit their ability to communicate effectively in French both orally and in writing as they undertake purposeful reflections on their own professional needs in terms of knowledge, practice, values and attitudes (NTS 2 cdef, pg. 13, NTECF pg. 20, 23).	3.1. Engage in dialogue and narration using appropriate vocabularies and expressions. 3.2. Identify and discuss professional value and attitudes related to teaching written expression in French. 3.3. Discuss the implications of these values.	

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Comprehension and Summary (Written)	1. Introduction	Stage 1. 10 minutes	Use question and answer to revise student teachers RPK on Reading for Comprehension.	Answer questions on steps to follow in reading for Comprehension.
	2. Résumé du texte à l'écrit	Stage 2. 40 minutes	E-learning 1. Use YouTube video to demonstrate Reading for Comprehension. Discuss video with student teachers.	E-learning Observe and discuss steps in Reading for Comprehension with teacher.
			Discussion 2. Use extracts from newspapers or magazines in French to help discuss paragraphing and Summary Writing.	Discussion Observe and practice reading for information. Write out main ideas in each paragraph.
3. Lecture compréhension	4. Résumé de texte	Stage 3. 40 minutes	Questions and answers Use probing questions to guide student teachers to do effective reading to identify and bring out topic sentence, Secondary Supporting Sentences and sentences that illustrate ideas.	Questions and answers Read and identify components of a paragraph.
	5. Identification and Présentation des idées	Stage 4. 40 minutes	Group work Use group work to help student teachers to write out main ideas in systematic, logical, and coherent form.	Group work In groups, write out main ideas in systematic, logical and coherent form by following outlined steps/ example provided by teacher.
	6. Conclusion/ Closure	Stage 5. 40 minutes	Group work Use group activity to make student teachers think pair and share their written responses for harmony.	Group work Think pair and share ideas/ responses. Collate and harmonize responses from group members.
		Stage 6. 10 minutes	Whole class discussion: • Ask each group to submit their written responses for discussion. • Discuss with the student teachers what they have observed on the teaching of reading and summary at STS.	Whole class discussion • Submit written responses for assessment. • Discuss their observations on the teaching of reading and summary at STS.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<p>Course work: Student teacher would do:</p> <ul style="list-style-type: none"> • Group presentation. • Assignment for: Writing summary. • Weighting: 10%
Teaching Learning Resources	<ul style="list-style-type: none"> • Documents authentiques: Extracts from Newspapers and magazines. • Dictionaries. • Online resources / mobile phones.
Required Text (core)	<p>ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). L'expression française écrite et orale, grammaire. Grenoble: PUG. ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). L'expression française écrite et orale, Corrigés des exercices. Grenoble: PUG.</p>
Additional Reading List	<p>GREVISSE, M. (2009). Le française correct, guide pratique des difficultés. Paris: Duculot. PEYROUTET, C. (2002). La pratique de l'expression écrite. Paris: Nathan www.frenchpdf.com http://www.didieraccord.com/exercices/index.php?ex=2.2.3 http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html Le français en images.pdf.gratuit</p>
Required CPD	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Résumé du texte à l'écrit	1. Introduction	10 minutes	Discussion 1.1 Discuss with student teachers their experience from STS on how summary is taught.	Discussion Discuss their experience from STS on how summary is taught at the lower level.
	2. Articulations logiques de la langue française	30 minutes	Group work Distribute extracts from newspapers or magazines in French to groups and brainstorming on basic skills in reading for comprehension, analysing and summarising.	Group work Observe and practice reading for information.
	3. Lecture compréhension	60 minutes	Question and answers Use probing questions to guide student teachers to do effective reading to identify and bring out main ideas, paragraph by paragraph.	Question and answers Individually, read and identify main ideas from each paragraph.
	4. Identification et Présentation des idées	60 minutes	Independent study Establish steps to follow and ask student teachers to write out individually their ideas in systematic, logical, and coherent form.	Independent study Write out main ideas in systematic, logical and coherent form by following outlined steps provided by teacher.
			Use group activity to make student teachers think pair and share their written responses for harmony.	Think pair and share ideas/ responses. Collate and harmonize responses from group members.
5. Conclusion/ Closure	20 minutes	Ask each group to submit their written responses for discussion.	Submit written responses for assessment.	

LESSON 8

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	LEVEL 100	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
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Title of Lesson	Written Comprehension and Summary II							Lesson Duration	3 hours
Lesson description	This exposes student teachers to varied texts and passages for reading and written comprehension and for Summary. They are expected to identify specific markers like “connecteurs logiques, ” etc. in sentences and passages. They should be able to describe approaches to proper arrangement of ideas and sequence of events in short passages.								
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been taken through French Orthography and correct use of verbs and expressions to express daily activities. They can therefore write simple sentences using basic principles of French grammar and Orthography.								
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Weak linguistic background of student teachers in French. • Inadequate mastery of new French Orthography rules. • Perception that French language is very difficult to learn and to teach. • Large class size. 								
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to face ✓	Practical Activity	Work-Based Learning	Seminars ✓	Independent Study ✓	E-learning opportunities ✓	Practicum		
Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Use tutor and / or student teacher led approaches, and create opportunity for arguments, comments, discussion, lecturette, think-pair share, brainstorming, question and answer, etc. on various aspects of the topic.</p> <p>Seminars: Guide student-teachers to generate group and individual creativity, innovation and reflection.</p> <p>Independent study: Give student-teachers themes and topics on aspect of grammar, orthography and summary to research on for individual and group presentation.</p> <p>E-learning opportunities: Give student teachers activities, assignments/ home work to ensure/explore the use of e-learning platforms, surfing the net and downloading relevant materials for presentation of various aspects of French: grammar, conjugation, writing skills, summary, etc.</p>								

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	1. Write simple and short texts related to everyday activities in French (NTS 2ce, pg. 13, NTECF pg. 20, 23)	1.1. Write short paragraphs respecting sequences of events.	<ul style="list-style-type: none"> • Mixed ability groupings to take care of gender, students with SEN. • Working collaboratively in groups.
	2. Read selected passages and problematize the use of various linguistics elements and language analytical tools towards a better understanding of the structure of the language (NTS 2ce, pg. 13, NTECF pg. 20, 23).	2.1. Read any passage for comprehension and answer questions on it. 2.2. Identify and discuss specific linguistic elements and the problem associated with their use in simple sentences.	
	Exhibit their ability to communicate effectively in French both orally and in writing as they undertake purposeful reflections on their own professional needs in terms of knowledge, practice, values and attitudes (NTS 2 cdef, pg. 13, NTECF pg. 20, 23).	3.1. Engage in dialogue and narration using appropriate vocabularies and expressions. 3.2. Identify and discuss professional value and attitudes related to teaching written expression in French. 3.3. Discuss the implications of these values.	

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<ul style="list-style-type: none"> • Course work • Student teachers would be tasked to summaries texts in class. • Assignment for: reading and summarising texts. • Weighting: 10%
Teaching Learning Resources	<ul style="list-style-type: none"> • Documents authentiques: Extracts from Newspapers and magazines. • Dictionaries. • Online resources / mobile phones.
Required Text (core)	<p>ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). L'expression française écrite et orale, grammaire. Grenoble: PUG.</p> <p>ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). L'expression française écrite et orale, Corrigés des exercices. Grenoble: PUG.</p>
Additional Reading List	<p>GREVISSE, M. (2009). Le français correct, guide pratique des difficultés. Paris: Duculot.</p> <p>PEYROUTET, C. (2002). La pratique de l'expression écrite. Paris: Nathan.</p> <p>www.frenchpdf.com</p> <p>http://www.didieraccord.com/exercices/index.php?ex=2.2.3</p> <p>http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</p> <p>http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</p> <p>Le français en images.pdf.gratuit</p>
Required CPD	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.

LESSON 9

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	LEVEL	100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Composition: Simple Letter Writing Skills I						Lesson Duration	3 hours
Lesson description	This course introduces student teachers to simple letter writing skills in French. They are expected to differentiate between personal letters and official letters with the focus on the description of acceptable topics of discussion in personal letters.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers can write friendly letters in English. They have also been taken through French Orthography and correct use of verbs and expressions to express daily activities. They can therefore write simple sentences using basic principles of French grammar and orthography.							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Weak linguistic background of student teachers in French. • Inadequate mastery of new French Orthography rules. • Inadequate mastery of format for letter writing in French • Perception that French language is very difficult to learn and to teach. • Large class size. 							
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to face ✓	Practical Activity ✓	Work-Based Learning	Seminars	Independent Study ✓	E-learning opportunities ✓	Practicum	
Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Use tutor and / or student teacher led approaches, and create opportunity for arguments, comments, discussion, brainstorming, question and answer, etc. on the content and structure of simple letter writing.</p> <p>Independent study: Give student-teachers topics on aspect of letter writing to research on for individual and group presentation.</p> <p>E-learning opportunities: Give student teachers activities, assignments/ home work to ensure/explore the use of e-learning platforms, surfing the net and downloading relevant materials on friendly letters for presentation and discussion.</p> <p>Practical activity: Student-teachers will go through series of practical activities on letter writing.</p>							

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. Write simple and short texts related to everyday activities in French (NTS 2ce, pg. 13, NTECF pg. 20, 23).	1.1 Write short paragraphs respecting sequences of events.	Mixed ability groupings to take care of gender, students with SEN. Working collaboratively in groups.
	Exhibit their ability to communicate effectively in French both orally and in writing as they undertake purposeful reflections on their own professional needs in terms of knowledge, practice, values and attitudes (NTS 2 cdef, pg. 13, NTECF pg. 20, 23).	2.1 Engage in dialogue and narration using appropriate vocabularies and expressions.	
		2.2 Identify and discuss professional value and attitudes related to teaching written expression in French.	
		2.3. Discuss the implications of these values.	

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Lettres pour se présenter, présenter quelqu'un, etc.	1. Introduction	10 mins	Use question and answer to revise student teachers' RPK on Format for Writing a friendly letter in English.	Answer questions on format and structure of friendly letter in English.
	2. Lettre pour se présenter	60 mins	E-learning Use YouTube video to demonstrate Format and structure of a friendly letter in French. Discuss video with student teachers.	E-learning Observe and discuss Format and structure of a friendly letter in French. Compare the structure of a friendly letter in English with that of French.
			E-learning Using sample letters from manuals and from the net to explain specific features of letter writing in French.	E-learning Observe and discuss Format and structure of a friendly letter in French.
			Group work Elicit from student teachers' structures and vocabulary to use in describing oneself. In group, list and guide students to use them in writing a letter about themselves.	Group work Discuss and provide possible structures, vocabulary and expressions to use in describing oneself.
			Group work Use group work to help student- teachers think, pair and share their write ups.	Group work Use group work to help student- teachers think, pair and share their write ups.
	3. Écrire pour présenter quelqu'un	60 mins	Group work Elicit from student teachers' pronouns, structures and vocabulary to use in describing someone. List and guide students to use them in describing someone/ a friend orally.	Group work Discuss and provide pronouns, structures, vocabulary and expressions to use in describing someone. Describe a friend orally using the structures and vocabulary provided.
			Group work Use group work to help student teachers write a letter to introduce a friend.	Group work In groups, write a letter to describe a friend using guidelines provided by teacher on writing a friendly letter.
	4. Conclusion/Closure	10mins	Give assignment on Writing to introduce someone.	Write a friendly letter to introduce someone.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	Course work Student teacher would do: <ul style="list-style-type: none"> • Prepare group presentation, describing someone in writing. • Assignment for: student teachers to write a friendly letter to introduce someone.
Teaching Learning Resources	<ul style="list-style-type: none"> • YouTube videos on writing a friendly letter. • Documents authentiques: Extracts from Newspapers and magazines. • Dictionaries. • Online resources / Mobile phones.
Required Text (core)	ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). L'expression française écrite et orale, grammaire. Grenoble: PUG. ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). L'expression française écrite et orale, Corrigés des exercices. Grenoble: PUG.
Additional Reading List	GREVISSE, M. (2009). Le français correct, guide pratique des difficultés. Paris: Duculot. PEYROUTET, C. (2002). La pratique de l'expression écrite. Paris : Nathan www.frenchpdf.com http://www.didieraccord.com/exercices/index.php?ex=2.2.3 http://www.podcastfrançaisfacile.com/dialogue/2015/11/dialogue-partitif.html http://www.podcastfrançaisfacile.com/exercices/2015/03/les-partitifs-exercice.html Le français en images.pdf.gratuit
CPD needs of tutors	See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.

LESSON 10

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	LEVEL	100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Composition: Simple Letter Writing Skills II						Lesson Duration	3 hours
Lesson description	The focus of this lesson is on different types of official letters. Student teachers are expected identify and explain the difference between various expressions used as part of introducing and conclusion official letters in French.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been taken through how to write friendly letters in French. They can therefore write a simple letter to either introduce themselves or introduce someone.							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Weak linguistic background of student teachers in French. • Inadequate mastery of new French Orthography rules. • Inadequate mastery of format for Formal letter in French. • Large class size 							
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study √	E-learning opportunities √	Practicum	
Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Use tutor and or student teacher led approaches, and create opportunity for arguments, comments, discussion, brainstorming, question and answer, etc. on various topics in relation to official letter writing.</p> <p>Independent study: Give student-teachers themes and topics on various content of official letters to research on for individual and group presentation.</p> <p>E-learning opportunities: Give student teachers activities, assignments/home work to ensure/explore the use of e-learning platforms, surfing the net and downloading relevant materials writing skills, official letters, etc.</p> <p>Practical activity: Student-teachers will go through series of practical activities on selected topics on letter writing.</p>							

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	1. Write simple and short texts related to everyday activities in French (NTS 2ce, pg. 13, NTECF pg. 20, 23).	1.2 Write short paragraphs respecting sequences of events.	Mixed ability groupings to take care of gender, students with SEN. Working collaboratively in groups.
	2. Exhibit their ability to communicate effectively in French both orally and in writing as they undertake purposeful reflections on their own professional needs in terms of knowledge, practice, values and attitudes (NTS 2 cdef, pg. 13, NTECF pg. 20, 23).	2.1 Engage in dialogue and narration using appropriate vocabularies and expressions.	
		2.2. Identify and discuss professional value and attitudes related to teaching written expression in French.	
		2.3. Discuss the implications of these values.	

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Ecrire une lettre	1. Introduction	20 minutes	Question and answer Use question and answer to revise student teachers RPK on Format for Writing a friendly letter in English.	Question and answer Answer questions on format and structure of friendly letter in English.
	2. Lettre officielle	120 minutes	E-learning 2.1 Use YouTube video to demonstrate Format and structure of an official letter in French. Discuss video with student teachers.	E-learning Observe and discuss Format and structure of an official letter in French. Compare the structure of an official letter in English with that of French.
			2.2 Use sample letters from manuals and from the net to explain structure of official letter in French.	Observe and discuss Format and structure of an official letter in French.
			Group work 2.3 Guide student teachers in group to write an official letter to their Head of Department.	Group work Discuss and provide possible structures, vocabulary and expressions to use in writing official letter in group.
			Group work 2.4. Use group work to help student teachers think-pair and share their write ups.	Group work In groups, think-pair and share with colleagues using guidelines provided by teacher on writing official letter.
	3. Conclusion/ Closure	20 minutes	Give assignment on Writing to the Principal of your college to complain about insanitary conditions on campus and suggest 3 ways to help improve the situation.	Write to the Principal of your College to complain about insanitary conditions on campus and suggest 3 ways to help improve the situation.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<p>Course work Student teacher would write:</p> <ul style="list-style-type: none"> • In groups and present making description of someone orally. • Assignment for: student teachers to write a friendly letter to introduce someone. • Weighting : 10%
Teaching Learning Resources	<ul style="list-style-type: none"> • YouTube videos on writing a friendly letter. • Documents authentiques: Extracts from Newspapers and magazines. • Dictionaries. • Online resources / mobile phones.
Required Text (core)	<p>ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). <i>L'expression française écrite et orale, grammaire</i>. Grenoble: PUG. ABBADI, C., CHAUVELON, B. & MORSEL, M.-H. (2018). <i>L'expression française écrite et orale, Corrigés des exercices</i>. Grenoble: PUG</p>
Additional Reading List	<p>GREVISSE, M. (2009). <i>Le français correct, guide pratique des difficultés</i>. Paris: Duculot. PEYROUTET, C. (2002). <i>La pratique de l'expression écrite</i>. Paris: Nathan www.frenchpdf.com http://www.didieraccord.com/exercices/index.php?ex=2.2.3 http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html Le français en images.pdf.gratuit</p>
Required CPD	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.

LESSON 11

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	LEVEL 100	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
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Title of Lesson	The JHS French Curriculum: Teaching Written Expression, Orthography & Grammar						Lesson Duration	3 hours
Lesson description	This lesson exposes student -teachers to key components and features of the JHS French Curriculum with regards to teaching written expression, orthography and grammar. Emphasis will be placed the identification of these items and how they can be exploited to aid pupils to develop faster in the learning of the French language. Student teachers are expected to develop skills to effectively reflect on key features of written communication considered in the JHS Curriculum and take into account assessment issues as set out in learning outcomes.							
Previous student teacher knowledge, prior learning (assumed)	Student-teachers can communicate in basic French.							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Inadequate knowledge of French grammar and orthography. • Inadequate JHS French curriculum. • Large class size. • Varied linguistic background of student teachers of French. 							
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to face ✓	Practical Activity	Work-Based Learning	Seminars ✓	Independent Study ✓	E-learning opportunities ✓	Practicum	
Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Use tutor and / or student teacher led approaches, and create opportunity for comments, discussion, question and answer, etc. on various aspects of the JHS curriculum.</p> <p>Seminars: Guide student-teachers to generate group and individual creativity, innovation and reflection on the JHS curriculum.</p> <p>Independent study: Give student-teachers themes and topics on aspect of the JHS curriculum to research on for individual and group presentation.</p> <p>E-learning opportunities: Give student teachers activities, assignments/ home work to ensure/explore the use of e-learning platforms, surfing the net to better comment on aspects of the JHS curriculum.</p>							

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome . 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Develop skills to effectively reflect on key features of written communication in the JHS French language curriculum and relate them to assessment issues as set out in learning outcomes.	1.1.Familiarise themselves with key features of written communication in the JHS French language curriculum. 1.2.Brainstorm on key assessment issues related to features of written communication of the JHS French language curriculum. 1.3. Identify and assess the level of orthography, vocabulary and grammar that are included in the JHS French Curriculum.	Mix both male and female student teachers in groups to ensure inclusivity and diversity. Promote team work and collaboration.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Aspects de l'enseignement/ apprentissage de français au niveau JHS.	Introduction	15 minutes	Lead student teachers to share their experiences on how French is taught at JHS.	Lead student teachers to share their experiences on how French is taught at JHS.
	Expression écrite	40 minutes	Brainstorming Brainstorm with the student-teachers what is meant by expression écrite (Writing skills).	Brainstorming Brainstorm on what is meant by expression écrite. (Writing skills).
			Group work Put student-teachers in groups to study the JHS French Curriculum.	Group work Study the JHS French Curriculum.
			Guide them to identify items from the Curriculum that lead to developing writing skills of learners.	Practical activity Practise the language games and use the speech acts on how to ask for direction in sentences.
		Practical activity Organise them to present their findings on written aspect of French from the JHS French Curriculum.	Practical activity Perform a role play on speech acts on how to ask for direction.	

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Orthographe	40 minutes	Brainstorming Brainstorm with the student-teachers what is meant by orthographe in French.	Brainstorming Brainstorm on what is meant by orthographe in French.
			Group work Put student-teachers in groups to study the JHS French Curriculum.	Practical activity In pairs, practise the expressions and vocabulary related to means of transport.
			Guide them to identify items from the Curriculum that lead to developing student-teachers' knowledge of French orthography.	Role play Perform a role play using expression and vocabulary related to means of transport.
			Organise them to present their findings on aspects of French orthography from the JHS French Curriculum.	Group work Present their findings on aspects of French orthography from the JHS French Curriculum.
	Grammaire	45 minutes	Group work Brainstorm with the student-teachers what items of grammar are in French.	Group work Brainstorm on what items of grammar are in French
		45 minutes	Put student-teachers in groups to study the JHS French Curriculum.	In pairs, practise the expressions and structures related to how to describe oneself.
			Lead them to identify items of French grammar from the Curriculum.	Simulate describing oneself.
			Through think-pair-share Organize them to present their findings on items of French grammar from the JHS French Curriculum.	Through think-pair-share Present their findings on items of French grammar from the JHS French Curriculum.
	Conclusion/closure	20 minutes	Lead student teachers to identify grammatical elements and observe them during their STS. This should be discussed in the next lesson.	Identify grammatical elements and later observe them during their STS. This should be discussed in the next lesson.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<p>Course work</p> <p>Student teachers would prepare on the aspect of the French language and do:</p> <ul style="list-style-type: none"> • Group presentations. • Assignment as: Group assignment. • Weighting: 10%
Teaching Learning Resources	<ul style="list-style-type: none"> • JHS French curriculum. • Computers: laptops and projectors. • Tutors own resource.
Required Text (core)	<p>DE SALINS G.D. (1996). Grammaire pour l'enseignement/apprentissage du FLE.</p> <p>MINISTRY OF EDUCATION (2007). Teaching Syllabus for French: Junior High School, Accra, CRDD.</p> <p>PEYROUTET C. (2002). La pratique de l'expression écrite. Paris: Nathan.</p>
Additional Reading List	<p>BLANCHE-BENVENISTE, C. (2010). Approches de la langue parlée en français. Paris: Ophrys.</p> <p>CHARLES R. & WILLIAM, C. (2001). La communication orale. Paris: Nathan.</p> <p>GADET, F. (2008). La variation sociale en français, Paris: Ophrys.</p> <p>Martin, J. - C. (2003). Le guide de la communication. Italie: Marabout.</p> <p>www.frenchpdf.com</p> <p>http://www.didieraccord.com/exercices/index.php?ex=2.2.3</p> <p>http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html</p> <p>http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html</p> <p>Le français en images.pdf.gratuit</p>
Required CPD	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.

LESSON 12

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	LEVEL	100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Class Observation Skills in Written Expression						Lesson Duration	3 hours
Lesson description	This lesson focuses on the application of various aspects of the written communication course to teaching and learning experiences through supported Teaching in Schools. Student-teachers are expected to develop skills in observing learners' experience in class by identifying and monitoring their learning progress in writing French. They should also be able to identify their own professional needs in terms of practice, knowledge, values and attitudes as well as the integration of language laboratory and ICT into teaching and learning of French in general and written expression in particular.							
Previous student teacher knowledge, prior learning (assumed)	Student-teachers can describe their experiences on teaching and learning of French written expression at the Basic level.							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Large class size. • Perception that French language is very difficult to learn and to teach. • Lack of self-motivation and commitment to the teaching profession. 							
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to face √	Practical Activity	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum	
Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Use tutor and / or student teacher led approaches, and create opportunity for arguments, comments, discussion, question and answer, etc. on various aspects of written expression and its teaching at the basic level.</p> <p>Seminars: Guide student-teachers to generate group and individual creativity, innovation and reflection on the topic.</p> <p>Independent study: Give student-teachers themes and topics on aspect of grammar, orthography and summary to research on in relation to their teaching and learning for individual and group presentation.</p> <p>E-learning opportunities: Give student teachers activities, assignments/ home work to ensure/explore the use of e-learning platforms, surfing the net and downloading relevant materials on practicing and improving observation skills in class, etc.</p>							

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	Learning Outcomes	Learning Indicators	Identify which cross cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Develop skills in observing learners' experience in class by identifying and monitoring learning progress in writing French as they identify their own professional needs in terms of practice, knowledge, values and attitudes.	<ol style="list-style-type: none"> 1.1. Visit schools, observe and report on learners' experience in class and their background abilities in writing French. 1.2. Identify and monitor a child/group of children's learning and progress in writing and reading French in class. 1.3. Identify and discuss their (student teachers') own professional needs in terms of practice, knowledge, values and attitudes related to written expression in French with help of their mentor. 1.4. Discuss ICT integration into teaching and learning of French/written expression in French and the use of language laboratory. 	<p>Critical thinking: lead student-teacher think as they discuss professional issues.</p> <p>Collaboration in group works: guide them to learn to tolerate views in group.</p> <p>Cultural diversity: give attention to student-teachers with different linguistic background.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Identification et suivi des apprenants en expression écrite	Introduction	40 minutes	<p>Group work</p> <p>In groups, lead student teachers to put down their experiences with a teacher and an approach to the teaching of French.</p> <p>Discuss their experience with the whole class.</p>	<p>Group work</p> <p>In groups, student teachers put down their experiences with a teacher and an approach to the teaching of French.</p> <p>Discuss their experiences with the class.</p>
	Progrès dans la communication écrite/l'apprentissage du français	40 minutes	<p>Group Discussion</p> <p>Discuss with the student-teachers the progress of the teaching/learning of written French at the College of Education.</p>	<p>Group Discussion</p> <p>In groups, student-teachers discuss the progress of the teaching and learning of written French at the Colleges of Education.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Identification et suivi des apprenants en expression écrite	Besoins professionnels : pratique, valeur, attitudes, etc. Progrès dans la communication écrite/l'apprentissage du français.	40 minutes	Group work Put student teachers into small groups to brainstorm on their professional needs, practice, values, and attitudes of a teacher of French etc.	Group work In groups, student teachers think pair and share on the values and attitudes of a teacher of French.
			Guide them to prepare and make presentations on the attributes of a professional teacher of French.	Student teachers make presentations on the attributes of a professional teacher of French.
	Conclusion/closure	20 minutes	Group work Put student teachers in groups and lead them to do an overview of the second semester courses.	Group work In groups, student teachers do an overview of the second semester course and share with the class.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	Course work Student teacher would be required to <ul style="list-style-type: none"> Individually participate in class. Assignment as on attitudes of teachers of French to teaching the French language.
Teaching Learning Resources	<ul style="list-style-type: none"> YouTube videos. Recorded lessons in French (audio & video). Computers: laptops and projectors. The JHS Syllabus for teaching French. Language laboratory. Internet connectivity.
Required Text (core)	CHARLES R. WILLIAM, C. (2001). La communication orale. Paris: Nathan. MINISTRY OF EDUCATION (2007). Teaching Syllabus for French: Junior High School, Accra, CRDD. PEYROUTET C. (2002). La pratique de l'expression écrite. Paris: Nathan.
Additional Reading List	GREVISSE, M. (2009). Le français correct, guide pratique des difficultés. Paris: Duculot. GREVISSE, M. (2010). Le petit Grevisse, grammaire française. Paris: Duculot. MARTIN, J. - C. (2003). Le guide de la communication. Italie: Marabout. www.frenchpdf.com http://www.didieraccord.com/exercices/index.php?ex=2.2.3 http://www.podcastfrancaisfacile.com/dialogue/2015/11/dialogue-partitif.html http://www.podcastfrancaisfacile.com/exercices/2015/03/les-partitifs-exercice.html Le français en images.pdf.gratuit.
Required CPD	<ul style="list-style-type: none"> See PD Material on Year 1 Semester 2 Course on Written Communication and French Language Usage.

