

**YEAR 2**

**SEMESTER 1**

# Four-Year B.Ed. Course Manual

# Arabic Communication Skills





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Transforming Teaching, Education & Learning



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## Foreword

Ghana's National Pre-Tertiary Education Curriculum Framework, approved by Cabinet in 2018, sets out our nation's aspiration for learners to become multilingual in French and Arabic as well as Ghanaian Languages and English. The prominence given to the Arabic Language in this national Framework demonstrates its importance in Ghana's culture, society and history. Although Arabic Language has been taught for generations it has, until now, not been formalized and professionalized within Ghana's national teacher education system. The new Arabic Curriculum and accompanying Course Manuals and Professional Development Handbooks therefore marks an important step in the professionalization of Arabic Language studies in Ghanaian schools.

The introduction of the Arabic Curriculum and Course Manual will equip student teachers with the skills to teach Arabic speech sounds, writing techniques, and grammar and further prepare them to teach Junior High School learners. Student teachers will become familiar with how to use communicative and task-based approaches to teach the four linguistic skills: listening, speaking, reading, and writing, at the same time using ICT and audio-visual materials.

Since 2019, Al-Faruq College of Education – affiliated to the University for Development Studies – has been teaching Arabic Language as part of its B.Ed. in Initial Teacher Education programme following accreditation by the Ghana Tertiary Education Council (GTEC)., This Arabic Course Manual is designed to support tutors to successfully deliver the new Arabic Language Curriculum. The Arabic Course Manuals and accompanying Professional Development Handbooks, developed by a team of Arabic language experts from the University of Ghana, University for Development Studies, Akenten Appiah Menka University for Skills Training and Entrepreneurial Development, and Al-Faruq College of Education, are the first of their kind in Ghana for both tutors and student teachers.

Written with the learner and the student-teacher in mind, the Course Manuals and Professional Development Handbooks consider the context, possible barriers and enablers for learning and provide a lesson-by-lesson overview of the course building on, adapting and developing the material in the course specifications. These Course Manuals provide resources to support professional development sessions for tutors and lecturers on how to plan for, and teach courses from the B.Ed.. Users of the manual are therefore encouraged to adapt and develop their plans in the Course Manual to fit the context of their teaching.

I want to express appreciation to the Ghana Tertiary Education Commission, Mastercard Foundation and Transforming Teaching, Education & Learning (T-TEL) for supporting the development of these maiden Arabic Language Course Manuals and Professional Development Handbooks

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# Course Manual Writing Guide

## Resources for Course Manual Writing

- Soft copies of the CWG, New Four-Year B.Ed. Curriculum introduction
- Soft and hard copies of the course specifications for the subject for year one and two
- Soft and hard Course Manual Writing Guide (CMWG)
- Relevant subject texts

## Target Audience

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors

## The purpose of course manuals

- To provide a lesson-by-lesson overview of the course, building on, adapting and developing the material in the course specifications
- To provide a resource to support professional development sessions for tutors/lecturers on how to plan for and teach courses from the New Four-Year B.Ed. Curriculum
- To inform tutors /lecturers, student teachers and others working with student teachers about:
  - what is to be taught and why
  - how it can be taught
  - how it should be assessed
- To support consistency in the implementation of the New Four-Year B.Ed. across institutions who train teachers
- To ensure that all training information on skills, processes, and other information necessary to perform the teaching task are together in one place.
- To operationalize the Teacher Education Reform Policy; the requirements of the NTS & NTECF and the Four-Year B.Ed.

## Guiding principles of course manual writing

1. They are written with the learner, the student teacher, in mind: what they will be able to cope with and only include what student teachers need to know, understand, be able to do and be as a basic school teacher
2. They take in to consideration the learner's, the student teacher's, context and possible barriers to, and enablers for, learning
3. They are written with the tutors /lecturers who are going to teach the course in mind. Tutors must be able to adapt and develop the plans in course manuals to fit the context they are teaching in and to support their teaching
4. They are aligned to the key principles and practices of the Teacher Education Reform Policy: the NTS, the NTECF and the New Four-Year B.Ed.
5. They are written to provide opportunities for student teachers to develop and apply knowledge during supported teaching in school
6. They are written to reflect the stage of student teacher development, set out in the model for progress in the New Four-Year B.Ed.
7. They are written to support progress in student teacher learning, including building on prior learning from the previous programme or course/s and supporting progress to the next course.
8. They are to be used as self-study tools.
9. They are written to have the following characteristics: easy to read; uses active voice and avoids jargon; uses bullet points to offset text; uses images

## What a teacher educator needs to know, understand and use to inform what they do

- The aims and structure of the education system and Education strategic Plan
- The Basic School Curriculum
- The Inclusion Policy
- The teacher education system: The National Teacher's Standards, the vision for teacher education and the core principles of the New Four-Year B.Ed.
- Andragogy, effective methods and practices for teaching adult learners
- Assessment Literacy. Assessment for, of and as learning – Educative Assessment

Guidance for completing the course manual writing proforma: two sections

## A. Course Information

### Title Page

i. Course name: as in course specification unless important reason why not

ii. 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. ”

iii. Course Details: as in course specification unless important reason why not

Pre-requisite/s	The programme / previous semester courses studied.
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Co-Requisites	Links to other courses being taught, support coherence in student experience and avoid duplication
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Course Level	Course Code	Credit Value
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### Table of contents

Each manual will include:

1. The goal for the subject or learning area
2. Course description
3. Key contextual factors
4. Core and cross cutting issues, including equity and inclusion
5. Course Learning outcomes
6. Course content
7. Teaching and learning strategies
8. Course Assessment components
9. Reading and reference list
10. Handouts, power points and other resources for lessons
11. Plans for each lesson in the semester

## A. Course information

### 1. Goal for the Subject or Learning Area

This can be found in subject goal document. It should be a short statement which captures what new teachers will know, understand and be able to do in this subject at the end of their training. This statement should be linked to achieving the vision for the curriculum.

### 2. Key contextual factors

This can be found in the course specification. It should address what needs are to be considered to reflect the Ghanaian context at local and national levels.it includes potential knowledge and skills gaps and any specific: gender, cultural, linguistic, conceptual, infrastructural issues, for example, that might be barriers to learning for student teachers and eventually basic school children? E.g. issues of subject related bias that need addressing. Potential barriers to learning must be explicitly addressed to enable student teachers to achieve the learning outcomes.

### 3. Course Description

This can be found in the course specification. This brief statement should provide a clear understanding of what studying this course involves, what student teachers will get out of studying this course.

### 4. Core and transferable skills and cross cutting issues, including equity and inclusion

This can be found in the course specification. Which core and transferable skills or cross cutting issues will be applied or developed through this course? This needs to be made explicit to student teachers. Are there specific issues to do with equity and inclusion which must be addressed so that all student teachers can fully take part? For example, issues related to gender and mathematics or science.

<b>5. Course Learning Outcomes</b>		<b>6. Learning indicators</b>	
These are in the course specification. The course learning outcomes should specify the expectations of what the student teachers will know, understand and be able to do at the end of the course not what student teachers will do on the course. They must be appropriate and realistic to the learner's abilities, experience, the identified level of the course and content. They must be measurable – allowing assessment of student teacher achievement		<ul style="list-style-type: none"> <li>· Measurable/assessable/observable performances that provide evidence of learning or other changes taking place in student teachers' behaviour which demonstrate that they have met the learning outcome/s.</li> <li>· What the student teacher will need to do to show they have achieved the learning outcome. (in an inclusive lesson, this should vary and be responsive to student teacher's individual characteristic)</li> </ul>	
<b>7. Course content</b>			
In the course specification. This should provide an outline of the academic and / or practical content of the course. It should be clear how this content relates to the achievement of the intended learning outcomes. The name of each unit in the course should be briefly set out – the name should make it clear what the unit is about.			
Course Unit:	Topic	Sub-topic (If any) Teaching and learning activities to achieve the learning outcome	
<b>8. Course Assessment Components</b>			
<p>In the course specification. The NTS and the NTECF require a move away from largely examination-based assessment to strategies to enable assessment of student teachers' skills, knowledge and understanding against the learning outcomes and through these the against the NTS</p> <ul style="list-style-type: none"> <li>· There should be a maximum of 3 assessment components per 3 credit-course; to avoid over loading student and tutors/ lecturers</li> <li>· The learning outcomes to be assessed by each assessment component should be identified.</li> <li>· Each assessment component should explicitly reference the NTS or aspects of the NTS it will assess.</li> <li>· Each assessment component should include: <ul style="list-style-type: none"> <li>o The category or type, for example: written, coursework or practical, teaching, examination, collaborative project or presentation, poster, TLM</li> <li>o The type of assessment: of, for and /or as.</li> <li>o An indication of the size of each assessment component (e.g. duration of exams, word limit of written submissions, length of presentations; whether presentations have an individual or group etc.).</li> <li>o The weighting of each assessment component should be expressed as a % of total course mark (overall in each course: 60% continuous assessment of course work, 40% examination of course work).</li> </ul> </li> <li>· Each assessment should be manageable and relevant to supporting the student teachers' development.</li> </ul> <p>The guidance on assessing student teachers from the NTS, the NTECF the CWG and the New Four Year B.Ed. should be used.</p>			
<b>9. Teaching and learning strategies</b>			
Detail in this section should show how the total learning hours will be used to achieve the intended learning outcomes, to provide a guide to the teaching and learning strategies to be used. Each teaching strategy should be selected as most appropriate to achieving the learning outcomes. This may include team teaching or additional tutors. As stated in the B.Ed. experiential learning and interactive teaching approaches are encouraged			
<b>10. Required Reading and reference list</b>			
One or two compulsory texts which must be made available to the student teachers and a SHORT list of 5 relevant references. These lists should be annotated with the key value of each text. Use APA style of writing.			
<b>11. Teaching and Learning Resources</b>			
Instructional resources required to support learning during the course e.g.: TLMs, lab and workshop equipment, videos, projectors			
Course related professional development for tutors/ lecturers			
This is not included the course manual but professional development needs must be identified to ensure all tutors / lecturers are prepared to teach the course identify any specific topics or issues which may be challenging for tutors / lecturers.			

## A. Semester lesson plans

### Guidance for Lesson planning

The expanded planning format is designed to support writing lessons to address the key features of the New B.Ed. curriculum. The completed format will serve as important piece of evidence for CoE in being awarded **Transitional Support Funding (TSF)**

Things to consider when writing and reviewing lessons:

- Will all student teachers be able to achieve the learning outcomes and demonstrate the indicators by undertaking the activities set out in the lesson?
- What might be barriers to learning? How can you address these? The barriers will vary from class to class and location to location but must still be linked to the outcomes.
- How does the lesson support progress in and or consolidate student teacher learning; including building on prior learning and supporting progress to next lessons?
- How will you address transition from pre-tertiary to Initial Teacher Education in the first semester?
- Are there explicit links between learning outcomes, learning indicators and assessments?
- Do all activities support student teachers in achieving the learning outcomes?
- Is there an emphasis on interactive, learner-focused approaches to training new teachers?
- Does it explicitly address cross cutting – issues: equity and inclusion, gender, SEN, ICT?
- Does it explicitly develop core skills, including: professional values and attitudes, classroom enquiry and reflection?
- Overall the lesson must be ‘do-able’ for the student teacher
  - in the time available
  - with the skills, knowledge and understanding they have

<b>Title of Lesson</b>							
<b>Lesson Duration</b>							
<b>Lesson description</b>	It is essential that student teachers know what this lesson is about. The lesson description should be short, clear, and accessible to all students.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	<ul style="list-style-type: none"> <li>· What links to previous knowledge / prior learning need to be built into the lesson?</li> <li>· Prior learning could be from: this course and previous lessons; from senior high school; from supported teaching in school/practicum; from other courses. NB important to build on work from previous lessons</li> <li>· If you are unsure about previous knowledge or prior learning how you need to check for this as part of the activity in the lesson/s. If the expected prior knowledge is not adequate you will need to modify the lesson.</li> </ul>						
<b>Possible barriers to, or enablers for, student teachers’ learning in the lesson</b>	<ul style="list-style-type: none"> <li>· What specific conceptual, linguistic, social, cultural, conceptual, gender, or ability related issues might stop student teachers in achieving the learning outcomes; act as barriers to their learning?</li> <li>· How will you address these?</li> <li>· Does this lesson require that student teachers examine their own bias? If so, you will need to plan to support and address this.</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>

<p><b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b></p>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Practical Activity:</b> enabling experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities.</p> <p><b>Work based learning:</b> to allow students to undertake observation, enquiry and/or hands-on development work (mostly TVET)</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>E-learning opportunities</b> – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.</p> <p><b>Practicum (supported teaching in school):</b> support to enable student teachers to experience and learn from the basic school context by doing observations and child study in Y1 to full class teaching in and action research in Y4.</p>
<p>· <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes.</b></p>	<ul style="list-style-type: none"> <li>· What is the main thing you want student teachers to know, understand and be able to do as a result of this lesson?</li> <li>· Is this lesson aimed at: Learning or embedding a new concept? Developing a skill? Understanding how various concepts and skills come together to create a body of knowledge? Practicing the application of new knowledge?</li> <li>· This will relate back to the overall intention and learning outcomes for the course.</li> </ul>
<p><b>CPD Needs of tutors to support them in being able to teach this course</b></p>	

<b>Course Manual Writing Proforma</b>					
A. Course Information					
<i>Title Page</i>					
<b>i. The vision for the New Four-Year B.Ed. Curriculum</b>					
Course Manual Writing Proforma					
A. Course Information					
Title Page					
i. 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					
<b>ii. Course Details</b>					
Course name	<b>ARE 232: ARABIC COMMUNICATION SKILLS</b>				
Pre-requisite	<b>ARE 121: INTRODUCTION TO ARABIC LANGUAGE II</b>				
Course Level	<b>200</b>	Course Code	<b>ARE 121</b>	Credit Value	3
<i>Table of contents</i>					
<b>1. Goal for the Subject or Learning Area</b>					
The aim of the course is to equip student teachers with the knowledge and techniques of teaching effective communicative skills and to develop their capacity to inspire learners to engage in oral communication by means of observing experienced teachers as well as working with small groups of students during supported teaching in schools. The course will enable student teachers build a vocabulary stock on these activities so that they can guide learners to understand, speak, read and write in Arabic on daily activities with a reasonable level of fluency.					
<b>2. Course Description</b>					
The course is designed to cover a range of everyday activities, namely; daily undertakings, studies, occupations, weather, hobbies, and women in Muslim communities in Ghana. The topics have been selected from two main textbooks, <i>al-cArabiya bayna yadayka</i> and <i>al-Kitāb al-Assāsī</i> . They have been adapted and presented in an engaging manner to stimulate and sustain the interest of student teachers. The course will further enable student teachers build a vocabulary stock on these activities so that they can guide learners to understand, speak, read and write in Arabic on daily activities with a reasonable level of fluency. In addition to interpersonal and intercultural skills, student teachers will also gain organizational and leadership skills such as ability to undertake independent tasks and present their findings, meeting deadlines, critical analysis, and teamwork spirit, all of which are vital for lifelong personal and professional growth. Additionally, student teachers will acquire hands-on skills and techniques for preparing effective TLS for stimulating oral communication among learners. The course targets the following NTS requirements; (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).					

<b>3. Key contextual factors</b>	
<ol style="list-style-type: none"> <li>1. Students are used to memorizing Arabic vocabularies and reading passages but lack communicative competence in using the language.</li> <li>2. Students perceived communicating in Arabic to be quite difficult and have not come to realization of how easier basic communication could be.</li> <li>3. Communicating in Arabic may not be very real to student teachers at this stage due to lack of natural environment that could expose them well to all the nuances of the language.</li> <li>4. Many teachers of Arabic language usually focus more on the grammar drills and rules rather than the communication aspect of the language, overlooking the fact that the language is being taught to non-native speakers of the language.</li> <li>5. This course, therefore, seeks to address the above challenges and to ensure that student teachers develop communicative competences at an early stage and acquire the ability to transfer similar skills to students they will be teaching at the JHS.</li> </ol>	
<b>4. Core and transferable skills and cross cutting issues, including equity and inclusion</b>	
<ul style="list-style-type: none"> <li>– Communicative Competence</li> <li>– Collaboration in groups</li> <li>– Critical thinking</li> <li>– Cultural diversity</li> <li>– Equity and inclusivity in group works</li> </ul>	
<b>5. Course Learning Outcomes</b>	<b>6. Learning Indicators</b>
<b>On successful completion of the course, student teachers will be able to:</b>	<b>Course learning indicators:</b>
1 (i) Develop the skills and to teach learners to understand, speak and write fluently on daily routines. (NTS 2 b, c and NTECF pg. 20).	<ol style="list-style-type: none"> <li>1.1 List of vocabularies prepared by student teachers on daily routines.</li> <li>1.2 Student teachers' tasks on basic expressions on daily routines.</li> <li>1.3 Peer review of small group dialogue on daily routines.</li> <li>1.4 Student teachers review how basic dialogue on daily routine is treated in the JHS Arabic curriculum.</li> <li>1.5 Student teachers produce in small groups wall charts on daily routines to illustrate how it can be used to stimulate dialogue among learners.</li> </ol>
1 (ii) Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals (NTECF PP.20, NTS 2C, PP, 13).	<ol style="list-style-type: none"> <li>1.6 Student teachers engage in conversation in pairs and in small group on daily cultural routines.</li> <li>1.7 Student teachers engage in conversations in small groups on cultural daily routines among Ghanaian societies including how cultural issues serves as barriers to learning Arabic in schools.</li> <li>1.8 Group presentations on proposed solutions for overcoming intercultural obstacles on daily routines in school.</li> </ol>
2(i) Demonstrate ability to stimulate learners to engage actively in oral and written communication in Arabic language and knowledge pursuit. (NTS 2 b, c and NTECF pg. 20).	<ol style="list-style-type: none"> <li>2.1 List of vocabularies produced by student teachers to aid learners in their conversation on studies and knowledge.</li> <li>2.2 Student teachers engage in small group conversation and in pairs on conversation on studies and pursuit of knowledge.</li> <li>2.3 Peer reviews of illustrative dialogue by student teachers on knowledge in pairs and in groups seeking to demonstrate how dialogue can be developed in schools.</li> </ol>
(ii) Demonstrate knowledge and awareness of the crosscutting intercultural issues and barriers associated with studies such as gender, ethnicity and class. (NTS 2 b, c and NTECF pg. 20).	<ol style="list-style-type: none"> <li>2.4 Student teachers undertake group presentations highlighting crosscutting cultural issues on studies and knowledge and proffer suggestions for dealing with intercultural barriers impeding the learning of Arabic.</li> </ol>

<p>3(i) Develop skills and ability to prepare JHS learners to engage in oral and written communication on the teaching profession.</p>	<p>3.1. Student teachers prepare list of vocabularies covering the range of tasks they undertake in class and school. 3.2. Concept mapping of duties and responsibilities of JHS teachers. 3.3. Student teachers engage in routine conversations in pairs and in groups on their roles and responsibilities as JHS teachers.</p>
<p>ii) Demonstrate knowledge and awareness of the crosscutting intercultural issues and stereotypes relating to occupations and jobs. (NTS 2 b, c and NTECF pg. 20).</p>	<p>3.4 lists of perceptions, misconception and biases associated with the teaching profession, specifically those relating to Arabic and participation of women in teaching Arabic. 3.5 Peer review of small group presentations highlighting the main suggestions to overcome these misconceptions and prejudices.</p>
<p>4. Preparation for supported teaching in school.</p>	<p>4.1 Student teachers in groups develop check lists:</p> <ul style="list-style-type: none"> <li>• to support their observation of how teachers, manage daily routines and how culturally specific issues are managed.</li> <li>• of key points to consider when managing discussions with small groups of students in school.</li> </ul> <p>4.2 Identify and discuss professional needs and challenges for supported teaching in schools. 4.3 Identify and monitor a child/ group of children’s learning progress in oral communication in Arabic.</p>
<p>5. Demonstrate the ability to stimulate effective oral and written communication among learner about their hobbies (هوايات) and related issues.</p>	<p>5.1 List of vocabularies prepared by student teachers help JHS learners engaged in orals conversation on their preferred hobbies. 5.2 Concept mappings of a set of tasks and activities to specific hobbies that could be used in school with students. 5.3 Review of student teachers engaging in brief and extended conversations on hobbies and related issues in pairs and small groups.</p>
<p>6(i) Demonstrate ability and skills to guide students to engage in effective oral and written communication on issues affecting women across the globe (NTS 2b, pg13, NTECFpg20).</p>	<p>6.1. Vocabulary list compiled by student teachers to stimulate discussion on women affairs in Ghana and the world at large. 6.2. Peer Review of student teachers’ oral conversation on women affairs in the globe in Ghana and across the globe in pairs and small groups.</p>
<p>ii) Demonstrate knowledge and awareness of catering for the crosscutting issues relating to women affairs in Ghana and across the globe. (NTS 3j, NTECF 3).</p>	<p>6.3. PowerPoint presentations by student teachers highlighting the key challenges faced by women across the globe and Ghana in particular 6.4. Peer review of the proposed measures for addressing the barriers and biases against women and on the implications of these for addressing gender related barriers to learning in school.</p>

6. Course Content			
Units/ Weeks	Topics:	Sub-topic if any):	Teaching and learning activity to achieve the learning outcomes
1	<b>Introduction to basic communication skills and reading comprehension</b>	Daily Routines (Morning Activities) (الحياة اليومية (أنشطة الصباح)	<ul style="list-style-type: none"> <li>Using flash cards to prepare student teachers to be able to teach learners to become conversant with vocabularies on daily routines and on occasions.</li> <li>Teacher led small group discussion, using the Al-Arabiya bayna yadayka prescribed CD.</li> <li>Using task cards to stimulate and sustain individual and group conversations.</li> </ul>
2		Daily Routines (On a holyday) (الحياة اليومية (في العطلة)	<ul style="list-style-type: none"> <li>Using customized YouTube videos to sensitize student teachers on daily and holidays activities.</li> <li>Student teachers review how dialogue on daily routines is treated in the JHS Arabic curriculum.</li> </ul>
3		Daily Routines (Week-end) (الحياة اليومية (نهاية الأسبوع)	<ul style="list-style-type: none"> <li>In groups student teachers produce wall charts on daily routines and how dialogue relating to these can be taught in school.</li> </ul>
4		Studies الدراسة	<ul style="list-style-type: none"> <li>Using <i>Al-Arabiya bayna yadayka</i> prescribed CDs on dialogues to demonstrate to student teachers how to enhance oral skills of learners.</li> <li>Small group discussion by student teachers on how to teach learners everyday conversation on studies and knowledge.</li> <li>Peer review of student teachers' dialogue on studies and knowledge pairs and in groups. The discussion should include how dialogue on studies and knowledge can be developed in schools.</li> </ul>
5	<b>Basic reading and comprehension 2</b>	Occupation المهنة والعمل	<ul style="list-style-type: none"> <li>Customized YouTube videos from Al-Arabiya bayna yadayka.</li> <li>Using flash cards and games to demonstrate to student teachers how to teach the relevant vocabulary on work.</li> <li>List of the roles they will carry out as a JHS Arabic teachers.</li> <li>Concept mapping of job descriptions of a JHS Arabic teacher.</li> <li>Peer review of student teachers' dialogue in pairs and groups on their occupation as JHS Arabic teachers.</li> </ul>
6	<b>Pedagogy</b>	The Weather and Climate I (الجو والمناخ 1)	<ul style="list-style-type: none"> <li>Using Flashcards and games to help student teachers appreciate how to eternalize the relevant vocabularies.</li> <li>Small group discussion on how to prepare and use concept mapping to teach vocabularies on climate.</li> <li>Using Prescribed CDs on <i>al-cArabiya bayna yadayka</i>, and pictures to stimulate and sustain conversation on climate.</li> <li>Peer review of student teachers' dialogue on climate.</li> <li>Small group notes on how to teach conversation on climate as found in the JHS Arabic curriculum</li> </ul>

7	Basic expression	The Weather and Climate II (الجو والمناخ 2)	<ul style="list-style-type: none"> <li>Student teachers work in small groups to develop check lists to: <ul style="list-style-type: none"> <li>support their observation of how JHS Arabic teachers teach conversation on daily activities taking into account culturally related issues.</li> <li>highlight the key points to consider when managing discussions with small groups of students in school</li> </ul> </li> </ul>
8		STS	
9		Hobbies هوايات	
10	Reading and Comprehension	The State of Women in the Muslim Society I واقع المرأة في المجتمع المسلم في غانا	<ul style="list-style-type: none"> <li>Using YouTube videos to demonstrate how stimulate oral communication on issues affecting women globally.</li> <li>Peer review of student teachers in small group 'dialogue on issues affecting women in Ghana.</li> <li>Online reading material and sources to aid student teachers to write an essay on "The Rights of a Woman in the Society".</li> <li>PowerPoint presentations by student teachers: highlighting the key challenges faced by women across the globe and Ghana in particular; identifying proposed measures for addressing the barriers and biases against women; including the implications of these measures on gender related barriers to Arabic teaching in school</li> <li>Students undertake a peer assessed proficiency audit on the language developed during the course.</li> <li>Identify targets for development.</li> <li>End of semester exam.</li> </ul>
11		The State of Women in the Muslim Society II واقع المرأة في المجتمع المسلم في غانا (2)	
12		Assessment Proficiency audit and exam	

## 7. Teaching and Learning Strategies

1. Student teachers role-play the conversation themes outlined in the curriculum.
2. Used of Communicative teaching strategies to facilitate student centred learning and acquisition of communicative competence.
3. Group discussion and presentation on the topics and subtopics treated.
4. Barrier Game for developing listening, speaking and reading skills of the student teachers.
5. Using think-pair-share to expand the knowledge acquired from the texts selected for reading and comprehension.
6. Circle talk focusing on the basic daily routine expressions in different social context.
7. Using audio-visual materials including YouTube videos on basic conversation to facilitate independent study.
8. Using internet/ online resources to explore the conversation and reading themes, grammar topics treated and to discover related knowledge.
9. Using Contrastive Analysis (CA) to enable students tap into their previous communication and reading knowledge.

## 8. Course Assessment Components

### Component 1: Coursework Portfolio (assessment for as learning)

Class exercises, oral practices and assignments including a report on their observations of how teachers stimulate conversation on daily routines and related culturally specific issues in school:

- key points to consider when managing discussions with small groups of students in school
- reference should be made to relevant aspects of the JHS Arabic Curriculum.

Weighting: 30%

Assesses Learning Outcomes: Course Learning Outcome 1 to 8

NTS

The Teacher(s):

- 1 a) Critically and collectively reflects to improve teaching and learning.
- 2 a) Demonstrates familiarity with the education system and key policies guiding it.  
b) Has comprehensive knowledge of the official school curriculum, including learning outcomes.  
c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.  
e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.  
f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.
- 3 c) Carries out small-scale action research to improve practice.  
j) Produces and uses a variety of teaching and learning resources including ICT to enhance learning.

### Component 2: Projects (assessment for, as learning)

A mini-project: Student teachers write a 1500-word report on how the items covered in challenges faced by women in Ghana are dealt with in JHS. They should address expected student learning progress; possible misconceptions and barriers to learning and how these can be addressed. They should draw on their discussions with teachers and observations in school. The reports should refer to the relevant parts of the JHS Arabic Curriculum relating to teaching the covered items.

Weighting: 30%

Assesses Learning Outcomes: NTS

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

2f) Takes accounts of and respects students' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

### Component 3: Examination (assessment of learning)

Summary of Assessment Method: End of semester Examination

The examination consists of communication topics covered during the Semester with a focus on how to teach them. Students will read and answer questions on selected passages. They are expected to demonstrate that they have clear insights into the techniques and strategies for facilitating oral and written communication on these issues. The test will last for one and half hours.

Weighting: 40%

Assesses Learning Outcomes: Course learning outcome 1 to 8 (NTS 2 cf, 3 e,g,h, p, and g. 14; NTECF pg. 39)

## 9. Required Reading and Reference List

1. Al-Arabiya bayna yadayka prescribed CDs
2. Customized recording of adapted texts from al-Kitāb al-Asāsī
3. YouTube videos and animations/pictures
4. <https://www.rwaq.org>
5. <https://www.memrise.com/course/673766/al-nahwu-al-wadih-part1/>
6. [http://www.quranpda.com/Dict\\_Grammar\\_PC/Fundamentals\\_of\\_Arabic\\_Grammar.pdf](http://www.quranpda.com/Dict_Grammar_PC/Fundamentals_of_Arabic_Grammar.pdf)
7. Recorded lessons in Arabic (audio & video)
8. Computers: laptops and projectors and internet access,
9. The JHS Syllabus for teaching Arabic,
10. Pictures in the teaching Manuals for the basic level, pictures depicting daily routine/activities,
11. Language laboratory
12. Al-Fawzan, A. I. & Hussayn, M. T. (2004). 1) (العربية بين يديك – كتاب الطالب)
12. Al-Jarbūh. A. Sulaiman, et al. (2008). al-Kitāb al-Asāsī li ta.līm al-Lugaht at-cArabīya li al-Nātiqeena bi ghayrihā. Mecca: Umu al-Quraa University Press.
13. Alhawary, M. (2016). Arabic Grammar in Context. London: Routledge.
14. Cowan, D. (2006). A Dictionary of Modern Literary Arabic. Beirut: Hans Wehr. Librarie du Lubnan.
15. Jane Wightwick (1990). Mastering Arabic. New York: Palgrave Publishers Ltd.
16. Kristen Brustad (2004). العربية تعلم في الكتاب Al-Kitaab fii ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part One. Washington D. C. Georgetown University Press.
17. Scheindlin, Raymond (2007). 201 Arabic Verbs – fully conjugated in all the forms. New York: Barron's Educational Series.

## 10. Teaching and Learning Resources

1. Youtube videos and animations/pictures
2. <https://www.rwaq.org/users/albalarabe-20190301120402>
3. Recorded lessons in Arabic (audio & video),
4. Computers: laptops and projectors and internet access,
5. The JHS Syllabus for teaching Arabic,
6. Pictures in the teaching Manuals for the basic level, pictures depicting daily routine/activities, etc. 'Authentic Documents'
7. Audio/video, *Al-arabia al-muaassira, Ahlan Wa Sahlan.*
8. Language laboratory

## 11. Course related professional development for tutors/ lecturers

1. Basic ICT skills workshop on the use of basic equipment to enhance teaching and learning of Arabic.
2. Workshop on the teaching of conversation, reading and comprehension skills.
3. Workshop on student-centred teaching and learning strategies in Arabic language.

DUPLICATE THE PLANNER FOR EACH LESSON							
1. Plans for each lesson in the semester							
The following proforma should be completed for each lesson in the semester							
Year of B.Ed.	1 2 3 4	Semester	1 2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11		
<b>Title of Lesson</b>	Daily Activities (Morning Activities) الحياة اليومية (أنشطة الصباح)				<b>Lesson Duration</b>	3 hours	
<b>Lesson description</b>	This lesson aims at improving communicative skills of student teachers. It introduces them to basic vocabularies to engage in a discussion on regular morning activities. Student teachers will learn to teach learners similar or related conversations. (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers are able to speak and write fluently on personal issues such as self-introduction and self-description.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Reluctance of student teachers to speak Arabic for fear of making mistakes and being mocked.</li> <li>Lack of the right teaching materials, example: Language Laboratory.</li> <li>Varied linguistic background of student teachers.</li> </ul>						
<b>Points on inclusivity, equity and addressing diversity</b>	The course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural background, etc.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities ✓	Practicum
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Teacher led discussion, brainstorming, question and answer. <b>Seminars:</b> Group tasks and presentations. <b>Independent study:</b> Reflection <b>E-learning opportunities:</b> YouTube, Simulations, video and computer presentations.						
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	NTS (7j) Produces and uses a variety of teaching and learning resources including ICT to enhance learning. NTS (5a) Critically and collectively reflects to improve teaching and learning. NTS (2f) Takes accounts of and respects students’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.						

Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcomes	Learning Indicators
Learning indicators for each learning outcome	Develop the skills and knowledge to teach learners to understand, speak and write fluently on daily routines. (NTS 2 b, c and NTECF pg. 20).	<ol style="list-style-type: none"> <li>1. Identify and list vocabularies on every day morning activities.</li> <li>2. Engage in dialogue using basic expressions related to morning activities.</li> <li>3. Peer review of small group dialogue on morning routines.</li> <li>4. Describe how basic dialogue on morning routine is treated in the JHS Arabic curriculum.</li> <li>5. Produce in small groups, wall charts on morning routines to illustrate how it could be used to stimulate dialogue.</li> </ol>

Title / Topic Daily Routines الحياة اليومية (العربية بين يديك: 69-90)	Time or stage	Topics and sub-topics (if any): Morning activities أنشطة الصباح	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
	20 minutes	<b>Introduction</b>	<ul style="list-style-type: none"> <li>Ask students to form simple sentences using words in the flash cards. المدرسة، الحافلة، السيارة، الساعة، أذهب، اقرأ، متى، أنام، أستيقظ، بعد، قبل، يوم</li> <li>Discuss students' works and lead them to peer review.</li> </ul>	<ul style="list-style-type: none"> <li>Form simple sentences from words in the flash cards depicting daily activities (Subject Portfolio)</li> <li>Peer review each other's works. (Subject Portfolio)</li> </ul>
	<b>Stage 1</b> 45	<b>Audio recording of conversation between Tahir and Tariq on their morning activities.</b> (الحوار الأول بين طاهر وتاريخ) (حول أنشطة الصباح)	<ul style="list-style-type: none"> <li>Play the conversation audio between طارق and طاهر</li> <li>Lead discussion on the content of the audio</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to the audio and take notes.</li> <li>Reflect and discuss the content of the text. (Subject Portfolio)</li> </ul>
	<b>Stage 2</b> 50	<b>Text of conversation between Tahir and Tariq on morning activities.</b> (الحوار الأول بين طاهر وتاريخ)	<b>Share task cards among student teachers to play roles of the text dealt with.</b>	Undertake role-play related to morning activities.
	<b>Stage 3</b> 40 minutes		<b>Put students in small groups to prepare wall charts involving dialogue between two females.</b>	Prepare wall charts on dialogue (daily routines) between two females. (Subject Portfolio) NB: this to promote gender equality among student teachers.
	<b>25 minutes</b>	<b>Closure/ Conclusion</b>	<ul style="list-style-type: none"> <li>Organise student teachers to reflect on vocabularies / expressions on daily routines.</li> </ul>	Reflect on vocabularies/ expressions on morning routines. (Subject Portfolio)

<p><b>Which core or transferable skills will be used or developed and how</b></p>	<p><b>Teamwork and collaborative spirits:</b> Through group work in and outside class, student teachers will develop and improve their teamwork and collaborative spirits and appreciate divergent views.</p> <p><b>ICT:</b> Different ICT tools such as computers, projectors etc) would be used in the delivery of the lesson.</p>
<p><b>Which cross cutting issues will be addressed or developed and how</b></p>	<p><b>Diversity:</b> During the discussion, the course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural/linguistic background, etc.</p>
<p><b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b></p>	<ul style="list-style-type: none"> <li>· Student teacher will give a short report on how basic dialogue on daily routine is treated in the JHS Arabic curriculum.</li> <li>· In pairs, student teachers audio record a conversation on daily routine activities.</li> </ul>
<p><b>Instructional Resources</b></p>	<ol style="list-style-type: none"> <li>1. <i>Al-Arabiya bayna yadayka</i> prescribed CDs</li> <li>2. YouTube videos and animations/pictures</li> <li>3. Recorded lessons in Arabic (audio &amp; video)</li> <li>4. Computers: laptops and projectors and internet access,</li> <li>5. The JHS Syllabus for teaching Arabic,</li> <li>6. Pictures in the teaching Manuals for the basic level, pictures depicting daily routine/ activities,</li> </ol>
<p><b>Required Text (core)</b></p>	<ol style="list-style-type: none"> <li>1. Al-Fawzan, A. I. &amp; Hussayn, M. T. (2004). <i>1) العربية بين يديك – كتاب الطالب</i></li> <li>2. Al-Jarbūh. A. Sulaiman, et al. (2008). <i>al-Kitāb al-Asāsī li ta.līm al-Lugaht at-cArabīya li al-Nātiqeenā bi ghayrihā</i>. Mecca: Umu al-Quraa University Press..</li> </ol>
<p><b>Additional Reading List</b></p>	<ol style="list-style-type: none"> <li>1. Alhawary, M. (2016). <i>Arabic Grammar in Context</i>. London: Routledge.</li> <li>2. Cowan, D. (2006). <i>A Dictionary of Modern Literary Arabic</i>. Beirut: Hans Wehr. Librarie du Lubnan.</li> <li>3. Jane Wightwick (1990). <i>Mastering Arabic</i>. New York: Palgrave Publishers Ltd.</li> <li>4. Kristen Brustad (2004). <i>العربية تعلم في الكتاب Al-Kitaab fii ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part One</i>. Washington D. C. Georgetown University Press.</li> <li>5. Scheindlin, Raymond (2007). <i>201 Arabic Verbs – fully conjugated in all the forms</i>. New York: Barron's Educational Series.</li> </ol>

DUPLICATE THE PLANNER FOR EACH LESSON							
2. Plans for each lesson in the semester							
The following proforma should be completed for each lesson in the semester							
Year of B.Ed.	1 2 3 4	Semester	1 2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11		
<b>Title of Lesson</b>	Daily Routines (On a holiday) (الحياة اليومية (في العطلة))				<b>Lesson Duration</b>	3 hours	
<b>Lesson description</b>	This lesson focuses on conversations about daily activities related to holidays. It seeks to improve communicative skills of student teachers. It introduces them to basic vocabularies to engage in a discussion on regular activities during holidays. Student teachers will learn to teach learners similar or related conversations. (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers are able to speak and write fluently on personal issues such as self-introduction and self-description.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Reluctance of student teachers to speak Arabic for fear of making mistakes and being mocked.</li> <li>Lack of the right teaching materials, example: Language Laboratory.</li> <li>Varied linguistic background of student teachers.</li> </ul>						
<b>Points on inclusivity, equity and addressing diversity</b>	The course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural background, etc.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> √	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> √	<b>Independent Study</b> √	<b>e-learning opportunities</b> √	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Teacher led discussion, brainstorming, question and answer. <b>Seminars:</b> Group tasks and presentations. <b>Independent study:</b> Reflection <b>E-learning opportunities:</b> YouTube, Simulations, video and computer presentations.						
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	NTS (7j) Produces and uses a variety of teaching and learning resources including ICT to enhance learning. NTS (5a) Critically and collectively reflects to improve teaching and learning. NTS (2f) Takes accounts of and respects students’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.						

Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcomes	Learning Indicators
Learning indicators for each learning outcome	Demonstrate knowledge and understanding of how to equip learners with oral skills on holiday routines and activities (NTECF PP.20, NTS 2C, PP, 13).	<ol style="list-style-type: none"> <li>1. Prepare a list of vocabularies on holidays activities.</li> <li>2. Engage in simple dialogue using expressions about holiday activities.</li> <li>3. Peer review of small group dialogue on holidays activities.</li> <li>4. Describe how basic dialogue on holiday activities is treated in the JHS Arabic curriculum.</li> <li>5. Produce in small groups, wall charts on holiday activities to show how it could be used to stimulate dialogue among learners.</li> </ol>

Title / Topic Daily Routines الحياة اليومية (العربية بين يديك: 90-69)	Time or stage	Topics and sub-topics (if any): On a holiday في عطلة	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
	20 minutes	Introduction	Reflect with student teachers on their STS visit of the previous week on how teachers stimulate conversation on daily routines.	Reflect and make comment on their STS visit of the previous week on how teachers stimulate conversation on daily routines.
	Stage 1 45	Audio recording of conversation among the listed people on activities on a holiday:	<ul style="list-style-type: none"> <li>Play the conversation audio between the following people: الأم + فاطمة الأم + أحمد الأم + لطيفة الجدة + الجد</li> <li>Lead discussion on the content of the audio</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to the conversation audio played and take notes.</li> <li>Reflect the content of the given text. (Subject Portfolio)</li> </ul>
	Stage 2 50 minutes	Text of conversation on a holiday activity: (الحوار الثاني) الأم + فاطمة	Share task cards among student teachers to play roles based on the given text.	Engage in role-play using the given text. (Subject Portfolio)
	Stage 3 40 minutes	Text of conversation on a holiday activity: (الحوار الثاني) الأم + أحمد	Put students in small groups to prepare wall charts involving dialogue among themselves.	Prepare wall charts on dialogue (daily routines) (Subject Portfolio) NB: this is to promote gender equality among student teachers.
	25 minutes	Closure/ Conclusion الأم + لطيفة الجدة + الجد	Organise student to reflect on vocabularies/ expressions on holiday activities.	Reflect on vocabularies/ expressions on holiday activities. (Subject Portfolio)

<p><b>Which core or transferable skills will be used or developed and how</b></p>	<p><b>Teamwork and collaborative spirits:</b> Through group work in and outside class, student teachers will develop and improve their teamwork and collaborative spirits and learn to appreciate divergent views.</p> <p><b>ICT:</b> Different ICT tools such as computers, projectors etc) would be used in the delivery of the lesson.</p>
<p><b>Which cross cutting issues will be addressed or developed and how</b></p>	<p><b>Diversity:</b> During the discussion, the course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural/linguistic background, etc.</p>
<p><b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b></p>	<ul style="list-style-type: none"> <li>• Student teachers will give a short report on how basic dialogue on holiday activities is treated in the JHS Arabic curriculum.</li> <li>• In pairs, student teachers audio record a conversation on daily routine activities.</li> </ul>
<p><b>Instructional Resources</b></p>	<ol style="list-style-type: none"> <li>1. <i>Al-Arabiya bayna yadayka</i> prescribed CDs</li> <li>2. YouTube videos and animations/pictures</li> <li>3. Recorded lessons in Arabic (audio &amp; video)</li> <li>4. Computers: laptops and projectors and internet access,</li> <li>5. The JHS Syllabus for teaching Arabic,</li> <li>6. Pictures in the teaching Manuals for the basic level, pictures depicting daily routine/activities,</li> </ol>
<p><b>Required Text (core)</b></p>	<ol style="list-style-type: none"> <li>1. Al-Fawzan, A. I. &amp; Hussayn, M. T. (2004). <i>1) العربية بين يديك – كتاب الطالب</i></li> <li>2. Al-Jarbūh. A. Sulaiman, et al. (2008). <i>al-Kitāb al-Asāsī li ta.līm al-Lugaht at-cArabīya li al-Nātiqēena bi ghayrihā</i>. Mecca: Umu al-Quraa University Press..</li> </ol>
<p><b>Additional Reading List</b></p>	<ol style="list-style-type: none"> <li>1. Alhawary, M. (2016). <i>Arabic Grammar in Context</i>. London: Routledge.</li> <li>2. Cowan, D. (2006). <i>A Dictionary of Modern Literary Arabic</i>. Beirut: Hans Wehr. Librarie du Lubnan.</li> <li>3. Jane Wightwick (1990). <i>Mastering Arabic</i>. New York: Palgrave Publishers Ltd.</li> <li>4. Kristen Brustad (2004). <i>العربية تعلم في الكتاب Al-Kitaab fii ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part One</i>. Washington D. C. Georgetown University Press.</li> <li>5. Scheindlin, Raymond (2007). <i>201 Arabic Verbs – fully conjugated in all the forms</i>. New York: Barron's Educational Series.</li> </ol>

DUPLICATE THE PLANNER FOR EACH LESSON							
3. Plans for each lesson in the semester							
The following proforma should be completed for each lesson in the semester							
Year of B.Ed.	1 2 3 4	Semester	1 2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11		
<b>Title of Lesson</b>	Daily Routines (Week-end) (الحياة اليومية (نهاية الأسبوع))				Lesson Duration	3 hours	
<b>Lesson description</b>	This lesson treats conversations about weekend routines. It seeks to improve communicative skills of student teachers. It introduces them to basic vocabularies to engage in a discussion on regular activities during weekends. Student teachers will learn to teach learners similar or related conversations. (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers are able to speak and write fluently on personal issues such as self-introduction and self-description.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Reluctance of student teachers to speak Arabic for fear of making mistakes and being mocked.</li> <li>Lack of the right teaching materials, example: Language Laboratory.</li> <li>Varied linguistic background of student teachers.</li> </ul>						
<b>Points on inclusivity, equity and addressing diversity</b>	The course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural background, etc.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face v</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars v</b>	<b>Independent Study v</b>	<b>e-learning opportunities v</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Teacher led discussion, brainstorming, question and answer. <b>Seminars:</b> Group tasks and presentations. <b>Independent study:</b> Reflection <b>E-learning opportunities:</b> YouTube, Simulations, video and computer presentations.						
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	NTS (7j) Produces and uses a variety of teaching and learning resources including ICT to enhance learning. NTS (5a) Critically and collectively reflects to improve teaching and learning. NTS (2f) Takes accounts of and respects students’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.						

<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>		<b>Learning Outcomes</b> Demonstrate knowledge of equipping learners with oral skills on weekend regular activities and routines (NTECF PP.20, NTS 2C, PP, 13).	<b>Learning Indicators</b> 1. Prepare a list of vocabularies on weekend activities. 2. Engage in simple dialogue using expressions about weekend activities. 3. Peer review of small group dialogue on weekend activities. 4. Describe how basic dialogue on weekend activities is treated in the JHS Arabic curriculum. 5. Produce in small groups, wall charts on weekend activities to show how it could be used to stimulate dialogue among learners.	
<b>Title / Topic</b> <b>Daily Routines</b> الحياة اليومية (العربية بين يديك: 90-69)	<b>Time or stage</b>	<b>Topics and sub-topics (if any):</b> <b>Weekend Activities</b> نهاية الأسبوع	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	20 minutes	Introduction	Guide student teachers to reflect on their recorded conversation about weekend activities.	Reflect and peer review recorded conversation on weekend activities.
	<b>Stage 1</b> <b>45</b>	<b>Audio recording of conversation on activities at weekend between:</b> عادل و فيصل	<ul style="list-style-type: none"> <li>Play the conversation audio between عادل and فيصل about weekend activities.</li> <li>Lead discussion on the content of the audio played about weekend activities.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to the audio and take notes.</li> <li>Reflect the content of the text read about weekend activities.</li> </ul> (Subject Portfolio)
	<b>Stage 2</b> <b>50</b> <b>minutes</b>	<b>Text of conversation on activities at weekend between:</b> عادل و فيصل (الحوار الثالث)	Share task cards among student teachers to play roles based on the text about weekend activities.	Do a role-play conversation on weekend activities. (Subject Portfolio)
	<b>Stage 3</b> <b>40</b> <b>minutes</b>	<b>Text of conversation on activities at weekend between:</b> عادل و فيصل (الحوار الثالث)	Group student teachers to prepare wall charts involving dialogue among themselves about their weekend activities.	Prepare wall charts on dialogue about weekend activities. (Subject Portfolio) NB: this is to promote gender equality among student teachers.
	<b>25</b> <b>minutes</b>	<b>Closure/Conclusion</b>	<ul style="list-style-type: none"> <li>Organise student teachers to reflect on vocabularies / expressions on weekend activities.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on vocabularies/ expressions on weekend activities.</li> <li>Write a summary report on their weekend activities on campus and during the STS.</li> </ul> (Subject Portfolio) (Project Portfolio)

<p><b>Which core or transferable skills will be used or developed and how</b></p>	<p><b>Teamwork and collaborative spirits:</b> Through group work in and outside class, student teachers will develop and improve their teamwork and collaborative spirits and learn to appreciate divergent views.</p> <p><b>ICT:</b> Different ICT tools such as computers, projectors etc) would be used in the delivery of the lesson.</p>
<p><b>Which cross cutting issues will be addressed or developed and how</b></p>	<p><b>Diversity:</b> During the discussion, the course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural/linguistic background, etc.</p>
<p><b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b></p>	<ul style="list-style-type: none"> <li>· In pairs, student teachers audio record a conversation on weekend activities.</li> <li>· Individually, student teachers write a summary report on their weekend activities.</li> </ul>
<p><b>Instructional Resources</b></p>	<ol style="list-style-type: none"> <li>1. <i>Al-Arabiya bayna yadayka</i> prescribed CDs</li> <li>2. YouTube videos and animations/pictures</li> <li>3. Recorded lessons in Arabic (audio &amp; video)</li> <li>4. Computers: laptops and projectors and internet access,</li> <li>5. The JHS Syllabus for teaching Arabic,</li> <li>6. Pictures in the teaching Manuals for the basic level, pictures depicting daily routine/ activities,</li> </ol>
<p><b>Required Text (core)</b></p>	<ol style="list-style-type: none"> <li>1. Al-Fawzan, A. I. &amp; Hussayn, M. T. (2004). <i>العربية بين يديك – كتاب الطالب (1)</i></li> <li>2. Al-Jarbūh. A. Sulaiman, et al. (2008). <i>al-Kitāb al-Asāsī li ta.līm al-Lugaht at-cArabīya li al-Nātiqeena bi ghayrihā</i>. Mecca: Umu al-Quraa University Press..</li> </ol>
<p><b>Additional Reading List</b></p>	<ol style="list-style-type: none"> <li>1. Alhawary, M. (2016). <i>Arabic Grammar in Context</i>. London: Routledge.</li> <li>2. Cowan, D. (2006). <i>A Dictionary of Modern Literary Arabic</i>. Beirut: Hans Wehr. Librarie du Lubnan.</li> <li>3. Jane Wightwick (1990). <i>Mastering Arabic</i>. New York: Palgrave Publishers Ltd.</li> <li>4. Kristen Brustad (2004). <i>العربية نَعَلَم في الكتاب Al-Kitaab fii ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part One</i>. Washington D. C. Georgetown University Press.</li> <li>5. Scheindlin, Raymond (2007). <i>201 Arabic Verbs – fully conjugated in all the forms</i>. New York: Barron's Educational Series.</li> </ol>

DUPLICATE THE PLANNER FOR EACH LESSON							
4. Plans for each lesson in the semester							
The following proforma should be completed for each lesson in the semester							
Year of B.Ed.	1 <b>2</b> 3 4	Semester	1 2		Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11	
<b>Title of Lesson</b>	Studies <i>الدراسة</i>				Lesson Duration	3 hours	
<b>Lesson description</b>	This lesson aims at equipping student teachers with the requisite skills to teach learners appropriate vocabularies and expressions to be able to tell their everyday activities about their studies and related activities. (NTS2c:13; NTS3k:14, and NTECF pp 25-26.)						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	<ul style="list-style-type: none"> <li>Student teachers are able to speak and write fluently on personal issues such as self-introduction and self-description.</li> <li>Student teachers are able to demonstrate knowledge of equipping learners with oral skills on daily routines.</li> </ul>						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Reluctance of student teachers to speak Arabic for fear of making mistakes and being mocked.</li> <li>Lack of the right teaching materials, example: Language Laboratory.</li> <li>Varied linguistic background of student teachers.</li> </ul>						
<b>Points on inclusivity, equity and addressing diversity</b>	The course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural background, etc.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities ✓	Practicum
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Teacher led discussion, brainstorming, questions and answers. <b>Seminars:</b> Group tasks and presentations. <b>Independent study:</b> Reflection <b>E-learning opportunities:</b> YouTube, Simulations, video and computer presentations.						
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	NTS (7j) Produces and uses a variety of teaching and learning resources including ICT to enhance learning. NTS (5a) Critically and collectively reflects to improve teaching and learning. NTS (2f) Takes accounts of and respects students' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.						

<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of equipping learners with oral skills related to classroom and learning (NTECF PP.20, NTS 2C, PP, 13).</li> <li>Demonstrate ability to stimulate learners to engage actively in oral and written communication in Arabic language and create awareness of crosscutting issues and barriers associated with studies such as gender, ethnicity and class. (NTS 2 b, c and NTECF pg. 20).</li> </ul>	<b>Learning Indicators</b> <ol style="list-style-type: none"> <li>Produce list of vocabularies related to classroom and learning activities.</li> <li>Engage in small group conversation and in pairs about studies and pursuit of knowledge.</li> <li>Peer review each other's' dialogue about seeking knowledge.</li> <li>Do small group presentations on crosscutting cultural issues on seeking knowledge and proffer suggestions for dealing with intercultural barriers impeding the learning of Arabic.</li> </ol>
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<b>Title / Topic Studies</b> الدراسة العربية بين يديك: - (139-160)		<b>Topics and sub-topics (if any):</b> <b>Knowledge Pursuit</b> طلب العلم	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	20 minutes	Introduction	Guide student teachers to reflect on reports on their daily activities on campus and during the STS.	Reflect and peer review reports on their daily activities on campus and during the STS (Project portfolio)
	<b>Stage 1</b> 45	Audio recording of conversation on school settings (higher education) غاثم و غالب الحوار الأول والثاني والثالث	<ul style="list-style-type: none"> <li>Play the conversation audio between غاثم and غالب about pursuit of knowledge.</li> <li>Lead discussion on the content of the audio played to student teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to the audio about pursuit of knowledge and take notes.</li> <li>Discuss the content of the played audion on pursuing knowledge. (Subject portfolio)</li> </ul>
	<b>Stage 2</b> 40 minutes	Text of conversation on school settings (higher education) الحوار الثاني	Share task cards among student teachers to play roles based on the given text.	Engage in role-play using given text. (Subject portfolio)
	<b>Stage 3</b> 60 minutes	Text of conversation on school settings (higher education) الحوار الثاني	Group student teachers to discuss crosscutting cultural issues on studies, pursuit of knowledge and proffer suggestions for dealing with related intercultural barriers.	Do group presentations to highlight crosscutting cultural issues on studies, knowledge acquisition and provide suggestions for dealing with related intercultural barriers. (Project portfolio)

	25 minutes	Closure/Conclusion	<ul style="list-style-type: none"> <li>Organise student teachers to reflect on vocabularies / expressions on studies, taking into account cross-cutting issues and intercultural barriers to learning.</li> <li>Ask student teachers to search online about different modes of learning and its related activities.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on vocabularies/ expressions on knowledge pursuit and related activities.</li> <li>Write briefly about different modes of learning and its related activities.</li> </ul> ((Project portfolio)
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<b>Which core or transferable skills will be used or developed and how</b>	<b>Teamwork and collaborative spirits:</b> Through group work in and outside class, student teachers will develop and improve their teamwork and collaborative spirits and learn to appreciate divergent views. <b>ICT:</b> Different ICT tools such as computers, projectors etc) would be used in the delivery of the lesson.
<b>Which cross cutting issues will be addressed or developed and how</b>	<b>Diversity:</b> During the discussion, the course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural/linguistic background, etc.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	1. In pairs, student teacher’s audio record a conversation on studies and knowledge pursuant. 2. Individually, student teachers Write in brief about the following professions: التدريس الطب الهندسة
<b>Instructional Resources</b>	1. <i>Al-Arabiya bayna yadayka</i> prescribed CDs 2. YouTube videos and animations/pictures 3. Recorded lessons in Arabic (audio & video) 4. Computers: laptops and projectors and internet access, 5. The JHS Syllabus for teaching Arabic, 6. Pictures in the teaching Manuals for the basic level, pictures depicting daily routine/ activities,
<b>Required Text (core)</b>	1. Al-Fawzan, A. I. & Hussayn, M. T. (2004). <i>العربية بين يديك – كتاب الطالب 1</i> 2. Al-Jarbūh. A. Sulaiman, et al. (2008). <i>al-Kitāb al-Asāsī li ta.līm al-Lugaht at-cArabiya li al-Nātiqeena bi ghayrihā</i> . Mecca: Umu al-Quraa University Press..
<b>Additional Reading List</b>	1. Alhawary, M. (2016). <i>Arabic Grammar in Context</i> . London: Routledge. 2. Cowan, D. (2006). <i>A Dictionary of Modern Literary Arabic</i> . Beirut: Hans Wehr. Librarie du Lubnan. 3. Jane Wightwick (1990). <i>Mastering Arabic</i> . New York: Palgrave Publishers Ltd. 4. Kristen Brustad (2004). <i>العربية تتعلم في الكتاب Al-Kitaab fii ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part One</i> . Washington D. C. Georgetown University Press. 5. Scheindlin, Raymond (2007). <i>201 Arabic Verbs – fully conjugated in all the forms</i> . New York: Barron’s Educational Series.

DUPLICATE THE PLANNER FOR EACH LESSON							
5. Plans for each lesson in the semester							
The following proforma should be completed for each lesson in the semester							
Year of B.Ed.	1 2 3 4	Semester	1 2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11		
<b>Title of Lesson</b>	Occupation المهنة والعمل				Lesson Duration	3 hours	
<b>Lesson description</b>	This lesson aims at equipping student teachers with the requisite skills to teach learners the right vocabularies and expressions to enable them talk about jobs and occupation. It also provides some insights into key intercultural barrier related to jobs and occupations. (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers are able to speak and write fluently on personal issues such as self-introduction and self-description. Student teachers are able to demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Reluctance of student teachers to speak Arabic for fear of making mistakes and being mocked.</li> <li>Lack of the right teaching materials, example: Language Laboratory.</li> <li>Varied linguistic background of student teachers.</li> </ul>						
<b>Points on inclusivity, equity and addressing diversity</b>	The course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural background, etc.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> √	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> √	<b>Independent Study</b> √	<b>e-learning opportunities</b> √	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Teacher led discussion, brainstorming, questions and answers. <b>Seminars:</b> Group tasks and presentations. <b>Independent study:</b> Reflection <b>E-learning opportunities:</b> YouTube, Simulations, video and computer presentations.						
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	NTS (7j) Produces and uses a variety of teaching and learning resources including ICT to enhance learning. NTS (5a) Critically and collectively reflects to improve teaching and learning. NTS (2f) Takes accounts of and respects students' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.						

<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>Develop skills and ability to equip learners with oral skills on weekend regular activities and routines (NTECF PP.20, NTS 2C, PP, 13).</li> <li>Demonstrate ability to create awareness of the crosscutting intercultural issues and stereotypes relating to occupations and jobs. (NTS 2 b, c and NTECF pg. 20).</li> </ul>	<b>Learning Indicators</b> <ol style="list-style-type: none"> <li>Prepare a list of vocabularies and expressions related to jobs and occupations.</li> <li>Engage in conversation about jobs and occupation.</li> <li>Engage in routine conversations in pairs and in groups on their roles and responsibilities as JHS teachers.</li> <li>Identify key perceptions, misconception and biases associated with the teaching and other professions,</li> <li>Peer review of small group presentations highlighting suggestions to overcome these misconceptions and prejudices.</li> </ol>
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<b>Title / Topic Occupation</b> المهنة والعمل (العربية بين يديك: -139 160)		Topics and sub-topics (if any): Academic disciplines and career pursuit	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
	20 minutes	<b>Introduction</b>	Reflect with student teachers' reports on different types of occupations and jobs and their distinctive features.	Student teachers reflect and peer review reports on distinctive features of the following jobs.  التدريس لطب الهندسة  (Project portfolio)
	Stage 1 40	Audio recording of conversation on Academic disciplines and professions: علي وعثمان الطالب الأول والطالب الثاني الطالب الثالث والطالب الرابع الطالب الخامس والطالب السادس زينب ومريم	<ul style="list-style-type: none"> <li>Play the conversation audio between the following persons on occupations and jobs:  علي وعثمان  الطالب الأول و الطالب الثاني  الطالب الثالث و الطالب الرابع  الطالب الخامس والطالب السادس  زينب و مريم</li> <li>facilitate discussions on the content of the audio</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to the conversation audio about occupations and jobs and take notes.</li> <li>Discuss the content of the text dealt with about occupations and jobs.</li> </ul> (Subject portfolio)
	Stage 2 45 minutes	<b>Text of conversation on career pathways and professions:</b> الحوار الأول والثاني والثالث	Share task cards among student teachers to play roles based on the text learnt	Engage in role-play using the text learnt and discussed. (Subject portfolio)
	Stage 3 60 minutes	<b>Text of conversation on Academic disciplines and professions:</b> الحوار الأول والثاني والثالث	Group student teachers to discuss and make presentation on three misconceptions associated with teaching and other profession and suggest ways to overcome them.	Undertake group presentations to highlight three misconceptions associated with the teaching and other professions, and suggesting ways of overcoming them. (Project portfolio)

	25 minutes	Closure/Conclusion	<ul style="list-style-type: none"> <li>Organise student to reflect on vocabularies /expressions on occupation and jobs.</li> <li>Assign groups through balloting to write for or against the following professions:           <ul style="list-style-type: none"> <li>التدريس 1</li> <li>الطب 2</li> <li>الهندسة 3</li> <li>الفلاحة 4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reflect on vocabularies /expressions on occupation and jobs, taking into account perceptions, misconception and biases associated with the teaching and other profession.</li> </ul> <p>(Project portfolio)</p> <ul style="list-style-type: none"> <li>Write in brief a short passage about the following professions:           <ul style="list-style-type: none"> <li>التدريس 1</li> <li>الطب 2</li> <li>الهندسة 3</li> <li>الفلاحة 4</li> </ul> </li> </ul> <p>(Subject portfolio)</p>
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Which core or transferable skills will be used or developed and how	<p><b>Teamwork and collaborative spirits:</b> Through group work in and outside class, student teachers will develop and improve their teamwork and collaborative spirits and learn to appreciate divergent views.</p> <p><b>ICT:</b> Different ICT tools such as computers, projectors etc) would be used in the delivery of the lesson.</p>
Which cross cutting issues will be addressed or developed and how	<p><b>Diversity:</b> During the discussion, the course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural/linguistic background, etc.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>1. In pairs, student teachers audio record a conversation on occupations and jobs.</p> <p>2. Write in brief about the following professions:</p> <ul style="list-style-type: none"> <li>التدريس 1</li> <li>الطب 2</li> <li>الهندسة 3</li> <li>الفلاحة 4</li> </ul>
Instructional Resources	<p>1. <i>Al-Arabiya bayna yadayka</i> prescribed CDs</p> <p>2. YouTube videos and animations/pictures</p> <p>3. Recorded lessons in Arabic (audio &amp; video)</p> <p>4. Computers: laptops and projectors and internet access,</p> <p>5. The JHS Syllabus for teaching Arabic,</p> <p>6. Pictures in the teaching Manuals for the basic level, pictures depicting daily routine/ activities,</p>
Required Text (core)	<p>1. Al-Fawzan, A. I. &amp; Hussayn, M. T. (2004). <i>1</i> (العربية بين يديك – كتاب الطالب)</p> <p>2. Al-Jarbūh. A. Sulaiman, et al. (2008). <i>al-Kitāb al-Asāsī li ta.līm al-Lugaht at-cArabīya li al-Nātiqeena bi ghayrihā</i>. Mecca: Umu al-Quraa University Press..</p>
Additional Reading List	<p>1. Alhawary, M. (2016). <i>Arabic Grammar in Context</i>. London: Routledge.</p> <p>2. Cowan, D. (2006). <i>A Dictionary of Modern Literary Arabic</i>. Beirut: Hans Wehr. Librarie du Lubnan.</p> <p>3. Jane Wightwick (1990). <i>Mastering Arabic</i>. New York: Palgrave Publishers Ltd.</p> <p>4. Kristen Brustad (2004). <i>العربية تتعلم في الكتاب Al-Kitaab fii ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part One</i>. Washington D. C. Georgetown University Press.</p> <p>5. Scheindlin, Raymond (2007). <i>201 Arabic Verbs – fully conjugated in all the forms</i>. New York: Barron's Educational Series.</p>

DUPLICATE THE PLANNER FOR EACH LESSON							
3. Plans for each lesson in the semester							
The following proforma should be completed for each lesson in the semester							
Year of B.Ed.	1 2 3 4	Semester	1 2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11		
<b>Title of Lesson</b>	The Weather and Climate I 1 (الجَوِّ والمناخ)				Lesson Duration	3	
<b>Lesson description</b>	The lesson is designed to equip student teachers with knowledge and techniques of teaching effective listening reading, communicative skills and creative writing on climate and weather conditions in Ghana and the other parts of the world. It focuses as on developing student teachers' capacity to inspire learners to engage in oral communication by means of observing experienced teachers as well as working with small groups of students during supported teaching in schools. (NTS2c:13; NTS3k:14, and NTECF pp. 25-26.).						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Teachers have experienced different weather conditions and are aware of the changes of seasons and climate change.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>· Lack of learning and teaching materials (Textbooks).</li> <li>· Lack of effective communicative competency in Arabic among the learners</li> <li>· Student teachers were not exposed to contemporary issues of the world.</li> </ul>						
<b>Points on inclusivity, equity and addressing diversity</b>	The course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural background, etc.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities ✓	Practicum
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>The course is offered through a combination of delivery modes;</b> <ul style="list-style-type: none"> <li>· <b>Face-to-face:</b> Teacher led discussion, brainstorming, questions and answers.guided self-study</li> <li>· <b>Seminars:</b> Group tasks and presentations.</li> <li>· <b>Independent study:</b> Reflection</li> <li>· <b>E-learning opportunities:</b> YouTube, Simulations, video and computer presentations.</li> </ul>						
<ul style="list-style-type: none"> <li>· <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>· <b>Write in full aspects of the NTS addressed</b></li> </ul>	NTS (7j) Produces and uses a variety of teaching and learning resources including ICT to enhance learning. NTS (5a) Critically and collectively reflects to improve teaching and learning. NTS (2f) Takes accounts of and respects students' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.						

<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b> Demonstrate ability and skills to guide students to engage in effective oral and written communication on weather and climate issues affecting humankind in Ghana and across the globe (NTS 2b, pg13, NTECFpg20).	<b>Learning Indicators</b> 1. Produce a list of vocabularies prepared by student teachers on weather and climate change. 2. Engage in small groups and in pairs conversation on weather issues affecting humankind. 3. Peer review each other's' oral conversation on weather issues.
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<b>Title / Topic</b> <b>Weather and Climate</b> الجو والمناخ العربية بين يديك – (211–232)	<b>Topics and sub-topics (if any):</b> <b>Weather and its Impact</b> الجو وتأثيره		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>	
			Teacher Activity	Student Activity
	10 minutes	<b>Introduction</b>	Guide students to reflect on importance of weather and climate to farming in Ghana. الفلاحة – الزراعة	Reflect on importance of weather and climate and peer review based on previous lessons on occupation and jobs. الفلاحة – الزراعة
	<b>Stage 1</b> <b>40</b>	<b>Vocabularies on Weather and Climate:</b> فصل الخريف – فصل الربيع – فصل الشتاء – فصل الصيف – المطر – البرد – الحرارة – جو ... معتدل العربية بين يديك، الكتاب الأول: (216)	Use Flashcards and games to help student teachers appreciate how to eternalize the relevant vocabularies.	<ul style="list-style-type: none"> <li>Observe and note the content of the flash cards and discuss its content in pairs.</li> <li>Discuss the meaning of the new vocabularies learnt and use them in different expressions.</li> <li>In groups, student teachers play different language games and discuss their significance.</li> </ul> (Subject portfolio)
	<b>Stage 2</b> <b>45</b> <b>minutes</b>	<b>Text of:</b> الحوار بين: – الزوج والزوجة – بدر وحسان – خالد وحازم العربية بين يديك، الكتاب الأول (صفحة 213–215)	<ul style="list-style-type: none"> <li>Small group discussion on how to prepare and use concept mapping to teach vocabularies on climate.</li> </ul>	<ul style="list-style-type: none"> <li>In groups, use the concept map in learning new vocabularies.</li> <li>In groups, use the newly learnt vocabularies in formulating and writing sentences.</li> <li>Prepare PowerPoint presentations of the new sentences they have constructed about weather and climate to the entire class.</li> </ul> (Subject portfolio)

	<b>Stage 3</b> 60 minutes	<b>Text of:</b> (العربية بين يديك، الكتاب الأول) 216–221 (صفحة)	<ul style="list-style-type: none"> <li>· Use Prescribed CDs on <i>al-Arabiya bayna yadayka</i> and pictures to stimulate and guide conversation on weather and climate.</li> <li>· Guide students to peer review each other's' dialogue on climate.</li> </ul>	<ul style="list-style-type: none"> <li>· Observe and take note of pictures from the given text about climate impact and discuss the content of the pictures they have observed.</li> <li>· In smaller groups, engage in debate on the importance of climate and weather conditions to the globe and Ghana in particular. (Subject portfolio)</li> </ul>
	<b>25</b> minutes	<b>Closure/Conclusion</b>	Encourage student teachers to summarise the lessons and engage them to reflect on the issues raised in the lesson.	<ul style="list-style-type: none"> <li>· Write down a takeaway project on the essence of climate to human. (Project portfolio)</li> </ul>

<b>Which core or transferable skills will be used or developed and how</b>	<p>Listening, speaking, reading and writing skills. (NTS 2 b, c and NTECF pg. 20).</p> <p><b>Teamwork and collaborative spirits:</b> Through group work in and outside class, student teachers will develop and improve their teamwork and collaborative spirits and learn to appreciate divergent views.</p> <p><b>ICT:</b> Different ICT tools such as computers, projectors etc) would be used in the delivery of the lesson.</p> <p><b>Critical thinking:</b> Student teachers will be engaged in brainstorming as they discuss the impacts of weather and climate on the globe.</p>
<b>Which cross cutting issues will be addressed or developed and how</b>	<b>Diversity:</b> During the discussion, the course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural/linguistic background, etc.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<ol style="list-style-type: none"> <li>1. In pairs, student teachers audio record a conversation on impacts of weather and climate on the globe.</li> <li>2. Students are given project on the importance of climate to humankind for the semester.</li> </ol>
<b>Instructional Resources</b>	<ol style="list-style-type: none"> <li>1. <i>Al-Arabiya bayna yadayka</i> prescribed CDs</li> <li>2. YouTube videos and animations/pictures</li> <li>3. Recorded lessons in Arabic (audio &amp; video)</li> <li>4. Computers: laptops and projectors and internet access,</li> <li>6. Pictures depicting weather and climate</li> </ol>
<b>Required Text (core)</b>	<ol style="list-style-type: none"> <li>1. Al-Fawzan, A. I. &amp; Hussayn, M. T. (2004). <i>1) (العربية بين يديك – كتاب الطالب)</i></li> <li>2. Al-Jarbūh. A. Sulaiman, et al. (2008). <i>al-Kitāb al-Asāsī li ta.līm al-Lugaht at-cArabiya li al-Nātiqeena bi ghayrihā</i>. Mecca: Umu al-Quraa University Press..</li> </ol>

**Additional Reading List**

1. Alhawary, M. (2016). *Arabic Grammar in Context*. London: Routledge.
2. Cowan, D. (2006). *A Dictionary of Modern Literary Arabic*. Beirut: Hans Wehr. Librarie du Lubnan.
3. Jane Wightwick (1990). *Mastering Arabic*. New York: Palgrave Publishers Ltd.
4. Kristen Brustad (2004). العربية تتعلم في الكتاب *Al-Kitaab fii ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part One*. Washington D. C. Georgetown University Press.
5. Scheindlin, Raymond (2007). *201 Arabic Verbs – fully conjugated in all the forms*. New York: Barron's Educational Series.

DUPLICATE THE PLANNER FOR EACH LESSON							
4. Plans for each lesson in the semester							
The following proforma should be completed for each lesson in the semester							
Year of B.Ed.	1 2 3 4	Semester	1 2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11		
<b>Title of Lesson</b>	The Weather and Climate II 2) (الطقس والمناخ)				<b>Lesson Duration</b>	3	
<b>Lesson description</b>	The lesson builds on the previous class. It is meant to equip student teachers with the knowledge and skills of teaching effective communicative skills about weather in everyday life in Ghana. The topics have been selected from two main textbooks, <i>al-Arabiya bayna yadayka</i> and <i>al-Kitāb al-Assāsī</i> . They have been adapted and presented in an engaging manner to stimulate and sustain the interest of student teachers (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	<ul style="list-style-type: none"> <li>Teachers have experienced different weather conditions and are also aware that seasons come and go</li> </ul>						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Lack of learning and teaching materials (Text books).</li> <li>Lack of effective communicative competency in Arabic among the learners</li> <li>Student teachers were not exposed to contemporary issues of the world.</li> </ul>						
<b>Points on inclusivity, equity and addressing diversity</b>	<ul style="list-style-type: none"> <li>Let us be reminded that teachers are always encouraged to appreciate diversity of human being in terms of their behaviours, social orientations as well as their learning styles and the need for teacher to rely on these diversities to plan their lessons and lectures in order to maximize learning outcomes among divers learner in an inclusive classroom.</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> √	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> √	<b>Independent Study</b> √	<b>e-learning opportunities</b> √	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>The course is offered through a combination of delivery modes;</b> <ul style="list-style-type: none"> <li>face-to-face</li> <li>guided self-study</li> <li>E-learning and exposure to relevant simulations</li> <li>presentations</li> </ul>						
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>What is the main thing you want student teachers to know, understand and be able to do as a result of this lesson?</li> <li>Is this lesson aimed at: Learning or embedding a new concept? Developing a skill? Understanding how various concepts and skills come together to create a body of knowledge? Practicing the application of new knowledge?</li> <li>This will relate back to the overall intention and learning outcomes for the course.</li> </ul> NTS (7j) Produces and uses a variety of teaching and learning resources including ICT to enhance learning. NTS (5a) Critically and collectively reflects to improve teaching and learning. NTS (2f) Takes accounts of and respects students’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.						

<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b> Demonstrate ability and skills to motivate learners to engage in oral and written communication on weather issues affecting humankind in Ghana and across the globe (NTS 2b, pg13, NTECFpg20).	<b>Learning Indicators</b> 1. Produce a list of vocabularies on weather and climate. 2. Engage in small group conversation and in pairs on conversation on weather issues affecting humankind. 3. Peer review each other's' oral conversation on weather issues.

<b>Title / Topic</b> <b>Weather and Climate</b> الجو والمناخ العربية بين يديك - (211-232)		<b>Topics and sub-topics (if any):</b> <b>CLIMATE AND ITS IMPACT</b> المناخ وتأثيره	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	<b>10 minutes</b>	<b>Introduction</b>	Guide student teachers to reflect on the debate they engaged in the previous lesson.	Reflect and peer review the points raised in the debate on weather and climate in the previous lesson.
	<b>Stage 1</b> <b>40</b>	<b>Vocabularies on Weather and Climate:</b> الممطر - مُطر - درجة الحرارة - تحت الصفر - المطر - البرد - المَطَّلَة - ... للمعطف العربية بين يديك، الكتاب الأول: (216 - 218) أكرا - تمالي - وا - نحر فولتا - جبل ... أفاجاتو	<ul style="list-style-type: none"> <li>Use prescribed CDs on al-Arabiya bayna yadayka and pictures to stimulate and sustain conversation on climate.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and engage in a discussions about the pictures on the CDs (Subject portfolio)</li> </ul>
	<b>Stage 2</b> <b>60 minutes</b>	<b>Text of</b> تدريبات العربية بين يديك، الكتاب الأول (صفحة 217-221)	<ul style="list-style-type: none"> <li>Break student teachers into small group to discuss how to prepare and use concept mapping to brainstorm ideas for writing on climate.</li> <li>Use prescribed CDs on al-Arabiya bayna yadayka, and pictures to stimulate and sustain conversation on climate.</li> </ul>	<ul style="list-style-type: none"> <li>In small groups, use concept mapping to plan writing process for a project on an aspect of weather and climate.</li> <li>In small groups, use the learnt vocabularies in formulating and writing sentences.</li> <li>Prepare power point presentations on the new sentences they have constructed. (Subject portfolio)</li> </ul>
	<b>Stage 3</b> <b>45 minutes</b>	<b>Text of:</b> العربية بين يديك، الكتاب الأول (صفحة 216-221)	<ul style="list-style-type: none"> <li>Guide student teachers to peer review each other's' dialogue on climate.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in peer review of each other's' conversation on climate as found in the JHS Arabic curriculum. (Project portfolio)</li> </ul>

	25 minutes	<b>Closure/Conclusion</b>	<ul style="list-style-type: none"> <li>· Encourage student teachers to summarise the lesson and engage in reflections on the issues raised.</li> <li>· Students are reminded about the takeaway assignment.</li> </ul>	<ul style="list-style-type: none"> <li>· Reflect on: <ul style="list-style-type: none"> <li>- the need to be fluent in</li> <li>- ways to stimulate interest in learning of Arabic in Ghana</li> </ul> </li> </ul> (Project portfolio) <ul style="list-style-type: none"> <li>· Take note of the takeaway assignments from the last lesson.</li> </ul>
<b>Which core or transferable skills will be used or developed and how</b>	Listening, speaking, reading and writing skills. (NTS 2 b, c and NTECF pg. 20). <b>Teamwork and collaborative spirits:</b> Through group work in and outside class, student teachers will develop and improve their teamwork and collaborative spirits and learn to appreciate divergent views. <b>ICT:</b> Different ICT tools such as computers, projectors etc) would be used in the delivery of the lesson. <b>Critical thinking:</b> Student teachers will be engaged in brainstorming as they discuss the effect of weather and climate on the globe.			
<b>Which cross cutting issues will be addressed or developed and how</b>	<b>Diversity:</b> During the discussion, the course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural/linguistic background, etc.			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	3. In pairs, student teachers audio record a conversation on weather and climate 4. Students are given project on the importance of climate to human for the semester.			
<b>Instructional Resources</b>	1. <i>Al-Arabiya bayna yadayka</i> prescribed CDs 2. YouTube videos and animations/pictures 3. Recorded lessons in Arabic (audio & video) 4. Computers: laptops and projectors and internet access, 6. Pictures depicting weather and climate			
<b>Required Text (core)</b>	1. Al-Fawzan, A. I. & Hussayn, M. T. (2004). <i>العربية بين يديك – كتاب الطالب 1</i> 2. Al-Jarbūh. A. Sulaiman, et al. (2008). <i>al-Kitāb al-Asāsī li ta.līm al-Lugaht at-cArabīya li al-Nātiqēena bi ghayrihā</i> . Mecca: Umu al-Quraa University Press..			
<b>Additional Reading List</b>	1. Alhawary, M. (2016). <i>Arabic Grammar in Context</i> . London: Routledge. 2. Cowan, D. (2006). <i>A Dictionary of Modern Literary Arabic</i> . Beirut: Hans Wehr. Librarie du Lubnan. 3. Jane Wightwick (1990). <i>Mastering Arabic</i> . New York: Palgrave Publishers Ltd. 4. Kristen Brustad (2004). <i>العربية تتعلم في الكتاب Al-Kitaab fii ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part One</i> . Washington D. C. Georgetown University Press. 5. Scheindlin, Raymond (2007). <i>201 Arabic Verbs – fully conjugated in all the forms</i> . New York: Barron's Educational Series.			

DUPLICATE THE PLANNER FOR EACH LESSON							
4. Plans for each lesson in the semester							
The following proforma should be completed for each lesson in the semester							
Year of B.Ed.	1 2 3 4	Semester	1 2	Place of lesson in semester			1 2 3 4 5 6 7 8 9 10 11
Title of Lesson	STS I					Lesson Duration	3
Lesson description	The lesson is designed to equip teachers with the knowledge and techniques to teach, motivate, support, and manage (working individually and in pairs) the learning of small groups of pupils in the core subjects of Arabic, and other subjects as appropriate to their specialism. The course targets the following NTS requirements; (NTS2c:13; NTS3k:14, and NTECF pp. 25-26.).						
Previous student teacher knowledge, prior learning (assumed)	Teachers have experienced first year STS						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> <li>· Lack of learning and teaching materials (Text books).</li> <li>· Lack of effective communicative competency in Arabic among the learners</li> <li>· Student teachers were not exposed to contemporary issues of the world.</li> </ul>						
Points on inclusivity, equity and addressing diversity	Let us be reminded that teachers are always encouraged to appreciate diversity of human being in terms of their behaviour, social orientations as well as their learning styles and the need for teacher to rely on these diversities to plan their lessons and lectures in order to maximize learning outcomes among divers learner in an inclusive classroom.						
Lesson Delivery – chosen to support students 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.	<b>The course is offered through a combination of delivery modes;</b> <ul style="list-style-type: none"> <li>· face-to-face</li> <li>· guided self-study</li> <li>· E-learning and exposure to relevant simulations</li> <li>· presentations</li> </ul>						
<ul style="list-style-type: none"> <li>· <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>· <b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>· Teach, motivate, support, and manage (working individually and in pairs) the learning of small groups of pupils in Arabic specialism.</li> <li>· Begin to identify, assess, and analyze the needs of children, taking into account any issues of background and experience.</li> <li>· Discuss key features of the school curriculum, including issues of continuity and progression both within their specialism and across all the subjects they will teach.</li> <li>· Undertake small scale classroom enquiry which focuses on children’s learning and progress, demonstrating an emerging ability to reflect on their developing understanding of teaching, learning, and assessment.</li> </ul>						

<ul style="list-style-type: none"> <li>· <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>· <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Outcomes;</b> On successful completion of the course, student teachers will be able to prepare adequately and effectively engage in supported teaching in school	<b>Learning Indicators</b> 1. Develop checklists to support their observation of how teachers manage daily routines and how culturally specific issues are managed. 2. Identify key points to consider when managing discussions with small groups of students in school. 3. Identify and discuss professional needs and challenges for supported teaching in schools. 4. Identify and monitor a child or group of children's learning progress in oral communication in Arabic.
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STS	Time or stage	Topics and sub-topics (if any): Preparation for supported teaching in school	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
	<b>20 minutes</b>	Introduction STS Concept	Introduce the lesson by reviewing the purpose and rationale for the second year STS	Students make inputs and ask questions.
	<b>Stage 1 45 minutes</b>	Check list of STS activities	Encourage student teacher to develop checklists to observe a class on conversations related to daily routines and how culturally specific issues are managed.	<ul style="list-style-type: none"> <li>· In small groups, brainstorm the possible activities for managing daily routines and another on how culturally specific issue are manage.</li> <li>· Learner present their ideas to the larger groups in turns.</li> <li>· Groups' input are then used to develop the checklist.</li> <li>· Learners review the check list other than their own in their smaller group.</li> </ul> (Subject portfolio)
	<b>Stage 2 50 minutes</b>		<ul style="list-style-type: none"> <li>· Use concept mapping to provoke brainstorm on managing group discussion.</li> <li>· Guide student teachers to identify key points to consider when managing discussions with small groups of students in school.</li> </ul>	<ul style="list-style-type: none"> <li>· In groups, use the concept mapping to engage in brainstorming on managing groups</li> <li>· Share their points with other group member in the class</li> </ul> (Subject portfolio) <ul style="list-style-type: none"> <li>· Prepare power point presentations of the new ideas gathered.</li> </ul> (Subject portfolio)
	<b>Stage 3 45</b>	Professional needs and challenges for supported teaching in schools.	Provide online sources of information on professional needs and challenges in supported teaching to stimulate and sustain conversation.	<ul style="list-style-type: none"> <li>· Go online to source information in smaller groups.</li> <li>· Share information and use it to generate comprehensive points on professional needs and challenges in supported teaching.</li> </ul> (Project portfolio) <ul style="list-style-type: none"> <li>· Learner review each other's submission.</li> </ul> (Project portfolio)

	<b>20 minutes</b>	<b>Conclusion / Closure</b>	<ul style="list-style-type: none"> <li>Guide student teachers to summarise the session and engage them to reflect on the issues raised in the lesson:</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the need for STS</li> <li>Group project works on the challenges of STS with suggestions on how to solve these challenges. (Project portfolio)</li> </ul>
<b>Which core or transferable skills will be used or developed and how</b>	Reading and writing skills, (knowledge and awareness of the crosscutting intercultural issues and stereotypes relating to occupations and jobs. (NTS 2 b, c and NTECF pg. 20).			
<b>Which cross cutting issues will be addressed or developed and how</b>	<ul style="list-style-type: none"> <li>Knowledge and awareness of catering for the crosscutting issues relating to women affairs in Ghana and across the globe. (NTS 3j, NTECF 3).</li> </ul>			
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Multiple assessment modes of learning, as learning, and for learning such as assignments, quizzes, orals, examinations, presentations and portfolios shall be used to assess the student teachers. The course targets the following NTS requirements; (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).</b>			
<b>Instructional Resources</b>				
<b>Required Text (core)</b>	Alif Baa textbook, Alkitaab fii Taalum Alarabiya part one. Al-Fawzan, A. I. & Hussayn, M. T. (2004). <i>1) العربية بين يديك – كتاب الطالب</i> (Arabic between your hands textbook: Series.			
<b>Additional Reading List</b>				

DUPLICATE THE PLANNER FOR EACH LESSON								
5. Plans for each lesson in the semester								
The following proforma should be completed for each lesson in the semester								
Level	200	Semester	1 2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11			
<b>Title of Lesson</b>		<b>Hobbies</b> هوايات			Lesson Duration	3hrs		
<b>Lesson description</b>		This lesson treats conversations about hobbies. It seeks to improve communicative skills of student teachers. It introduces them to basic vocabularies to engage in a discussion on hobbies and preferences. Student teachers will develop the requisite skills to teach learners similar or related conversations.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>		<p>The lesson builds on a previous lesson tackled in Semester III whereby they were exposed to basic varieties of some daily routine communicative texts that enhance their basic skills in communication.</p> <p><b>Face-to-face:</b> to enable students to engage in conversation and discussion with their colleagues in basic issues employing different communicative strategies. This can be part of any of the above modes</p> <p><b>E-learning opportunities</b> – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery.</p>						
<b>Possible barriers to learning in the lesson</b>		<ul style="list-style-type: none"> <li>- Lack of textbooks that treat the topics under consideration holistically.</li> <li>- Limited access to ICT tools and poor internet connectivity.</li> </ul>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>		<b>Face-to-face</b> √	<b>Practical Activity</b> √	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> √	<b>e-learning opportunities</b> √	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>		<p><b>Face-to-face:</b> student teachers would be encouraged to engage in guided brainstorming, discussion, and circle talk on the Arabic culture and civilizations.</p> <p><b>Practical activity:</b> Student teachers will be led through series of practical activities to produce similar sample text given through practical analysis and group discussions in both oral and in written form.</p> <p><b>Independent study:</b> Student teachers will engage in further study as individuals and groups using relevant and appropriate materials to enhance their communicative competence.</p> <p><b>E-learning opportunities:</b> Student teachers will be tasked to explore online materials about hobbies. They shall be using these materials extensively for practical activity and independent study.</p>						
<b>Write in full aspects of the NTS addressed</b>		<p>NTS (7j) Produces and uses a variety of teaching and learning resources including ICT to enhance learning.</p> <p>NTS (5a) Critically and collectively reflects to improve teaching and learning.</p> <p>NTS (2f) Takes accounts of and respects students’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.</p>						

<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b> The student-teacher will be able to:	<b>Learning Indicators</b>	<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>
	Demonstrate ability to stimulate effective oral and written communication among learner about their hobbies (هوايات) and related issues. (NTS 1 f, g, & 2ab, 3 e, g, h, NTECF 1 & 2, pg. 21).	<ul style="list-style-type: none"> <li>Produce a list of vocabularies to aid JHS learners to engage in orals conversation on their preferred hobbies.</li> <li>Do a concept mapping of a set of tasks and activities in relation to specific hobbies.</li> <li>Engage in Peer review each other's' dialogue on hobbies and related issues.</li> </ul>	<b>Critical thinking:</b> Student teachers will be engaged in brainstorming as they discuss and analyse the text given to them while they focus on some key expressions and the analysis of the text. <b>Diversity:</b> In the discussions, the course tutor would make room for different groups of student teachers in terms of ability, gender, SEN, socio-cultural background, etc.

Topic title: Introduction to Arabic History and Culture	Sub-topic	Stage/Time	Teaching and Learning activities to achieve learning outcomes depending on the delivery mode selected: Teacher led, collaborative group work or independent	
			Teacher Activity	Student-teacher Activity
	1. Introduction	20 minutes	<ul style="list-style-type: none"> <li>Facilitate questions and answer session to enable student teachers speak about what they know about jobs and occupation.</li> <li>Facilitate a brief discussion among student teachers on misconceptions prejudices using (QAs)</li> </ul>	<ul style="list-style-type: none"> <li>Engage in Q and A sessions about preferred "hobbies".</li> <li>Discuss the key misconceptions, taboos and prejudices in response to QAs posed by the teacher or colleagues.</li> </ul> (Subject portfolio)
	2. watching a video about my hobby (هوايتي)	Stage 1 30 mins	<ul style="list-style-type: none"> <li>Show video conversation on hobbies to student teachers in class.</li> </ul>	Watch video conversation on hobbies and take note of strategies used in discussing hobbies.
		Stage 2 20 minutes	<ul style="list-style-type: none"> <li>Guide student teachers to reflect on the video item.</li> <li>Divide student teachers to form smaller groups to discuss the conversation from the video.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the video item presented.</li> <li>Form smaller groups to discuss the conversation they have watched.</li> </ul>

	3. Discussion	Stage 3 30 minutes	<b>Show</b> YouTube video about hobby to student teachers in class.	<b>Watch</b> YouTube videos about hobby and discuss the vocabularies and expressions used.
		Stage 4 20 minutes	<b>Group work</b> - Divide students into small group and task each group to produce key expressions talking about their hobbies.	Group work In small groups, produce sample text talking about their hobbies. (Subject portfolio)
	4.Role playing	Stage 5 45 minutes	- <b>Role playing</b> - Task student teachers to use varieties of vocabularies and expressions to embark on role-play similar to the video they have watched.	- <b>Role playing</b> - Use varieties of vocabularies and expressions to engage in role-play on hobbies. (Project portfolio)
		Stage 6 15 minutes Conclusion	· Guide student teachers to brainstorm and produce similar text about their hobbies and discuss it orally. · <b>Tutor task student teachers</b> to go online, identify, watch and read more sample on expressions and compare them to the given texts.	- Brainstorm and produce similar text about their hobbies and discuss it orally. - Go online, identify, watch and read more sample expressions used and compare them to the given text. (Project portfolio)

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)</b>	<b>Component 1: Coursework</b> Summary of Assessment Method: Assessment as learning (scoring of student teacher’s participation and contribution during brainstorming and discussion, and for learning (group presentation on the takeaway assignments). (Core skills targeted are critical reflection, communication, team work/collaboration, organization, and diversity) Weighting: 10 % Assesses Learning Outcomes: Course learning outcome 4 (NTS 3e, f)
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>· 1. Al-Arabiya bayna yadayka prescribed CDs</li> <li>· 2. Customized recording of adapted texts from al-Kitāb al-Asāsī</li> <li>· 3. YouTube videos and animations/pictures</li> <li>· 7. Recorded lessons in Arabic (audio &amp; video)</li> <li>· 8. Computers: laptops and projectors and internet access,</li> <li>· 9. The JHS Syllabus for teaching Arabic</li> </ul>
<b>Required Text (core)</b>	<p>1. Al-Fawzan, A. I. &amp; Hussayn, M. T. (2004). <i>1</i> (العربية بين يديك – كتاب الطالب)</p> <p>2. Al-Jarbūh. A. Sulaiman, et al. (2008). <i>al-Kitāb al-Asāsī li ta.līm al-Lugaht at-cArabīya li al-Nātiqena bi ghayrihā</i>. Mecca: Umu al-Quraa University Press..</p>

<b>Additional Reading List: statement of why useful</b>	<ol style="list-style-type: none"> <li>1. Alhawary, M. (2016). <i>Arabic Grammar in Context</i>. London: Routledge.</li> <li>2. Cowan, D. (2006). <i>A Dictionary of Modern Literary Arabic</i>. Beirut: Hans Wehr. Librarie du Lubnan.</li> <li>3. Jane Wightwick (1990). <i>Mastering Arabic</i>. New York: Palgrave Publishers Ltd.</li> </ol>
<b>CPD needs of tutors</b>	<i>Workshops on Curriculum development</i>

DUPLICATE THE PLANNER FOR EACH LESSON																	
6. Plans for each lesson in the semester																	
The following proforma should be completed for each lesson in the semester																	
Year of B.Ed.	1 2 3 4	Semester	1	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	
<b>Title of Lesson</b>	<b>The State of Women in the Muslim Society I</b> (واقع المرأة في المجتمع المسلم في غانا (1) الكتاب الأساسي (291-295)					<b>Lesson Duration</b>	<b>3 hrs</b>										
<b>Lesson description</b>	The lesson is designed to equip student teachers with the knowledge and techniques of teaching effective communicative skills related to the position of women in Muslim communities in Ghana. The topics have been selected from two main textbooks, <i>al-cArabiya bayna yadayka</i> and <i>al-Kitāb al-Assāsī</i> . They have been adapted and presented in an engaging manner to stimulate and sustain the interest of student teachers. The topic specifically targets the following NTS requirements; (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Teachers belong to different sex and are aware of gender differences and gender roles in their communities																
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>· <i>Lack of learning and teaching materials (Text books).</i></li> <li>· <i>Lack of effective communicative competency in Arabic among the learners</i></li> <li>· <i>Student teachers were not exposed to contemporary issues of the world.</i></li> </ul>																
<b>Points on inclusivity, equity and addressing diversity</b>	Tutors are reminded to appreciate diversity of humankind in terms of behaviours, social orientations as well learning styles and the need for teacher to factor these diversities in planning their lessons and lectures in order to maximize learning outcomes.																
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> √	<b>Practical Activity</b>	<b>Work-Based Learning</b> √	<b>Seminars</b>	<b>Independent Study</b> √	<b>E-learning opportunities</b> √	<b>Practicum</b>										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>The course is offered through a combination of delivery modes;</b> <ul style="list-style-type: none"> <li>· <b>face-to-face</b></li> <li>· <b>guided self-study</b></li> <li>· <b>E-learning and exposure to relevant simulations</b></li> <li>· <b>presentations</b></li> </ul>																
<ul style="list-style-type: none"> <li>· <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>· <b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>· This lesson aimed at: Learning or embedding a new concept? Developing a skill? Understanding how various concepts and skills come together to create a body of knowledge? Practicing the application of new knowledge?</li> <li>· This will relate back to the overall intention and learning outcomes for the course.</li> </ul>																

<ul style="list-style-type: none"> <li>· <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>· <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Outcomes;</b> <ul style="list-style-type: none"> <li>· Develop skills to guide learners to engage in effective oral and written communication on issues affecting women across the globe (NTS 2b, pg13, NTECFpg20).</li> </ul>	<b>Learning Indicators</b> <ul style="list-style-type: none"> <li>· Produce a list of a vocabulary to stimulate discussion on women affairs.</li> <li>· Peer review each other's' oral conversation about women affairs across the globe.</li> </ul>
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<b>The State of Women in the Muslim Society in Ghana</b> واقع المرأة في المجتمع المسلم في غانا الكتاب الأساسي (291-295)	Time or stage	Topics and sub-topics (if any): Woman in Islam	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
<b>Unit/s covered from the course specification: 7</b>	20 minutes	Introduction	Guide students to participate in QA sessions about women affairs around the globe.	Engage in QA sessions about women affairs around the globe.
	Stage 1 60 minutes	The Rights of Woman	<ul style="list-style-type: none"> <li>· In pairs, encourage student teachers to source online reading material to and use it to write an essay on "The Rights of a Woman"</li> </ul>	<ul style="list-style-type: none"> <li>· Source online materials and read closely to develop ideas for their group project on an essay on the right of women in their groups.</li> <li>· Peer review of each other's' dialogue on socio-cultural issues affecting the right of women (Project portfolio).</li> </ul>
	Stage 1 45	Vocabulary instruction on women issues in pre-Islamic era.	Use YouTube/videos to stimulate oral communication on issues about women before Islam.	<ul style="list-style-type: none"> <li>· Watch the You Tube content in groups and write down new vocabularies.</li> <li>· Discuss the meaning of the new vocabularies and use them in different contexts. (Subject portfolio)</li> </ul>
	Stage 2 45	Vocabulary instruction on women issues in advent of Islam	Use flash cards to stimulate oral communication on issues about women in Islam.	<ul style="list-style-type: none"> <li>· Students observe and take note of new extra vocabularies</li> <li>· Discuss the meaning of the of the new additional vocabularies and use them in different contexts. (Subject portfolio)</li> </ul>
	10 minutes	Closure/ Conclusion	<ul style="list-style-type: none"> <li>· Guide student teachers to summarise the lesson and engage them to reflect on the issues raised.</li> </ul>	<ul style="list-style-type: none"> <li>· Summarise the lesson and engage them to reflect on the issues raised. (Subject portfolio)</li> </ul>

<b>Which core or transferable skills will be used or developed and how</b>	Reading and writing skills, (knowledge and awareness of the crosscutting intercultural issues and stereotypes relating to occupations and jobs. (NTS 2 b, c and NTECF pg. 20).
<b>Which cross cutting issues will be addressed or developed and how</b>	Knowledge and awareness of catering for the crosscutting issues relating to women affairs in Ghana and across the globe. (NTS 3j, NTECF 3).
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Multiple assessment modes of learning, as learning, and for learning such as assignments, quizzes, orals, examinations, presentations and portfolios shall be used to assess the student teachers. The course targets the following NTS requirements; (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).</b>
<b>Instructional Resources</b>	
<b>Required Text (core)</b>	Alif Baa textbook, Alkitaab fii Taalum Alarabiya part one. Al-Fawzan, A. I. & Hussayn, M. T. (2004). 1) كتاب الطالب – العربية بين يديك ( <i>Arabic between your hands textbook: Series.</i> )
<b>Additional Reading List</b>	

DUPLICATE THE PLANNER FOR EACH LESSON							
1. Plans for each lesson in the semester							
The following proforma should be completed for each lesson in the semester							
Year of B.Ed.	1 2 3 4	Semester	1 2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11		
Title of Lesson	<b>The State of Women in the Muslim Society II</b> واقع المرأة في المجتمع المسلم في غانا (2) الكتاب الأساسي (291-295)					Lesson Duration	3
Lesson description	The lesson builds on the immediate past lesson. It is designed to aid student teachers to develop skills and technique of effective communicative skills related to the position of women in Muslim communities in Ghana. The topics have been selected from two main textbooks, <i>al-cArabiya bayna yadayka</i> and <i>al-Kitāb al-Assāsī</i> . They have been adapted and presented in an engaging manner to stimulate and sustain the interest of student teachers. The topic specifically targets the following NTS requirements; (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).						
Previous student teacher knowledge, prior learning (assumed)	Teachers belong to different sex and are aware of gender differences and gender roles in their communities						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> <li>Lack of learning and teaching materials (Text books).</li> <li>Lack of effective communicative competency in Arabic among the learners</li> <li>Student teachers were not exposed to contemporary issues of the world.</li> </ul>						
Points on inclusivity, equity and addressing diversity	Tutors are reminded to appreciate diversity of humankind in terms of behaviours, social orientations as well learning styles and the need for teacher to factor these diversities in planning their lessons and lectures in order to maximize learning outcomes.						
Lesson Delivery – chosen to support students 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.	The course is offered through a combination of delivery modes; <ul style="list-style-type: none"> <li>face-to-face</li> <li>guided self-study</li> <li>E-learning and exposure to relevant simulations</li> <li>presentations</li> </ul>						
<ul style="list-style-type: none"> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	<ul style="list-style-type: none"> <li>This lesson aimed at: Learning or embedding a new concept? Developing a skill? Understanding how various concepts and skills come together to create a body of knowledge? Practicing the application of new knowledge?</li> <li>This will relate back to the overall intention and learning outcomes for the course.</li> </ul>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Outcomes;</b> i. Demonstrate ability and skills to guide students to engage in effective oral and written communication on issues affecting women across the globe (NTS 2b, pg13, NTECFpg20).			<b>Learning Indicators</b> <ul style="list-style-type: none"> <li>Make PowerPoint presentations highlighting the key challenges faced by Muslim women in Ghana.</li> <li>Engage in conversations and dialogue on how cultural issues impede females from pursuing Arabic in schools.</li> <li>Peer review of the proposed measures for addressing the barriers and biases against women.</li> </ul>			

The State of Women in the Muslim Society in Ghana واقع المرأة في المجتمع المسلم في غانا الكتاب الأساسي (291-295)	Time or stage	Topics and sub-topics (if any): Muslim women in Ghana المرأة للمسلمة في غانا	Teacher Activity	Student Activity
	20 minutes	Introduction	<ul style="list-style-type: none"> <li>Encourage students to participate in QA to recall the terms and words they have learnt about cultural issues affecting women in Ghana.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in QA to recall the terms and words they have learnt about cultural issues affecting women in Ghana.</li> </ul>
	<b>Stage 1</b> 45 minutes	Vocabulary instruction on women issues in Ghana.	<ul style="list-style-type: none"> <li>Use Flashcards containing words to stimulate discussion on the women affairs in Ghana.</li> </ul>	<ul style="list-style-type: none"> <li>Observe the content of the flash card and discuss it in pairs.</li> <li>Identify new terms and words and use them in different contexts. (Subject portfolio)</li> </ul>
	<b>Stage 2</b> 50 minutes		<ul style="list-style-type: none"> <li>Guide students to prepare PowerPoint presentations highlighting the key challenges faced by women in Ghana;</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentations highlighting the key challenges faced by women in Ghana; Listen and Provide feedback to the presentations. (Subject portfolio)</li> </ul>
			<ul style="list-style-type: none"> <li>Encourage student teachers to engage in discussion of measures for addressing the barriers and biases against women; including the implications of these measures on gender related barriers</li> </ul>	<ul style="list-style-type: none"> <li>Engage in discussion of measures for addressing the barriers and biases against women; including the implications of these measures on gender related barriers. (Project portfolio)</li> </ul>
	<b>20 minutes</b>	Conclusion / Closure	<ul style="list-style-type: none"> <li>Guide student teachers to summarise the lesson and to reflect on the issues raised in the lesson:</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the lesson and to reflect on the issues raised in the lesson:</li> </ul>
<b>Which core or transferable skills will be used or developed and how</b>	Reading and writing skills, (knowledge and awareness of the crosscutting intercultural issues and stereotypes relating to occupations and jobs. (NTS 2 b, c and NTECF pg. 20).			
<b>Which cross cutting issues will be addressed or developed and how</b>	Knowledge and awareness of catering for the crosscutting issues relating to women affairs in Ghana and across the globe. (NTS 3j, NTECF 3).			

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Multiple assessment modes of learning, as learning, and for learning such as assignments, quizzes, orals, examinations, presentations and portfolios shall be used to assess the student teachers. The course targets the following NTS requirements; (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).</b>
<b>Instructional Resources</b>	
<b>Required Text (core)</b>	Alif Baa textbook, Alkitaab fii Taalum Alarabiya part one. Al-Fawzan, A. I. & Hussayn, M. T. (2004). <i>1</i> العربية بين يديك – كتاب الطالب <i>Arabic between your hands textbook: Series.</i>
<b>Additional Reading List</b>	

## ACKNOWLEDGEMENTS

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