Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - Arabic Year 2 Semester 1

HANDBOOK FOR COORDINATORS





Wisdom, Knowledge and Prudence

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

- ✓ The PD sessions are an important way to ensure effective implementation of the key principles and practices of the B.Ed. *It is critical that what SWL writes provides direct subject and B.Ed. specific guidance, so SL/HoD can support and scaffold tutors' learning and professional development.*
- ✓ The sessions need to provide *the PD* opportunity for tutors to understand what they need to teach fully and to planning together to make sure the new B.Ed. courses are taught well
- Developments since the manuals were written require SWL to add additional detail to sessions. Specifically, this means a focus on:
 - Integrating GESI to ensure the needs of females, males, and students with special education needs are well catered for
 - Integrating ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning
 - National Teacher Education Assessment Policy (NTEAP)
 - the three assessment components *for the semester* for EACH course: subject project (30%), subject portfolio (30%), and end of semester examination (40%). These need to be introduced in session 1. PD writers will need to provide an example portfolio and project assessment components if these are not written into the course manuals (See Appendix 2: Course Assessment Components at a Glance).
 - integrating the use of continuous assessment designed to support studentteacher learning in each session
- ✓ The PD session template provides the frame for SWL to write the guidance for the Subject Leads (SL)/HoD on how to lead and support the professional development of tutors in the weekly sessions for student teachers
- ✓ Age level specialisms are introduced in Y2S1. To ensure appropriate subject and age level focus for the PD sessions:
 - o there will be subject specialists writing for each subject
 - where subjects are grouped, direct reference needs to be made to examples of activities in the course manuals for each subject
 - where there are different age levels, direct reference needs to be made to the course manuals for activities for each age level
- ✓ STS is six days in year 2 Semester 1 and involves observation and working with small groups subjects should include STS activities
- ✓ SL/HoD need to have details of the resources needed for the activities
- ✓ Appendix 1: The PD writing checklist, for checking that the PD sessions address all required issues.
- ✓ Appendix 2: Course Assessment Components at a glance, to help ensure the course assessments are accurately introduced

Tutor PD Session Name of Course: Arabic This PD Session document consists of the following Arabic courses:

Junior High School Specialism Arabic Communication Skills: (JHS Arabic Grammar: (JHS

How to use this PD Manual

This Professional Development (PD) manual comprises Two courses in Arabic. In addition, there are some generic statements and instructions in the various lessons in this manual, which can be adapted to suit the respective courses. Tutors should, therefore, refer to the individual course manuals during the PD sessions.

Tutor PD Session

Age Levels/s: Junior High School

Name of Subject/s: Arabic Arabic Communication Skills: (JHS Arabic Grammar (JHS)

Year 2

Semester 1

Tutor PD Session for Lesson 1 in the Course Manual

Lesson Title:

Arabic:

Arabic Communication Skills: (JHS)

Daily Routines I: Introduction to teaching speaking and listening to Arabic, the concepts, types, and roles of speaking and listening in Arabic, definition of speaking and listening and types, the part of speaking and listening in language learning and literacy development, school visits **Arabic Grammar:** (JHS

Pronouns & Conjugations: Nominative pronouns **verb** conjugation with nominative pronouns, verb conjugation with accusative pronouns, attached pronouns in the genitive case

verb conjugation with accusative pronouns, attached pronouns in the genitive case			[]
Focus: the bullet	Guidance notes on Leading the	Guidance Notes on Tutor	Time in
points provide the	session. What the SL/HoDs will	Activity during the PD	session
frame for what is to	have to say during each stage of	Session. What PD Session	
be done in the	the session	participants (Tutors) will do	
session. The SWL		during each stage of the	
should use the		session.	
bullets to guide			
what they write for			
the SL/HoD and			
tutors to do and say			
during each session.			
Each bullet needs to			
be addressed, and			
specific references			
should be made to			
the course			
manual/s.			
1(a) Introduction to	Icebreaker:	Icebreaker:	20 mins
the semester – in	Provide an icebreaker or ask a	Listen to the fun by way of an	
session one	tutor to give an icebreaker, e.g.,	icebreaker, e.g., an anecdote	
 Introduction to 	an anecdote related to teaching	related to teaching and	
the purpose of	and learning	learning	
the specialisms:			
EG, UP, and JHS	1.1 Discuss with tutors the	1.1 Discuss the purpose of	
✓ Overview of	purpose of the Year 2 Semester	the two courses of the Year 2	
subject/s age	1 of the Junior High School (JHS)	Semester 1 of the Junior High	
level/s to be	programme (Arabic	School (JHS) programme.	
covered in the	communication skills & Arabic	Recount how you coped with	
PD sessions and	grammar). Ask them to recount	the groupings in subject areas	

r				
	guidance on	how they coped with the	in previous PD sessions and	
	grouping tutors	groupings in subject areas in	how these culminated in the	
	according to the	previous PD sessions and how	class's practical content	
	subject/s, age	these culminated in the practical	delivery and learning.	
	levels/s.	content delivery in the class.	denvery and rearring.	
		-		
\checkmark	Introduction to	E.g., the purpose of the courses		
	the course	is to give student-teachers the		
	manual/s	essential communication skills in		
\checkmark	Overview of	Arabic to build their capacity		
	course learning	and proficiency in Arabic.		
	outcomes			
\checkmark	Introduction to	1.2 Discuss with tutors the	1.2 Discuss the difference	
	the two	difference between courses of	between subjects of the same	
	continuous		-	
		the same specialism, e.g.,	specialism, e.g., Different	
	assessment	Different Arabic courses in the	Arabic courses in the Junior	
	components to	Junior High school.	High school.	
	be undertaken			
	in each subject	For example, Arabic	For example, Arabic	
	during the	communication skills deal with	communication skills deals	
	semester (See	the oral components and	with the oral components and	
	Course	abilities, while Arabic Grammar	abilities while Arabic	
	Assessment	focuses on the rules in speaking	Grammar focuses on the rules	
	Components at	and writing.	in speaking and writing.	
	a Glance	and writing.	in speaking and writing.	
		Note: Dominal to to up that the opt		
	Appendix 2) NB	Note: Remind tutors that these	Note: You are to note that	
	in subjects	Year 2 Semester 1 Arabic course	these Year 2 Semester 1	
	where there are	with the same specialist concert,	Arabic course have the same	
	no assessment	concepts, praxis, and	specialist concerts, concepts,	
	components in	methodological perspectives and	praxis, and methodological	
	the course	that from time to time, the	perspectives, and from time	
	manuals	tutors will be asked to refer to	to time, you will be referred	
	examples will	activities in their respective	to activities in your respective	
	need to be	courses.	courses.	
	provided for			
	SL/HoD.	1.3 Refer tutors to the course	1.3 Refer to your respective	
	54/100.	description in their respective	course manuals for Year 2	
		course manuals for Year 2	Semester 1 of Arabic and	
		Semester 1 of Arabic. Ask them	discuss the structure and	
		to read and discuss the structure	content of the course	
		and content of the course	manuals, which comprise:	
		manuals, which comprise:		
		i) The course information and	i) The course information and	
		vision for the new four-year	vision for the new four-year	
		B.Ed. Curriculum.	B.Ed. Curriculum.	
			b.eu. cumculum.	

ii) The course details, the goal for the Arabic manual, course description, key contextual factors as well as core and transferable skills and cross- cutting issues, including equity and inclusivity	ii) The course details, the goal for the Arabic manual, course description, key contextual factors, core and transferable skills, and cross-cutting issues, including equity and inclusivity.	
iii) List of course learning outcomes and their related learning indicators.	iii) List of course learning outcomes and their related learning indicators.	
iv) The course content is broken into units for each week, the topic and sub-strands, and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies.	iv) The course content, which is broken down into units for each week, the topic and sub- strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies.	
v) Course assessment components.	v) Course assessment components.	
1.4 In their course groups, ask tutors to read the course Learning Outcomes (CLOs) and their Learning Indicators (LIs) in their respective course manuals. Then, ask them to discuss and write down two relationships between the CLOs and the LIs to be shared with the larger group.	1.4 In your course groups, read the course Learning Outcomes (CLOs) and their indicators (LIs) in your respective course manuals. Then, discuss, and write down two relationships between the CLOs and the LIs to be shared with the larger group.	
Examples: Arabic communication skills:	Examples: Arabic communication skills:	
(CLO): Develop the skills and teach learners to understand, speak and write fluently in daily routines. (NTS 2 b, c and NTECF pg. 20). Demonstrate knowledge of equipping learners with oral	CLO): Develop the skills and teach learners to understand, speak and write fluently in daily routines. (NTS 2 b, c and NTECF pg. 20). Demonstrate knowledge of equipping learners with oral	
	for the Arabic manual, course description, key contextual factors as well as core and transferable skills and cross- cutting issues, including equity and inclusivity iii) List of course learning outcomes and their related learning indicators. iv) The course content is broken into units for each week, the topic and sub-strands, and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. v) Course assessment components. 1.4 In their course groups, ask tutors to read the course Learning Outcomes (CLOs) and their Learning Indicators (LIs) in their respective course manuals. Then, ask them to discuss and write down two relationships between the CLOs and the LIs to be shared with the larger group. <i>Examples:</i> <i>(CLO): Develop the skills and teach learners to understand, speak and write fluently in daily routines. (NTS 2 b, c and NTECF pg. 20). Demonstrate knowledge of</i>	for the Arabic manual, course description, key contextual factors as well as core and transferable skills and cross- cutting issues, including equity and inclusivityfor the Arabic manual, course description, key contextual factors, core and transferable skills, and cross-cutting issues, including equity and inclusivity.iii) List of course learning outcomes and their related learning indicators.iii) List of course learning outcomes and their related learning indicators.iv) The course content is broken into units for each week, the topic and sub-strands, and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies.iv) The course content, which is broken down into units for each week, the topic and sub- strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies.v) Course assessment components.v) Course assessment components.1.4 In their course groups, ask tutors to read the course Learning Outcomes (CLOS) and their respective course manuals. Then, ask them to discuss and write down two relationships between the CLOs and the LIs to be shared with the larger group.1.4 In your course groups, read the course Learning Outcomes (LLOS) and the LIs to be shared with the larger group. Examples: Arabic communication skills:CLO): Develop the skills and teach learners to understand, speak and write fluently in daily routines. (NTS 2 b, c and NTECF pg. 20). Demonstrate knowledge of equipping learners with oralCLOD: Develop the skills and teach learners with oral

and rituals (NTECF PP.20, NTS 2C, PP, 13).	practices and rituals (NTECF PP.20, NTS 2C, PP, 13).
(CLIs): can prepare a table containing vocabulary on a daily routine.	(CLIs): List of vocabularies prepared by student teachers on daily routines.
Making basic expressions on daily routines.	Student teachers' tasks on basic expressions on daily routines.
Peer review of small group dialogue on daily routines.	Peer review of small group dialogue on daily routines.
Arabic Grammar: (CLO): Demonstrate knowledge and understanding of detached nominative and accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)	Arabic Grammar: (CLO): Demonstrate knowledge and understanding of detached nominative and accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)
(LIs): identify and explain the features of detached nominative and accusative pronouns.	(LIs): identify and explain the features of detached nominative and accusative pronouns.
Produce a table showing the classification of nominative and accusative pronouns according to first, second and third persons.	Produce a table showing the classification of nominative and accusative pronouns according to first, second and third persons.
1.5 Discuss with tutors the two continuous assessment components in both courses of this Year 2 Semester 1.	1. 5 Discuss the two continuous assessment components in both courses of this Year 2 Semester 1.
Examples: Subject Project: Overall weighting of project = 30% Weighting of individual parts of the subject project out of 100	Examples: Subject Project: Overall weighting of project = 30% Weighting of individual parts of the subject project out of 100

Introduction (10 marks): a	✓ Introduction (10 marks):	
clear statement of the aim	a clear statement of the	
and purpose of the project.	aim and purpose of the	
 Methodology (20 marks): 	project.	
what the student-teacher	✓ Methodology (20 marks):	
has done, why and how to	what the student-teacher	
achieve the aim and purpose	has done, why and how to	
of the project	achieve the aim and	
✓ Substantive section (40):	purpose of the project	
presentation, analysis, and	✓ Substantive section (40):	
interpretation of what has	presentation, analysis,	
been done, learned or	and interpretation of	
found.	what has been done,	
✓ Conclusion (30): key	learned, or found.	
outcomes of the project and	✓ Conclusion (30): key	
reflection on what the	outcomes of the project	
student-teacher has learned.	and reflection on what the	
student-teacher nas rearnea.	student-teacher has	
	learned.	
	leamea.	
Subject Portfolio:	Subject Portfolio:	
-		
Overall weighting of project = 30%	Overall weighting of project = 30%	
Weighting of individual parts of	Weighting of individual parts	
portfolio out of 100	of portfolio out of 100	
i(a). Each of the three (3) items	i(a). Each of the three (3)	
selected by the student-teacher	items selected by the student-	
is 30 % (90%).	teacher is 30 % (90%).	
i(b) Presentation and	i(b) Presentation and	
organisation of portfolio 10%.	organisation of portfolio 10%.	
OR	OR	
ii(a). Each of the two (2) items	ii(a). Each of the two (2) items	
selected by the student-teacher	selected by the student-	
is 30 % (60%).	teacher is 30 % (60%).	
ii(b) Mid-semester assessment	ii(b) Mid-semester	
30%	assessment 30%	
ii(c) Presentation and	ii(c) Presentation and	
organisation of portfolio 10%	organisation of portfolio 10%	
NOTE : Refer tutors to appendix 2	NOTE : Refer to appendix 2 in	
in the PD manual and ask them	the PD manual and read on	
to read on assessment in the	assessment in the appendix	
appendix for a few minutes and	for a few minutes and take	
ask each pair to take turns to	turns to talk to the larger	
talk to the larger group about	group about your	
their understanding of the two	understanding of the two	
continuous assessment	continuous assessment	
organisation of portfolio 10% NOTE : Refer tutors to appendix 2 in the PD manual and ask them to read on assessment in the	organisation of portfolio 10% NOTE : Refer to appendix 2 in the PD manual and read on assessment in the appendix	

	1	I	1
	components (subject project and	components (subject project	
	subject portfolio).	and subject portfolio).	
	Example:	Example:	
	The subject project is mini	The subject project is mini	
	classroom research on the	classroom research on the	
	course being taught ranging	course being taught ranging	
	from content to pedagogy, and	from content to pedagogy,	
	the subject portfolio is how well	and the subject portfolio is	
	organized the student has	how well organised the	
	gathered his/her artifacts and	student has gathered his/her	
	documented his/her lived	artifacts and documented	
	experience and records and the	his/her lived experience and	
	selection of his/her two or three	records and the selection of	
	best assignments, quizzes,	his/her two or three best	
	presentations, etc.	assignments, quizzes,	
		presentations, etc.	
1(b) Introduction to	Example of subject project:	Example of subject project:	
the session	Arabic communication skills	Arabic communication skills	
✓ Review prior	Write a report on how	Write a report on how	
learning	conversation lesson is taught in	conversation lesson is taught	
✓ Reading and	a class of your choice at the	in a class of your choice at the	
discussion of the	basic level	basic level	
introductory	Arabic Grammar	Arabic Grammar	
sections of the	Discuss how you will teach kana	Discuss how you will teach	
lesson up to and	and its sisters, the incomplete	kana and its sisters, the	
including	verb in Arabic	incomplete verb in Arabic	
learning			
outcomes and	Review of Prior Knowledge		
indicators	1.6 Use the' snowballing'	1.6 Get up from your tables	
✓ Overview of	strategy to recap the main	and move to other tables to	
content and	issues raised during the previous	find someone who will tell	
identification of	semester's last PD session (thus,	you what they can recall from	
any distinctive	ask a tutor to recall one thing	the previous semester's last	
aspects of the	they learned in the last PD	PD lesson/session.	
lesson/s,	lesson/session).		
NB The guidance for			
SL/HoD should	Introduction Sections, Purpose,	Introduction Sections,	
identify and address	Learning Outcomes, and	Purpose, Learning Outcomes,	
areas where tutors	Indicators	and Indicators	
might require	1.7 Ask tutors to be in mixed	1.7 In your mixed pairs,	
clarification on any	pairs as appropriate and allow	discuss the main purpose of	
aspect of the lesson.	them to discuss the main	the current PD Session and	
NB SL/HoD should	purpose of the current PD	share your views.	
ask tutors to plan	Session and share their views.		
for their teaching as			

they go through the PD session	For example, one of the purposes is to adopt the appropriate teaching and learning strategies relevant resources to ensure effective teaching of lessons one in both Arabic courses (communication skills & Grammar.	For example, one of the purposes is to adopt the appropriate teaching and learning strategies relevant resources to ensure effective teaching of lessons one in both Arabic courses (communication skills & Grammar.	
	 1.8 Lead tutors to discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) and state their relationship. E.g., the LIs helps you to achieve the LOs 	1.8 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) and state their relationship.	
	Examples: Arabic communication skills : (LO): Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals (NTECF PP.20, NTS 2C, PP, 13)	Examples: Arabic communication skills : (LO): Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals (NTECF PP.20, NTS 2C, PP, 13)	
	(LIs): can prepare a table containing vocabulary on a daily routine	(LIs): can prepare a table containing vocabulary on a daily routine	
	Making basic expressions on daily routines.	Making basic expressions on daily routines.	
	Arabic Grammar: (LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)	Arabic Grammar: (LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)	
	(LIs): Construct a table showing how verbs are conjugated in connection with accusative pronouns.	(LIs): Construct a table showing how verbs are conjugated in connection with accusative pronouns.	

Conjugate verbs to concord with	Conjugate verbs to concord
accusative pronouns.	with accusative pronouns.
Note: Refer tutors to lesson one	Note: Refer to lesson one of
of the course manuals for the	the course manuals for the
learning outcomes and	learning outcomes and
indicators.	indicators.
Overview of Content and	Overview of Content and
Distinctive Features	Distinctive Features
1.9 Refer tutors to the lesson	1.9 Refer to the lesson
descriptions of lesson 1 of the	descriptions of lesson 1 and
course manual and ask them to	read and discuss those course
read and discuss them by	descriptions.
bringing out the distinctive	· · /
features of the lesson.	
Examples:	Examples:
Arabic Communication Skills:	Arabic communication skills:
Arabic communication skills as	Arabic communication skills
a course is designed to enable	as a course is designed to
student teachers to build a	enable student teachers to
vocabulary stock on these	build a vocabulary stock on
activities to guide learners to	these activities so that they
understand, speak, read, and	can guide learners to
write in Arabic on daily activities	understand, speak, read, and
-	write in Arabic on daily
with a reasonable level of	activities with a reasonable
fluency.	
	level of fluency
Anabia Commune	Arabic Grammar:
Arabic Grammar as a course is	
Arabic Grammar as a course is	Arabic Grammar as a course
designed to equip student	is designed to equip student
teachers with different skills of	teachers with different skills
conjugating Arabic verbs in line	of conjugating Arabic verbs in
with detached or independent	line with detached or
accusative pronouns. They will	independent accusative
also develop skills of teaching	pronouns. They will also
the same content to JHS	develop skills of teaching the
students. (NTS 2c, pg13, NTECF	same content to JHS students.
pg20, 23).	(NTS 2c, pg13, NTECF pg20,
	23).
1.10 Discuss with tutors the	1.10 Discuss the distinctive
distinctive features of lesson 1	features of lesson 1 and any
of the course manual and any	challenging areas or areas of
challenging areas or areas of	

	· · · · · · · · · · · · · · · · · · ·
misconceptions that might need	misconceptions that might need some clarification.
some clarification.	need some clarification.
Examples of distinctive features: Arabic communication: Concept of stimulating and	Examples of distinctive features: Arabic communication skills: Concept of stimulating and
sustaining individual and group conversations. This concept is a group of unique soft skills that any good communicator should learn. E.g., when to stop, start, restart re package pause, and take turns in a conversation	sustaining individual and group conversations.
Arabic Grammar: Concept of conjugation of sound verbs to reflect detached nominative pronouns Concept of the form that pronouns assumed in the accusative case in Arabic.	Arabic Grammar: Concept of conjugation of sound verbs to reflect detached nominative pronouns Concept of the form that pronouns assumed in the accusative case in Arabic.
Examples of Misconceptions or Challenging Areas Arabic Communication Skills Learning to speak Arabic is	Examples of Misconceptions or Challenging Areas Arabic communication skills: Learning to speak Arabic is
difficult because the language is very complex.	difficult because the language is very complex.
1.10.1 Ask tutors to discuss how the above misconception can be addressed	1.10.1 Discuss how the above misconception can be addressed
<i>Clarification:</i> Arabic is a language like all other languages. However, the	<i>Clarification:</i> Arabic is a language like all other languages. However,
challenges learners face is not because of its complexity but	the challenges learners face is not because of its complexity
rather due to some forms of obstacles, namely internal and external obstacles. Internal	but rather due to some forms of obstacles, namely internal and external obstacles.
barriers refer to the limitations of the learners'	Internal barriers refer to the limitations of the learners'
selves, knowledge, and skills. In	selves, knowledge, and skills;

contrast, external obstacles refer	In contrast, external obstacles	
to the	refer to the	
constraints that originate from	constraints that originate	
the outside, such as the lack of a	from the outside, such as the	
supportive environment and	lack of a supportive	
sufficient opportunity to speak	environment and sufficient	
Arabic. Both good and poor	opportunity to speak Arabic.	
speakers of Arabic feel	Both good and poor speakers	
hampered more by internal	of Arabic feel hampered more	
problems than by external	by internal problems than by	
problems. However, studies	external problems. However,	
show that good speakers face	studies show that good	
more language-related problems	speakers face more language-	
than other internal issues. In	related problems than other	
contrast, the poor speakers	internal issues. In contrast,	
revealed more internal		
	the poor speakers revealed	
shortcomings such as lack of	more internal shortcomings	
confidence and self-esteem.	such as lack of confidence and	
	self-esteem.	
Arabic Grammar:	Arabic Grammar:	
That the verb pattern and form	That the verb pattern and	
in Arabic is the same as those of	form in Arabic is the same as	
the English Language	those of the English Language	
	those of the English Euriguage	
1.10.2 Ask the tutor to discuss	1.10.2 Discuss how the above	
how the above misconception	misconception can be	
can be addressed	addressed	
Clarification:	Clarification:	
Person (third, second, and first):	Person (third, second, and	
The third person is used when	first): The third person is used	
you are talking about the	when you are talking about	
subject, and the subject is not	the subject, and the subject is	
present, the second person is	not present, the second	
used when you are addressing	person is used when you are	
the subject, and the first person	addressing the subject, and	
is used when you are the	the first person is used when	
subject. Arabic uses all three	you are the subject. Arabic	
persons and masculine and	uses all three persons and	
feminine genders with no	uses the masculine and	
neutrality. Furthermore,	feminine genders with no	
plurality in Arabic is of three	neutrality. Furthermore,	
types: singular, dual, and plural.	plurality in Arabic is of three	
Dual indicates two entities, and	types: singular, dual, and	
plural indicates three or more	plural. Dual indicates two	
entities.		

		entities, and plural indicates three or more entities.	
2 Concept Development (New learning likely to arise in lesson/s) : Identification and discussion of new learning,	2.1 Lead a discussion with tutors and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored.	2.1 Discuss and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored.	15 mins
potential barriers to learning for	Examples of New Concepts in the Lesson	Examples of New Concepts in the Lesson	
student teachers or students, concepts or pedagogy being introduced in	Arabic communication skills : how basic dialogue on a daily routine is treated in the JHS Arabic curriculum?	Arabic communication skills : how basic dialogue on a daily routine is treated in the JHS Arabic curriculum?	
the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need	Arabic Grammar: Verb conjugation in Arabic Examples of New Learnings: Arabic communication skills: Sociolinguistics of daily routine	Arabic Grammar: Verb conjugation in Arabic Examples of New Learnings: Arabic communication skills: Sociolinguistics of daily routine	
to do to introduce and explain the issues/s with tutors	<i>Arabic Grammar:</i> <i>i. Arabic conjugation and the</i> <i>masculine and feminine without</i> <i>neutral are new learning.</i>	Arabic Grammar: Arabic conjugation and the masculine and feminine without neutral are new learning.	
	Examples of Potential Barriers	Examples of Potential Barriers	
	Arabic communication skills : linguistic background of student teachers	Arabic communication skills : linguistic background of student teachers	
	Suggested Solution : This background issue can be solved if student-teachers have in-depth knowledge of the subject matter.	Suggested Solution : This background issue can be solved if student-teachers have in-depth knowledge of the subject matter.	
	Arabic Grammar: Arabic is a complex language	Arabic Grammar: Arabic is a complex language	

	Suggested Solution:	Suggested Solution:
	Arabic is surrounded by myths.	Arabic is surrounded by
	It has an alphabet of 28 letters.	myths.
	Letters are joined up. There are	It has an alphabet of 28
	only five basic shapes But the	letters. Letters are joined up.
	vocabulary of Modern Standard	There are only five basic
	Arabic is no more complex than	shapes But the vocabulary
	any other modern language.	of Modern Standard Arabic is
		no more complex than any
		other modern language.
	2.3 Ask tutors in their course groups to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals.	2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.
	Examples:	Examples:
	Group work, think-pair-share,	Group work, think-pair-share,
	school visits, discussion, concept mapping, individual work and	school visits, discussion, concept mapping, individual
	presentation, teacher modeling,	work and presentation,
	brainstorming, and questioning	teacher modeling,
	techniques.	brainstorming, and
		questioning techniques.
		queetioning teeninqueet
	2.4 Discuss with tutors how the	2.4 Discuss how the
	suggested teaching strategies in	suggested teaching strategies
	lesson 1 will be used to promote	in lesson 1 will be used to
	learning at the 4-Year B.Ed. and	promote learning at the 4-
	Basic levels.	Year B.Ed. and Basic levels.
	Examples:	Examples:
	Identifying the features of the	Identifying the features of the
	Basic School Curriculum and	Basic School Curriculum and
	those of the B.Ed. Programme	those of the B.Ed. Programme
	and aligning them with the	and aligning them with the
	suggested teaching strategies in	suggested teaching strategies
	the course manual.	in the course manual.
3. Planning for	3.1 Lead discussion with tutors	3.1 Lead discussion with
teaching, learning,	through questions and answers	tutors through questions and
and assessment	on the various suggested	answers on the various
activities for the	teaching and learning activities	suggested teaching and
lesson/s	in the lesson delivery.	learning activities in the
		lesson delivery.

	Pooding and	Examples Teaching and	Examples Teaching and	
	Reading and discussion of the	Learning Activities:	Learning Activities:	
		Arabic communication skills:	Arabic communication skills:	
	teaching and			
	learning activities	Ask students to form simple	Ask students to form simple	
	-	sentences using words in the	sentences using words in the	
	addressing areas	flashcards.	flashcards.	
	where tutors may	Discuss students' works and lead	Discuss students' works and	
	require	them to peer review them.	lead them to peer review	
	clarification	Play the conversation audio	them.	
	Noting	طاهر and طارق between	Play the conversation audio	
	opportunities for	Lead discussion on the content	طاهر and طارق between	
	making links to	of the audio.	Lead discussion on the	
	the Basic School		content of the audio.	
	Curriculum			
	Noting	Arabic Grammar:	Arabic Grammar:	
	opportunities for	Introduce and illustrate how	Introduce and illustrate how	
	integrating: GESI	sound verbs are conjugated and	sound verbs are conjugated	
	responsiveness	used with personal accusative	and used with personal	
	and ICT and 21 st C	pronouns bearing in mind the	accusative pronouns bearing	
	skills	past, present, and future tenses.	in mind the past, present, and	
	Reading,		future tenses.	
	discussion, and			
	identification of	Links to the Basic School	Links to the Basic School	
	continuous	Curricula and the Use of GESI,	Curricula and the Use of	
	assessment	ICT, and 21 st Century Skills	GESI, ICT, and 21 st Century	
	opportunities in		Skills	
	the lesson. Each			
	lesson should	3.2 Discuss with tutors how GESI	3.2 Discuss how GESI	
	include at least	responsiveness, ICT, and 21 st	responsiveness, ICT, and 21 st	
	two opportunities	Century skills will help promote	Century skills will help	
	to use continuous	the delivery of English lessons in	promote the delivery of	
	assessment to	both the B.Ed. and Basic School	Arabic lessons in both the	
	support student-	Curricula.	B.Ed. and Basic School	
	teacher learning		Curricula.	
П	_			
	\circ links to the	<i>Note:</i> The delivery of the Arabic	<i>Note:</i> The delivery of Arabic	
	existing PD	lessons in both the B.Ed. and	lessons in both the B.Ed. and	
	Themes, for	Basic School curricula may be	Basic School curricula may be	
	example, action	enhanced by integrating GESI,	enhanced by integrating GESI,	
	research,	ICT, and 21 st -century skills.	ICT, and 21 st -century skills.	
	questioning,	, ,	,,	
	and to other	Examples of 21 st -century skills:	Examples of 21 st -century	
	external		skills:	
	reference	Communication skills,	Communication skills,	
	material:	collaboration, observation and	collaboration, observation	
	literature, on	inquiry skills, digital literacy,	and inquiry skills, digital	
	the web,	creativity, personal	literacy, creativity, personal	
	the web,	ετεατινίες, μετουιαί	incrucy, creativity, personal	

Y2 S1 Arabic PDC Version

Utube, physical resources, PowerPoint; how theydevelopment, and gl citizenship.how they should be used. Examples of GESI responsiveness: Making reasonable of for physically challent	bal development, and global citizenship. Examples of GESI responsiveness:
PowerPoint;Examples of GESIhow theyExamples of GESIshould be used.responsiveness:ConsiderationMaking reasonable ofneeds to befor physically challen	Examples of GESI
how theyExamples of GESIshould be used.responsiveness:ConsiderationMaking reasonable ofneeds to befor physically challen	
should be used.responsiveness:ConsiderationMaking reasonable ofneeds to befor physically challen	
Consideration <i>Making reasonable of</i> needs to be <i>for physically challen</i>	responsiveness:
needs to be for physically challen	
	djustments Making reasonable
	ged adjustmentsfor physically
given to local <i>learners.</i>	challenged learners.
availability Both male and fema	e learners Both male and female
guidance on any play leading roles in	_
PowerPoint task.	group task.
presentations,	
TLM, or other The use of braille and	audio The use of braille and audio
resources which machines for orals, e	-
need to be	
developed to <i>Examples of ICT</i>	Examples of ICT
support learning Office 365 vs. G-suite	
Tutors should be education, google m	
expected to have <i>online teaching, goo</i>	
a plan for the next classroom for online	
lesson for student submissions, plagiar	
teachers <i>checking software, to</i>	-
checking grammar e	
	errors online.
Examples of linking	o the Basic Examples of linking to the
School Curriculum:	Basic School Curriculum:
Tasking student teac	ners to You may have to go to
_	
teaching and learnin	practices teaching and learning
-	
(STS).	classroom (STS).
Again, referring stud	ent Again, refer to the Basic
teachers to the Basic	School School Curriculum for some of
Curriculum for some	of the key the key features, e.g., the
features, e.g., the Co	e Core Competencies, such as
Competencies, such a	
thinking and problem	
thinking and problem	novation innovation (CI),
thinking and problen (CP), creativity and in	novation innovation (CI), and communication and
thinking and problem (CP), creativity and in (CI), communication collaboration (CC), cu	novation innovation (CI), and communication and Itural collaboration (CC), cultural
thinking and problem (CP), creativity and in (CI), communication collaboration (CC), co identity and global co	novation innovation (CI), and communication and Itural collaboration (CC), cultural izenship identity, and global
thinking and problem (CP), creativity and in (CI), communication collaboration (CC), co identity and global co (CG), personal develo	novation innovation (CI), and communication and Itural collaboration (CC), cultural izenship identity, and global pment and citizenship (CG), personal
thinking and problem (CP), creativity and in (CI), communication collaboration (CC), co identity and global co	novation innovation (CI), and communication and Itural collaboration (CC), cultural izenship identity, and global pment and citizenship (CG), personal gital development and leadership
Tasking student teach partner schools to ob teaching and learnin in the basic school cli (STS).Again, referring stud teachers to the Basic Curriculum for some features, e.g., the Co	hers to serve a practices issroomYou may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).ent SchoolAgain, refer to the Basic School Curriculum for some of the key features, e.g., the Core Competencies, such as s critical thinking and problem

Language Curriculum for	Curriculum for Primary
Primary Schools - B4-B6)	Schools - B4-B6)
3.4 Ask one tutor to model a	3.4 Pay attention as the tutor
selected activity in a teaching	models a selected activity in a
situation.	teaching situation.
Examples:	Examples:
Arabic communication skills:	Arabic communication skills:
Modeling the daily teaching	Modeling the daily teaching
routine in a conversation using a	routine in a conversation
text	using a text
Arabic Grammar:	Arabic Grammar:
Modeling the teaching of	Modeling the teaching of
conjugation in Arabic	conjugation in Arabic
Using Continuous Assessment in	Using Continuous
Supporting Student Learning	Assessment in Supporting
	Student Learning
3.7 Discuss with tutors the	3.7 Discuss the course
course assessment components	assessment components
(continuous assessment) in both	(continuous assessment) in
courses (African Literature and	both courses (African
Varieties of English) that can be	Literature and Varieties of
used to support student learning	English) that can be used to
bearing in mind the structure of	support student learning
the prospective subject project	bearing in mind the structure
topics in terms of the	of the prospective subject
introduction, methodology,	project topics in terms of the
substantive section, and the	introduction, methodology,
conclusion and the collection of	substantive section, and the
the appropriate artifacts and	conclusion and the collection
their organization in the subject	of the appropriate artifacts
portfolio.	and their organization in the
	subject portfolio.
Ninto: The course manually	Note: The course manual's
Note : The course manual's	Note: The course manual's
continuous assessment	continuous assessment
components for Arabic	components for Arabic
communication skills and	communication skills and
grammar include the subject	grammar include the subject
portfolio and subject project	portfolio and subject project
assessments. These should be	assessments. These should be
used to provide day-to-day	used to provide day-to-day
feedback about the learning and	feedback about the learning
teaching process identify	and teaching process identify

l .	
strengths and weaknesses to	strengths and weaknesses to
bridge the learning gaps among	bridge the learning gaps
students.	among students.
The assessment components	The assessment components
should be in line with the NTEAP.	should be in line with the
	NTEAP.
Examples of subject projects in	
the specific courses:	
Francis of explored and is sto	Formal of autient and in the
Example of subject project:	Example of subject project:
Arabic communication skills	Arabic communication skills
Write a report on how	Write a report on how
conversation lesson is taught in	conversation lesson is taught
a class of your choice at the	in a class of your choice at the
basic level	basic level
Arabic Grammar	Arabic Grammar
Discuss how you will teach kana	Discuss how you will teach
-	-
and its sisters, the incomplete	kana and its sisters, the
verb in Arabic	incomplete verb in Arabic
3.8 Request that tutors discuss	3.8 Discuss assessment
assessment instruments aside	instruments aside from what
from what is in their respective	is in your respective manuals.
manuals.	
For example, ICT assessment	For example, ICT assessment
tools can be used to assess	tools can be used to assess
students. Assessment tools aid in	students. Assessment tools
assessing and evaluating	aid in assessing and
student learning and provide	evaluating student learning
different options to evaluate	and provide different options
students beyond the traditional	to evaluate students beyond
examination.	the traditional examination.
Note: Several tools are	Note: Several tools are
available, including grading	available, including grading
rubrics, canvas assignments,	rubrics, canvas assignments,
plagiarism detection, self-	plagiarism detection, self-
assessment, peer assessment,	assessment, peer assessment,
surveys, and classroom polling.	surveys, and classroom
quiz bot	polling. quiz bot
N/B:	N/B:
Digital Assessment Tools for	Digital Assessment Tools for
Teachers	Teachers
reachers	

Socrativo aurizzac and		
Socrative - quizzes and	6. Socrative - quizzes and	
	-	
-	5 5	
5 ,	5	
Mentimeter - pre-built	8. Mentimeter - pre-built	
ucation templates.	education templates.	
Poll Everywhere - used by	9. Poll Everywhere - used by	
0,000 teachers.	300,000 teachers.	
Kahoot - game-based	10. Kahoot - game-based	
sessment tool.	assessment tool.	
. (Assessment Of Learning	i.e. (Assessment Of Learning	
OL)) of the course manual and	(AOL)) of the course manual	
mpare with the components	and compare with the	
escribed by NTEAP and review	components prescribed by	
appropriate.	NTEAP and review as	
	appropriate	
1 Ask tutors to reflect on and	4.1 Reflect on what you have	15 mins
are what they have learned in	learned and how you learned	
e session, which they will be	it. Then, share one thing you	
ing in their classrooms.	have learned in the session	
	that you would like to	
	practice in your classroom	
	with the class.	
2 Ask tutors to identify critical	4.2 Identify a critical friend	
ends who took part in the PD	who took part in the PD	
ssion to sit in their class	session to sit in your class	
ring a lesson and report on	during the lesson and report	
e observation made during	on his/her observation during	
e next PD session.	the next PD session.	
3 Ask tutors to read lesson 2	4.3 Read lesson 2 to prepare	
om the PD manual in	for next week's session.	
eparation for the next session.		
	 ucation templates. Poll Everywhere - used by 0,000 teachers. Kahoot - game-based sessment tool. (Assessment Of Learning DL)) of the course manual and mpare with the components escribed by NTEAP and review appropriate. Ask tutors to reflect on and are what they have learned in e session, which they will be ng in their classrooms. Ask tutors to identify critical ends who took part in the PD sion to sit in their class ring a lesson and report on e observation made during e next PD session. Ask tutors to read lesson 2 on the PD manual in 	ading.grading.Google Forms - easy to use.7. Google Forms - easy to use.Mentimeter - pre-built8. Mentimeter - pre-builtucation templates.9. Poll Everywhere - used byPoll Everywhere - used by9. Poll Everywhere - used by0,000 teachers.300,000 teachers.Kahoot - game-basedassessment tool.(Assessment tool.i.e. (Assessment tool.(Assessment tool.i.e. (Assessment tool.(Assessment tool.i.e. (Assessment of LearningDL) of the course manual and(AOL)) of the course manualmpare with the componentsand compare with theescribed by NTEAP and reviewand compare with theappropriate.NTEAP and review asappropriate.4.1 Reflect on what you havelearned and how you learnedit. Then, share one thing youhave learned inession to sit in their classe Ask tutors to identify critical4.2 Identify a critical friendwho took part in the PDsession to sit in their classring a lesson and report one observation made duringe next PD session.4.3 Read lesson 2 to preparefor next week's session.4.3 Read lesson 2 to prepare

Tutor PD Session

Age Levels/s: Junior High School Name of Subject/s: Arabic Arabic Communication Skills: (JHS) Arabic Grammar I (JHS)

Semester 1

Tutor PD Session for Lesson 2 in the Course Manual

Lesson Title:

Arabic:

Year 2

Arabic Communication Skills: (JHS)

Daily Routines I: Introduction to teaching speaking and listening to Arabic, the concepts, types, and roles of speaking and listening in Arabic, Definition of speaking and listening and types, The role of speaking and listening in language learning and literacy development, School Visit **Arabic Grammar I** (JHS)

Pronouns & Conjugations: Nominative Pronouns **Verb** Conjugation with Nominative Pronouns Verb Conjugation with Accusative Pronouns Attached Pronouns in the Genitive Case.

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the SL/HoDs	Activity during the PD Session.	session
frame for what is to		, .	56551011
	will have to say during each	What PD Session participants	
be done in the	stage of the session	(Tutors) will do during each	
session. The SWL		stage of the session.	
should use the			
bullets to guide			
what they write for			
the SL/HoD and			
tutors to do and say			
during each session.			
Each bullet needs to			
be addressed, and			
specific references			
should be made to			
the course			
manual/s.			
1 Introduction to	Review of Prior Knowledge	Review of Prior Knowledge	20 mins
the session	1.1 Use the 'snowballing'	1.1 Recap the main issues raised	
✓ Review prior	strategy to recap the main	during the previous week's PD	
learning	issues raised during the	session. Each person will recall	
✓ A critical friend	previous PD session.	one thing and invite a friend to	
to share findings	N/B: snowballing is where a	say another.	
for a short	person gives a		
discussion and	response/information and		
lessons learned	invites a friend to do the same		
✓ Reading and	consecutively.		
discussion of the	·		

]
introductory	1.2 Ask a critical friend to	1.2 Listen to the account of a	
sections of the	share their observations of	colleague's observed lesson and	
lesson up to and	lessons for the whole group	contribute to the following	
including	discussion.	discussion.	
learning			
outcomes and	Introduction Sections,	Introduction Sections, Purpose,	
indicators	Purpose, Learning Outcomes,	Learning Outcomes, and	
✓ Overview of	and Indicators	Indicators	
content and			
identification of	1.2 Ask tutors to be in mixed	1.2 In your mixed pairs, discuss	
any distinctive	pairs (<i>where applicable</i>) and	the main purpose of the current	
aspects of the	allow them to discuss the main	PD session and share your	
lesson/s,	purpose of the current lesson	views.	
NB The guidance for	and share their views.		
SL/HoD should			
identify, address,	For example:	For example:	
and explain any	The purpose is to equip	The purpose is to equip student	
areas where tutors	student teachers with the	teachers with the requisite skills	
might require	requisite skills to teach	to teach learners the right	
clarification on any	learners the right vocabulary	vocabulary to tell or describe	
	to tell or describe their	-	
aspect of the lesson.		their everyday activities.	
SL/HoD takes	everyday activities.		
feedback to gauge			
understanding and	1.3 Lead tutors to discuss the	1.3 Discuss the Learning	
support tutor	relationship between the	Outcomes (LOs) of lesson one	
engagement.	Learning Outcomes (LOs) and	and their Learning Indicators	
NB SL/HoD should	the Learning Indicators (LIs) of	(LIs) by stating their relationship.	
ask tutors to plan	lesson two for each course.		
for their teaching as			
they go through the	Examples:	Examples:	
PD session	Arabic communication skills :	Arabic communication skills :	
	(LO): Demonstrate knowledge	(LO): Demonstrate knowledge of	
	of equipping learners with oral	equipping learners with oral	
	skills on daily cultural practices	skills on daily cultural practices	
	and rituals. (NTECF PP.20, NTS	and rituals. (NTECF PP.20, NTS	
	2C, PP, 13).	2C, PP, 13).	
	(LIs):	(LIs):	
	(i) Student teachers engage in	(i) Student teachers engage in	
	conversation in pairs and small	conversation in pairs and small	
	groups on daily cultural	groups on daily cultural routines.	
	routines.	(ii) Student teachers engage in	
	(ii) Student teachers engage in	conversations in small groups on	
	conversations in small groups	daily cultural routines among	
	on daily cultural routines	Ghanaian societies, including	
	among Ghanaian societies,	how cultural issues are barriers	
	including how cultural issues	to learning Arabic in schools.	
L	mendaring now cultural issues	to rearring radic in Schools.	

are barriers to learning Arabic		
in schools.		
Arabic Grammar I: (LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23) (LIs): Examples	Arabic Grammar I: (LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23) (LIs): Examples:	
 (i)Tables showing how verbs are conjugated with nominative pronouns in Arabic. (ii)Student teachers' assignments showing how verbs are conjugated with nominative pronouns. (iii)Audio recordings of student teachers engaging in the conjugation of verbs in line with nominative pronouns. 	 (i)Tables showing how verbs are conjugated with nominative pronouns in Arabic. (ii)Student teachers' assignments showing how verbs are conjugated with nominative pronouns. (iii)Audio recordings of student teachers engaging in the conjugation of verbs in line with nominative pronouns. 	
<i>Note:</i> Refer tutors to lesson two of the course manuals for the learning outcomes and indicators.	<i>Note</i> : <i>Refer to lesson two of the course manuals for the learning outcomes and indicators.</i>	
Overview of Content and Distinctive Features 1.4 Refer tutors to read and discuss lesson 2 descriptions and distinctive features of each course.	1.4 Read and discuss lesson 2 descriptions and distinctive features of each course.	
Arabic communication: Examples. This lesson is the continuation of the previous lesson. However, this lesson is distinct as it uses more advanced examples of the right vocabulary for everyday activities.	Examples: Arabic communication skills: This lesson is the continuation of the previous lesson. However, this lesson is distinct as it uses more advanced examples of the right vocabulary for everyday activities.	

Arabic Grammar I:	Arabic Grammar I:	
The lesson's distinctiveness	The lesson's distinctiveness lies	
lies in the skills acquisition	in the skills acquisition	
processes and conjugation of	processes and conjugation of	
verbs with accusative		
	verbs with accusative pronouns.	
pronouns.		
	1.5 Discuss the distinctive	
1.5 Discuss with tutors the		
distinctive features of lesson 2	features of lesson 2 and any	
of the course manual and any	challenging areas or areas of	
challenging areas or	misconceptions that need clarification.	
misconceptions that need	clarification.	
clarification.		
Examples of distinctive	Examples of distinctive	
features for:	features:	
(i) Arabic communication	Arabic communication skills :	
skills:	(i)Use of complex/advanced	
(i)Use of complex/advanced	vocabulary in the correct	
vocabulary in the correct	sequence	
sequence	(ii)Use of the appropriate	
(ii)Use of the appropriate	vocabulary in the right context.	
vocabulary in the right	vocubulary in the right context.	
context.		
context.		
(ii) Arabic Grammar I:	Arabic Grammar I:	
(i)Identifying and explaining	(i)Identifying and explaining the	
the features of detached	features of detached nominative	
nominative and accusative	and accusative pronouns.	
pronouns.		
(ii)Classification of nominative	(ii)Classification of nominative	
and accusative pronouns	and accusative pronouns	
according to first, second and	according to first, second and	
third persons.	third persons.	
Examples of Misconceptions	Examples of Misconceptions or	
or Challenging Areas	Challenging Areas	
Arabic Communication Skills	Arabic communication skills:	
Learning to speak Arabic is	Learning to speak Arabic is	
difficult because the language	difficult because the language is	
is very complex.	very complex.	
Clarification:	Clarification:	
Arabic is a language like all	Arabic is a language like all	
other languages. However, the	other languages. However, the	
challenges learners face are	challenges learners face are not	

not because of its complexity because of its complexity but	
but rather due to some forms rather due to some forms of	
of obstacles, namely internal obstacles, namely internal and	
and external obstacles. external obstacles. Internal	
Internal barriers refer to the barriers refer to the	
limitations of the learners' limitations of the learners'	
selves, knowledge, and skills. selves, knowledge, and skills. In	
In contrast, external barriers contrast, external barriers refer	
refer to the to the	
constraints that originate from constraints that originate from	
the outside, such as the lack of the outside, such as the lack of a	
a supportive environment and supportive environment and	
sufficient opportunity to speak sufficient opportunity to speak	
Arabic. Both good and poor Arabic. Both good and poor	
speakers of Arabic feel speakers of Arabic feel	
hampered more by internal hampered more by internal	
problems than by external problems than by external	
problems than by external problems than by external problems. However, studies	
show that good speakers face show that good speakers face	
more language-related more language-related problems	
problems than other internal than other internal issues. In	
issues. In contrast, the poor contrast, the poor speakers	
speakers revealed more revealed more internal	
55	
Arabic is a language like all other languages. However, the	
other languages. However, the challenges learners face are not	
challenges learners face are because of its complexity but	
not because of its complexity rather due to some forms of	
but rather due to some forms obstacles, namely internal and	
of obstacles, namely internal external obstacles. Internal	
and external obstacles. barriers refer to the	
Internal barriers refer to the limitations of the learners'	
limitations of the learners' selves, knowledge, and skills. In	
selves, knowledge, and skills. contrast, external barriers refer	
In contrast, external barriers to the	
refer to the constraints that originate from	
constraints that originate from the outside, such as the lack of a	
the outside, such as the lack of supportive environment and	
a supportive environment and sufficient opportunity to speak	
sufficient opportunity to speak Arabic. Both good and poor	
Arabic. Both good and poor speakers of Arabic feel	
speakers of Arabic feel hampered more by internal	
hampered more by internal problems than by external	
problems than by external problems. However, studies	
problems. However, studies show that good speakers face	

show that good speakers face	more language-related problems	
more language-related	than other internal issues. In	
problems than other internal	contrast, the poor speakers	
issues. In contrast, the poor	revealed more internal	
speakers revealed more	shortcomings such as lack of	
internal shortcomings such as	confidence and self-esteem.	
lack of confidence and self-	Arabic is a language like all	
esteem.	other languages. However, the	
Arabic is a language like all	challenges learners face are not	
other languages. However, the	because of its complexity but	
challenges learners face are	rather due to some forms of	
not because of its complexity	obstacles, namely internal and	
but rather due to some forms	external obstacles. Internal	
of obstacles, namely internal	barriers refer to the	
and external obstacles.	limitations of the learners'	
Internal barriers refer to the	selves, knowledge, and skills. In	
limitations of the learners'	contrast, external obstacles refer	
selves, knowledge, and skills.	to the	
In contrast, external barriers	constraints that originate from	
refer to the	the outside, such as the lack of a	
constraints that originate from	supportive environment and	
the outside, such as the lack of	sufficient opportunity to speak	
a supportive environment and	Arabic. Both good and poor	
sufficient opportunity to speak	speakers of Arabic feel	
Arabic. Both good and poor	hampered more by internal	
speakers of Arabic feel	problems than by external	
hampered more by internal	problems. However, studies	
problems than by external	show that good speakers face	
problems. However, studies	more language-related problems	
show that good speakers face	than other internal issues. In	
more language-related	contrast, the poor speakers	
problems than other internal	revealed more internal	
issues. In contrast, the poor	shortcomings such as lack of	
speakers revealed more	confidence and self-esteem.	
internal shortcomings such as		
lack of confidence and self-		
esteem.		
Arabic Grammar:	Arabic Grammar:	
That the verb pattern and	That the verb pattern and form	
form in Arabic is the same as	in Arabic is the same as those of	
those of the English Language	the English Language	
Clarification:	Clarification:	
Person (third, second, and	Person (third, second, and first):	
first): The third person is used	The third person is used when	
when you are talking about	you are talking about the	

	the subject, and the subject is not present, the second person is used when you are addressing the subject, and the first person is used when you are the subject. Arabic uses all three persons and masculine and feminine genders with no neutrality. Furthermore, plurality in Arabic is of three types: singular, dual, and plural. Dual indicates two entities, and plural indicates three or more	subject, and the subject is not present, the second person is used when you are addressing the subject, and the first person is used when you are the subject. Arabic uses all three persons and masculine and feminine genders with no neutrality. Furthermore, plurality in Arabic is of three types: singular, dual, and plural. Dual indicates two entities, and plural indicates three or more entities.	
	entities.		
2 Concept Development (New learning likely to arise in lesson/s) : ✓ Identification and discussion of new learning,	2.1 Lead a discussion with tutors and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored.	2.1 Discuss and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored.	15 mins
potential barriers to learning for	Examples of New Concepts in the Lesson	Examples of New Concepts in the Lesson	
student teachers or students, concepts or pedagogy being	<i>Arabic communication skills:</i> Definitions and meanings of some Arabic vocabularies	<i>Arabic communication skills :</i> Definitions and meanings of some Arabic vocabularies	
introduced in	Examples of New Learnings:	Examples of New Learnings:	
the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set	(i) developing oral skills (ii) demonstrating knowledge of daily cultural practices and rituals.	 (i) developing oral skills (ii) demonstrating knowledge of daily cultural practices and rituals. 	
out what they need to do to introduce and explain the issues/s with tutors	Arabic Grammar I: Examples of New Concepts in the Lesson	Arabic Grammar I: Examples of New Concepts in the Lesson	
	Examples of New Learnings (i) Identifying features of detached nominative and accusative pronouns. (ii) nominative and accusative pronouns are classified	Examples of New Learnings (i) Identifying features of detached nominative and accusative pronouns. (ii) nominative and accusative pronouns are classified	

according to first, second, and	according to first, second, and	
third persons.	third persons.	
Examples of Potential Barriers	Examples of Potential Barriers	
Arabic communication skills :	Arabic communication skills :	
Student teachers may not have	Student teachers may not have	
enough stock of the Arabic	enough stock of the Arabic	
vocabulary to facilitate	vocabulary to facilitate	
accessible communication.	accessible communication.	
Suggested Solution:	Suggested Solution:	
Student teachers should be	Student teachers should be	
encouraged to read more and	encouraged to read more and	
practice speaking Arabic	practice speaking Arabic	
Anabia Characteria	Anabia Champiana	
Arabic Grammar:	Arabic Grammar:	
Student teachers may	You may be deficient incorrectly	
incorrectly use the different	using the different pronouns in	
pronouns in the Arabic	the Arabic language.	
language.		
Suggested Solution:	Suggested Solution:	
There is a need to read and	There is a need to read and	
practice to improve one's	practice to improve one's spoken	
spoken and written Arabic	and written Arabic language	
language ability.	ability.	
2.3 Ask tutors in their course	2.3 Consider the suggested	
groups to consider the	strategies in the manual and	
suggested strategies in the	examine the most appropriate	
manual and choose the most	ones that you can use for	
appropriate ones for teaching	effective learning.	
the topics in their respective		
manuals.		
Examples:	Examples:	
Group work, group discussion,	Group work, group discussion,	
individual work, presentation,	individual work, presentation,	
brainstorming, and	brainstorming, and questioning	
questioning techniques	techniques	
2.4 Discuss with tutors how	2.4 Discuss how the suggested	
the suggested teaching	teaching strategies in lesson 1	
strategies in lesson 2 will be	will be used to promote learning	
used to promote learning at	at the 4-Year B.Ed. and Basic	
the 4-Year B.Ed. and Basic	levels.	
levels.		

	Examples:	Examples:	
	Identifying the features of the	Identifying the features of the	
	Basic School Curriculum and	Basic School Curriculum and	
	those of the B.Ed. Programme	those of the B.Ed. Programme	
	and aligning them with the	and aligning them with the	
	suggested teaching strategies	suggested teaching strategies in	
	in the course manual.	the course manual.	
3. Planning for	3.1 Lead discussion with tutors	3.1 Discussion through	
teaching, learning,	through questions and	questions and answers on the	
and assessment	answers on the various	various suggested teaching and	
activities for the	suggested teaching and	learning activities to be used in	
lesson/s	learning activities in the lesson	the lesson delivery.	
✓ Reading and	delivery.		
discussion of the			
teaching and	Examples Teaching and	Examples Teaching and	
learning activities	Learning Activities:	Learning Activities:	
✓ Noting and	_	-	
addressing areas	Arabic communication skills:	Arabic communication skills:	
where tutors may	(i)Preparing wall charts on	(i)Preparing wall charts on	
require	dialogue (daily routines)	dialogue (daily routines)	
clarification	(ii)Roleplay	(ii)Roleplay	
✓ Noting	(iii) Discussion on the content	<i>(iii) Discussion on the content of</i>	
opportunities for	of the audio	the audio	
making links to			
the Basic School	Arabic Grammar:	Arabic Grammar:	
Curriculum	(i) Teacher-led discussion of	(i) Teacher-led discussion of the	
✓ Noting	the content of audio played.	content of audio played.	
opportunities for	(ii) Independent and group	(ii) Independent and group	
integrating: GESI	reflection on the content of the	reflection on the content of the	
responsiveness	audio.	audio.	
and ICT and 21 st C			
skills	Links to the Basic School	Links to the Basic School	
✓ Reading,	Curricula and the Use of GESI,	Curricula and the Use of GESI,	
discussion, and	ICT, and 21 st Century Skills	ICT, and 21 st Century Skills	
identification of	3.2 Discuss with tutors how	3.2 Discuss how GESI	
continuous	GESI responsiveness, ICT, and	responsiveness, ICT, and 21 st	
assessment	21 st Century skills will help	Century skills will help promote	
opportunities in	promote the delivery of the	the delivery of English lessons in	
the lesson. Each	lessons in both the B.Ed. and	both the B.Ed. and Basic School	
lesson should	Basic School Curricula.	Curricula.	
include at least			
two options to	<i>Note:</i> The delivery of the	Note: The delivery of Arabic	
use continuous	Arabic lessons in both the	lessons in both the B.Ed. and	
assessment to	B.Ed. and Basic School	Basic School curricula may be	
support student-	curricula may be enhanced by	enhanced by integrating GESI,	
teacher learning		ICT, and 21 st -century skills.	
	1	· /	

✓ Resources:	integrating GESI, ICT, and 21 st -		
 Links to the 	century skills.		
existing PD			
Themes, for	Examples of 21 st -century	Examples of 21 st -century skills:	
example, action	skills:	Communication skills,	
research,	Communication skills,	collaboration, observation and	
questioning,	collaboration, observation and	inquiry skills, digital literacy,	
and to other	inquiry skills, digital literacy,	creativity, personal	
external	creativity, personal	development, and global	
reference	development, and global	citizenship.	
material:	citizenship.		
literature, on	chizenship.		
the web,	Examples of GESI	Examples of GESI	
Utube, physical	responsiveness:	responsiveness:	
resources,	Making reasonable	Making reasonable adjustments	
PowerPoint;	adjustmentsfor physically	for physically challenged	
how they	challenged learners.	learners.	
should be used.	Both male and female learners	Both male and female learners	
Consideration	play leading roles in agroup	play leading roles in agroup task.	
needs to be	task.	The use of braille and audio	
given to local		machines for orals, etc.	
availability	The use of braille and audio	, ,	
guidance on any	machines for orals, etc.		
PowerPoint			
presentations,	Examples of ICT	Examples of ICT	
TLM, or other	Office 365 vs. G-suite for	Office 365 vs. G-suite for	
resources which	education, google meet for	education, google meet for	
need to be	online teaching, google	online teaching, google	
developed to	classroom for online	classroom for online assignment	
support learning	assignment submissions,	submissions, plagiarism-	
	plagiarism-checking software,	checking software, tools for	
✓ Tutors should be	tools for checking grammar	checking grammar errors online.	
expected to have	errors online.		
a plan for the next			
lesson for student	Examples of linking to the	Examples of linking to the Basic	
teachers	Basic School Curriculum:	School Curriculum:	
	Tasking student teachers to	You may have to go to partner	
	partner schools to observe	schools to observe teaching and	
	teaching and learning	learning practices in the basic	
	practices in the basic school	school classroom (STS).	
	classroom (STS).		
	Again, referring student	Again, refer to the Basic School	
	teachers to the Basic School	Curriculum for some of the key	
	Curriculum for some of the key	features, e.g., the Core	
	features, e.g., the Core	Competencies, such as critical	
	Competencies, such as critical	thinking and problem solving	

thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.4 Ask one tutor to model a selected activity in a teaching situation.	(CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity, and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.4 Pay attention as the tutor models a selected activity in a teaching situation.	
Examples: Arabic communication skills : Modeling the preparation of wall charts involving dialogue among tutors. Modelling role play based on the text played.	Examples: Arabic communication skills : Modelling the preparation of wall charts involving dialogue among tutors. Modelling role play based on the text played.	
Arabic Grammar: Modelling the use of the various pronouns discussed in the audio. Using Continuous Assessment in Supporting Student Learning	Arabic Grammar: Modelling the use of the various pronouns discussed in the audio. Using Continuous Assessment in Supporting Student Learning	
3.7 Discuss with tutors the course assessment components (continuous assessment) in both courses (<i>Arabic communication skills</i> & <i>Arabic Grammar 1</i>) that can be used to support student learning bearing in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section, and the conclusion and the collection of the appropriate artifacts and their organisation in the subject portfolio.	3.7 Discuss the course assessment components (continuous assessment) in both courses (African Literature and Varieties of English) that can be used to support student learning bearing in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section, and the conclusion and the collection of the appropriate artifacts and their organisation in the subject portfolio.	

Note: The course manual's	Note: The course manual's	
continuous assessment	continuous assessment	
components for Arabic	components for Arabic	
communication skills and	communication skills and	
grammar include the subject	grammar include the subject	
portfolio and subject project	portfolio and subject project	
assessments. These should be	assessments. These should be	
used to provide day-to-day	used to provide day-to-day	
feedback about the learning	feedback about the learning and	
and teaching process and	teaching process and identify	
identify strengths and	strengths and weaknesses to	
weaknesses to bridge the	bridge the learning gaps among	
learning gaps among students.	students.	
The assessment components	The assessment components	
should be in line with the	should be in line with the NTEAP.	
NTEAP.		
Examples of subject projects	Examples of subject projects in	
in the specific courses:	the specific courses:	
Arabic communication skills:	Arabic communication skills:	
Refer tutor to PD session one	Refer to PD session one and	
and examine which aspects (if	examine which aspects (if any)	
any) of the lesson forms part	of the lesson forms part of the	
of the subject portfolio or	subject portfolio or project.	
project.		
Arabic Grammar:	Arabic Grammar:	
Refer tutors to PD session one	Refer to PD session one and	
and examine which aspects (if	examine which aspects (if any)	
any) of the lesson forms part	of the lesson forms part of the	
any) of the lesson forms part of the subject portfolio or	of the lesson forms part of the subject portfolio or project.	
of the subject portfolio or		
of the subject portfolio or		
of the subject portfolio or project.	subject portfolio or project.	
of the subject portfolio or project. 3.8 Request that tutors discuss	subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside	
of the subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their	subject portfolio or project. 3.8 Request that tutors discuss	
of the subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside	subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective	
of the subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their	subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective	
of the subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals.	subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals.	
of the subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals. For example, ICT assessment	 subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals. For example, ICT assessment 	
of the subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals. For example, ICT assessment tools can be used to assess students. Assessment tools aid	subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals. For example, ICT assessment tools can be used to assess students. Assessment tools aid in	
of the subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals. For example, ICT assessment tools can be used to assess students. Assessment tools aid in assessing and evaluating	subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals. For example, ICT assessment tools can be used to assess students. Assessment tools aid in assessing and evaluating	
of the subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals. For example, ICT assessment tools can be used to assess students. Assessment tools aid	subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals. For example, ICT assessment tools can be used to assess students. Assessment tools aid in	

		l .	,
	students beyond the	students beyond the traditional	
	traditional examination.	examination.	
	Note: Several tools are	Note: Several tools are available,	
	available, including grading	including grading rubrics, canvas	
	rubrics, canvas assignments,	assignments, plagiarism	
	plagiarism detection, self-	detection, self-assessment, peer	
	assessment, peer assessment,	assessment, surveys, and	
	surveys, and classroom polling.	classroom polling. quiz bot	
	quiz bot		
	N/B:	N/B:	
	Digital Assessment Tools for	Digital Assessment Tools for	
	Teachers	Teachers	
	1. Socrative - quizzes and	6. Socrative - quizzes and	
	questions with real-time	questions with real-time	
	grading.	grading.	
	2. Google Forms - easy to use.	7. Google Forms - easy to use.	
	3. Mentimeter - pre-built	8. Mentimeter - pre-built	
	education templates.	education templates.	
	4. Poll Everywhere - used by	9. Poll Everywhere - used by	
	300,000 teachers.	300,000 teachers.	
	5. Kahoot - game-based	10. Kahoot - game-based	
	assessment tool.	assessment tool.	
	i.e. (Assessment Of Learning	i.e. (Assessment Of Learning	
	(AOL)) of the course manual	(AOL)) of the course manual and	
	and compare with the	compare with the components	
	components prescribed by	prescribed by NTEAP and review	
	NTEAP and review as	as appropriate	
	appropriate.		
4. Evaluation and	4.1 Ask tutors to reflect on and	4.1 Reflect on what you have	15 mins
review of session:	share what they have learned	learned and how you have	
	in the session, which they will	learned it. Then, share with the	
a. Tutors need to	be using in their classrooms.	class one thing you have learned	
identify critical		in the session that you would	
friends to observe		like to practice in your	
lessons and report		classroom.	
at the next session.			
b. Identifying and	4.2 Ask tutors to identify	4.2 Identify a critical friend who	
addressing any	critical friends who took part	took part in the PD session to sit	
outstanding issues	in the PD session to sit in their	in your class during the lesson	
relating to the	class during the lesson and	and report on his/her	
lesson/s for	report on the observation	observation during the next PD	
clarification	made during the next PD	session.	
	session.		
	4.3 Ask tutors to read lesson 2	4.3 Read lesson 2 to prepare for	
	from the PD manual in	next week's session.	
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preparation for the next	
session.	

Tutor PD Session

Age Levels/s:

Junior High School

Name of Subject/s: Arabic Arabic Communication Skills: (JHS Arabic Grammar I (JHS)

Year 2

Semester 1

Tutor PD Session for Lesson 3 in the Course Manual

Lesson Title:

Arabic:

Arabic Communication Skills: (JHS)

Daily Routines I: Daily Routines (Weekend) Audio recording of conversation on activities at the weekend between فيصل و عادل Text of discussion on activities at the weekend between between فيصل و عادل (الثالث الحوار) Text of conversation on activities at the weekend between:

(الثالث الحوار) فيصل و عادل

Arabic Grammar I (JHS)

Nominal simple sentence, Compound sentences with multiple adjectives, Compound sentences with multiple predicates, Compound sentences varying predicates

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed, and specific references should be made to the course manual/s.			
 1 Introduction to the session ✓ Review prior learning ✓ A critical friend to share findings for a short discussion and 	Review of Prior Knowledge 1.1 Ask any tutor to share a story or joke as an icebreaker 1.2 Ask a critical friend to share their observations of lessons for the whole group discussion.	 Review of Prior Knowledge 1.1 Share a story or joke to begin the session. 1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follows. 	20 mins

	lessons	Introduction Sections,	Introduction Sections, Purpose,	
	learned	Purpose, Learning Outcomes,	Learning Outcomes, and	
~		and Indicators	Indicators	
v	Reading and		indicators	
	discussion of			
	the	1.2 Ask tutors to be in mixed	1.2 In your mixed pairs, discuss	
	introductory	pairs (where applicable) and	the main purpose of the current	
	sections of the	allow them to discuss the	PD Session and share your views.	
	lesson up to	main purpose of the current		
	and including	lesson and share their views.		
	learning			
	outcomes and	For example:	For example:	
	indicators	This lesson aims at equipping	This lesson aims at equipping	
\checkmark	Overview of	student teachers with the	student teachers with the	
	content and	requisite skills to teach	requisite skills to teach learners	
	identification	learners the right vocabulary	the right vocabulary to be able to	
	of any	to be able to tell or describe	tell or describe their everyday	
	distinctive	their everyday activities.	activities.	
	aspects of the			
	lesson/s,	1.3 Lead tutors to discuss the	1.3 Discuss the Learning	
NB	The guidance	relationship between the	Outcomes (LOs) of lesson one	
for	· SL/HoD should	Learning Outcomes (LOs) and	and their Learning Indicators (LIs)	
ide	entify, address,	the Learning Indicators (LIs)	by stating their relationship.	
an	d explain any	of lesson two for each course.		
are	eas where tutors			
mi	ght require	Examples:	Examples:	
cla	rification on	Arabic communication skills:	Arabic communication skills:	
an	y aspect of the	(LO): Demonstrate knowledge	(LO): Demonstrate knowledge of	
les	son. SL/HoD	of equipping learners with	equipping learners with oral skills	
tał	kes feedback to	oral skills on daily cultural	on daily cultural practices and	
ga	uge	practices and rituals. (NTECF	rituals. (NTECF PP.20, NTS 2C, PP,	
un	derstanding and	PP.20, NTS 2C, PP, 13).	13).	
su	pport tutor			
en	gagement.	(LIS):	(LIs):	
	SL/HoD should	(i) Student teachers engage in	(i) Student teachers engage in	
asl	< tutors to plan	conversation in pairs and	conversation in pairs and small	
	their teaching	small groups on daily cultural	groups on daily cultural routines.	
	they go through	routines.	(ii) Student teachers engage in	
	e PD session	(ii) Student teachers engage	conversations in small groups on	
_	-	in conversations in small	daily cultural routines among	
		groups on daily cultural	Ghanaian societies, including	
		routines among Ghanaian	how cultural issues serve as	
		societies, including how	barriers to learning Arabic in	
		cultural issues serve as	schools.	
		barriers to learning Arabic in		
		schools.		
L		1	1	1

	Anabia Commune I	Analis Commences In	
	Arabic Grammar I:	Arabic Grammar I:	
	(LO): Demonstrate knowledge	(LO): Demonstrate knowledge	
	and skills of how to conjugate	and skills of how to conjugate	
	verbs with accusative	verbs with accusative pronouns.	
	pronouns. (NTS 2c) and	(NTS 2c) and (NTECF 7 pg. 23)	
	(NTECF 7 pg. 23)		
		(11-).	
	(LIS):	(LIS):	
	(i)Tables produced by student	(i)Tables produced by student	
	teachers classifying various forms of nominal sentences	teachers classifying various forms of nominal sentences in Arabic.	
	in Arabic.	(ii) Student teachers'	
	(ii) Student teachers'	assignments highlight how	
	assignments highlight how	diverse and complex nominal	
	diverse and complex nominal	sentences are formed and	
	sentences are formed and	applied.	
	applied.	applied.	
	Note: Refer tutors to lesson 3	Note : Refer to lesson 3 of the	
	of the course manuals for the	course manual for the learning	
	learning outcomes and	outcomes and indicators.	
	indicators.		
	Overview of Content and		
	Distinctive Features		
	1.4 Refer tutors to read and	1.4 Refer to the lesson	
	discuss lesson 3 of the	descriptions of lesson 1 and read	
	respective manuals for the	and discuss those course	
	courses and the distinctive	descriptions.	
	features of the lesson.		
		Examples:	
	Arabic communication:	Arabic communication skills: This	
	<i>E.g.</i>	lesson is the continuation of the	
	This lesson is the	previous lesson. However, this	
	continuation of the previous	lesson is distinct as it uses more	
	lesson. However, this lesson	advanced examples of the right	
	is distinct as it uses more	vocabulary for everyday	
	advanced examples of the	activities.	
	right vocabulary for everyday		
	activities.		
	Arabic Grammar I:	Arabic Grammar I:	
	The lesson exposes student	The lesson exposes student	
	teachers to identifying, using,	teachers to identifying, using,	
1		and formulating Nominal	
	and formulating Nominal	and formulating Norminal	
	sentences through the	sentences through the following	

Г		
	(i) Nominal simple sentence.	(i) Nominal simple sentence.
	(ii) Compound sentences with	(ii) Compound sentences with
	multiple adjectives.	multiple adjectives.
	(iii) Compound sentences	(iii) Compound sentences with
	with multiple predicates.	multiple predicates.
	(iv) Compound sentences	(iv) Compound sentences varying
	varying predicates.	predicates.
	1.5 Discuss with tutors the	1.5 Discuss the distinctive
	distinctive features of lesson	features of lesson 3 and any
	3 of the course manual and	challenging areas or areas of
	any challenging areas or	misconceptions that need some
	misconceptions that need	clarification.
	clarification.	
	Examples of distinctive	Examples of distinctive features:
	features for:	(i)Arabic communication skills:
	(i) Arabic communication:	Use of complex/advanced
	Use of complex/advanced	vocabulary in the correct
	vocabulary in the correct	sequence
	sequence	Use of the appropriate
	Use of the appropriate	vocabulary in the right context.
	vocabulary in the right	
	context.	
	(ii) Arabic Grammar I:	Arabic Grammar I:
	(i) Nominal simple sentence.	(i) Nominal simple sentence.
	(ii) Compound sentences with	(ii) Compound sentences with
	multiple adjectives.	multiple adjectives.
	(iii) Compound sentences	(iii) Compound sentences with
	with multiple predicates.	multiple predicates.
	(iv) Compound sentences	(iv) Compound sentences varying
	varying predicates.	predicates.
	Examples of Misconceptions	Examples of Misconceptions or
	or Challenging Areas	Challenging Areas
	Arabic Communication Skills	Arabic Communication Skills
	That good oral	That good oral communication
	communication ability is	ability is equivalent to good—
	equivalent to good—written	written communication skills.
	communication skills.	That weather and climate have
	That weather and climate	the same meaning.
	have the same meaning.	
	Clarification:	Clarification:
	A person's ability to fluently	A person's ability to fluently
	A person's ubility to judently	A person's ubility to judently

	Γ		
	language does not necessarily	language does not necessarily	
	translate into his/her ability	translate into his/her ability to	
	to write perfectly in that	write perfectly in that language.	
	language. In other words,	In other words, some good	
	some good writers are not	writers are not fluent and vice	
	fluent and vice versa.	versa.	
	Weather refers to the hourly	Weather refers to the hourly or	
	or daily changes in	daily changes in atmospheric	
	atmospheric conditions	conditions concerning	
	concerning temperature,	temperature, rainfall, humidity,	
	rainfall, humidity, etc. On the	etc. On the other hand, Climate is	
	other hand, Climate is the	the average weather condition	
	average weather condition	studied for a long time.	
	studied for a long time.		
	Arabic Grammar:	Arabic Grammar:	
	That Arabic has similar	That Arabic has similar	
	grammatical rules as in the	grammatical rules as in the case	
	case of English, and other	of English, and other languages	
	languages are known to	are known to learners.	
	learners.		
	Clarification:	Clarification:	
	There are some similarities,	There are some similarities, for	
	for example, between English	example, between English and	
	and Arabic because both use	Arabic because both use linguistic	
	linguistic forms, such as	forms, such as nouns, verbs,	
	nouns, verbs, sentences, etc.	sentences, etc. However, extreme	
	However, extreme varieties in	varieties in the phonemic,	
	the phonemic, morphological,	morphological, syntactical and	
	syntactical, and semantic	semantic systems affect learning	
	systems affect learning Arabic	Arabic as a second language.	
	as a second language.		
2 Concept	2.1 Lead a discussion with	2.1 Discuss and focus on	15 mins
Development	tutors and focus on	identifying new concepts, new	
(New learning	identifying new concepts,	learnings, and potential barriers	
likely to arise in	new learnings, and potential	introduced into the lesson that	
lesson/s) :	barriers introduced into the	need to be explored.	
✓ Identification	lesson that need to be		
and discussion	explored.		
of new			
learning,	Examples of New Concepts in	Examples of New Concepts in the	
potential	46 - 1	Lesson	
	the Lesson	2000011	
barriers to	the Lesson		
barriers to learning for	the Lesson Arabic communication skills:	Arabic communication skills :	

students,	Arabic Grammar I	Arabic Grammar:
concepts or	Nominal simple sentence.	Nominal simple sentence.
pedagogy	Compound sentences with	Compound sentences with
being	multiple adjectives.	multiple adjectives.
introduced in	Compound sentences with	Compound sentences with
the lesson,	multiple predicates.	multiple predicates.
which need to	Compound sentences varying	Compound sentences varying
be explored	predicates.	predicates.
with the		
SL/HoD	Examples of New Learnings:	Examples of New Learnings:
NB The guidance		
for SL/HoD should	(i) developing oral skills	Arabic communication skills :
set out what they	(ii) demonstrating knowledge	(i) developing oral skills
need to do to	of daily cultural practices and	(ii) demonstrating knowledge of
introduce and	rituals.	daily cultural practices and
explain the		rituals.
issues/s with	Arabic Grammar:	Arabic Grammar:
tutors	(i)Nominal simple sentence.	(i)Nominal simple sentence.
	(ii) Compound sentences with	(ii) Compound sentences with
	multiple adjectives.	multiple adjectives.
	(iii) Compound sentences	(iii) Compound sentences with
	with multiple predicates.	multiple predicates.
	(iv) Compound sentences	(iv) Compound sentences varying
	varying predicates.	predicates
	Examples of Potential	Examples of Potential Barriers
	Barriers	Arabic communication skills :
	Arabic communication skills :	Student teachers may not have
	Student teachers may not	enough storage of the Arabic
	have enough storage of the	vocabulary to facilitate accessible
	Arabic vocabulary to facilitate	communication.
	accessible communication.	
	Suggested Solution	Suggested Solution
	Suggested Solution: Student teachers should be	Suggested Solution: Student teachers should be
		encouraged to read more and
	encouraged to read more and practice speaking Arabic	practice speaking Arabic
		proceed speaking Arabic
	Arabic Grammar:	Arabic Grammar:
	Deficiency or limited	Deficiency or limited
	opportunities to practise both	opportunities to practise both the
	the spoken and written the	spoken and written the Arabic
	Arabic language	language
	Suggested Solution:	Suggested Solution:
	Provision and creating	Provision and creating
	opportunities for student	opportunities for student
	teachers to practice both the	teachers to practice both the

	spoken and written Arabic	spoken and written Arabic
	language.	language.
٤ s r a t	2.3 Ask tutors in their course groups to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals.	2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.
 	Examples: Individual work and presentation Group work, group discussion, teacher modelling, brainstorming and questioning techniques 2.4 Discuss with tutors how the suggested teaching strategies in lesson 2 will be used to promote learning at the 4-Year B.Ed. and Basic levels.	Examples: Individual work and presentation Group work, group discussion, teacher modelling, brainstorming and questioning techniques 2.4 Discuss how the suggested teaching strategies in lesson 1 will be used to promote learning at the 4-Year B.Ed. and Basic levels.
l E t c s	Examples: Identifying the features of the Basic School Curriculum and those of the B.Ed. Programme and aligning them with the suggested teaching strategies in the course manual.	Examples: Identifying the features of the Basic School Curriculum and those of the B.Ed. Programme and aligning them with the suggested teaching strategies in the course manual.
3. Planning for	3.1 Lead discussion with	3.1 Lead discussion with tutors
-	tutors through questions and	through questions and answers
	answers on the various	on the various suggested
	suggested teaching and	teaching and learning activities in
-	learning activities in the	the lesson delivery.
U U	lesson delivery.	
discussion of the teaching	Examples Teaching and	Examples Teaching and Learning
-	Examples Teaching and Learning Activities:	Examples Teaching and Learning Activities:
activities		
	Arabic communication skills:	Arabic communication skills:
-		
	(I)Preparing wall charts on	(I)Preparing wall charts on
	(i)Preparing wall charts on dialogue (daily routines)	(i)Preparing wall charts on dialogue (daily routines)

require	(iii) Discussion on the content	(iii) Discussion on the content of
clarification	of the audio	the audio
✓ Noting		
opportunities	Arabic Grammar I:	Arabic Grammar I:
for making lin	ks Group work on the recall of	Group work on the recall of nouns
to the Basic	nouns	Watching and discussing
School	Watching and discussing	YouTube videos on nominal
Curriculum	YouTube videos on nominal	sentences (simple & with multiple
 Noting 	sentences (simple & with	predicates)
opportunities		
for integrating		
GESI	Links to the Basic School	Links to the Basic School
responsivene		Curricula and the Use of GESI,
and ICT and 2		ICT, and 21 st Century Skills
C skills	Skills	
✓ Reading,		
discussion, ar	d 3.2 Discuss with tutors how	3.2 Discuss how GESI
identification		responsiveness, ICT, and 21 st
continuous	21 st Century skills will help	Century skills will help promote
assessment	promote the delivery of the	the delivery of English lessons in
opportunities		both the B.Ed. and Basic School
the lesson. Ea		Curricula.
lesson should		
include at lea		Note The delivery of Arabic
two	Arabic lessons in both the	lessons in both the B.Ed. and
opportunities		Basic School curricula may be
use continuo		enhanced through the integration
assessment to		of GESI, ICT and 21 st century
support	21 st -century skills.	skills.
student-teach	-	Skills.
		Examples of 21 st contury skills:
learning ✓ Resources:	Examples of 21 st -century skills:	Examples of 21 st century skills:
		Communication skills
 Links to the ovisting PD 		Communication skills, collaboration, observation and
existing PD		,
Themes, fo		enquiry skills, digital literacy,
example,	literacy, creativity, personal	creativity, personal development
action	development, and global	and global citizenship.
research,	citizenship.	
questioning		
and to othe		Examples of GESI
external	responsiveness:	responsiveness:
reference	Making reasonable	Making reasonable adjustments
material:	adjustmentsfor physically	for physically challenged learners.
literature, o	_	Both male and female learners
the web,	Both male and female	playing leading roles in agroup
Utube,	learners play leading roles in a	task.
physical	group task.	

The use of braille and audio resources, PowerPoint; machines for orals, etc. how they should be **Examples of ICT** used. Office 365 vs. G-suite for Consideration education, google meet for online teaching, google needs to be given to local classroom for online availability assignment submissions, plagiarism-checking software, guidance on any tools for checking grammar PowerPoint presentations, errors online. TLM, or other resources which Examples of linking to the need to be **Basic School Curriculum**: developed to Tasking student teachers to support learning partner schools to observe ✓ Tutors should teaching and learning practices in the basic school be expected to have a plan for classroom (STS). the next lesson for student Again, referring student teachers teachers to the Basic School *Curriculum for some of the* key features, e.g., the Core Competencies, such as critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.4 Ask one tutor to model a selected activity in a teaching situation. Examples:

Examples: Arabic communication skills: Modelling the preparation of wall charts involving dialogue among tutors. Modelling role play based on the text played.

The use of braille and audio machines for orals, etc.

Examples of ICT Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).

Again, refer to the Basic School Curriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)

3.4 Pay attention as the tutor models a selected activity in a teaching situation.

Examples:

Arabic communication skills : Modelling the preparation of wall charts involving dialogue among tutors. Modelling role play based on the text played.

Arabic Grammar I:	Arabic Grammar I:
Modelling the use of nominal	Modelling the use of nominal
sentences (simple & with	sentences (simple & with multiple
multiple predicates)	predicates)
Using Continuous	Using Continuous Assessment in
Assessment in Supporting	Supporting Student Learning
Student Learning	
3.7 Discuss with tutors the	3.7 Discuss the course
course assessment	assessment components
components (continuous	(continuous assessment) in both
assessment) in both courses	courses (African Literature and
(Arabic communication skills	Varieties of English) that can be
& Arabic Grammar 1) that	used to support student learning
can be used to support	bearing in mind the structure of
student learning bearing in	the prospective subject project
mind the structure of the	topics in terms of the
prospective subject project	introduction, methodology,
topics in terms of the	substantive section and the
introduction, methodology,	conclusion and the collection of
substantive section, and the	the appropriate artefacts and
conclusion and the collection	their organisation in the subject
of the appropriate artifacts	portfolio.
and their organisation in the	
subject portfolio.	
Note: The course manual's	Note: The continuous assessment
continuous assessment	components for both Arabic
components for Arabic	communication skills and Arabic
communication skills and	Grammar in the course manual
grammar include the subject	include the subject portfolio and
portfolio and subject project	subject project assessments.
assessments. These should be	These should be used to provide
used to provide day-to-day	day-to-day feedback about the
feedback about the learning	learning and teaching process,
and teaching process and	identify strengths and
identify strengths and	weaknesses to bridge the
weaknesses to bridge the	learning gaps among students.
learning gaps among	
students.	
The according to the second	The accessment compensate
The assessment components	The assessment components
should be in line with the NTEAP.	should be in line with the NTEAP.
Examples of subject projects	Examples of subject projects in
in the specific courses:	the specific courses:

r	1		
	Arabic communication skills : Refer tutor to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.	Arabic communication skills : Refer tutor to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.	
	Arabic Grammar I: Refer tutor to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.	Arabic Grammar I: Refer tutor to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.	
	3.8 Request that tutors discuss assessment instruments aside from what is in their respective manuals.	3.8 Discuss assessment instruments aside what is in your respective manuals.	
	For example, ICT assessment tools can be used to assess students. Assessment tools aid in assessing and evaluating student learning and provide different options to assess students beyond the traditional examination.	For example, ICT assessment tools that can be used for assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.	
	Note: Several tools are available, including grading rubrics, canvas assignments, plagiarism detection, self- assessment, peer assessment, surveys, and classroom polling. quiz bot	Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot	
	N/B: Digital Assessment Tools for Teachers 11. Socrative - quizzes and questions with real-time grading. 12. Google Forms - easy to use. 13. Mentimeter - pre-built education templates.	N/B: Digital Assessment Tools for Teachers 16. Socrative - quizzes and questions with real-time grading. 17. Google Forms - easy to use. 18. Mentimeter - pre-built education templates. 19. Poll Everywhere - used by 300,000 teachers.	

	 14. Poll Everywhere - used by 300,000 teachers. 15. Kahoot - game-based assessment tool. i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate. 	20. Kahoot - game-based assessment tool. i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate	
4. Evaluation and	4.1 Ask tutors to reflect on	4.1 Reflect on what you have	15 mins
review of session:	and share what they have	learn and how you have learnt it.	
	learnt in the session which	Share with the class, one thing	
a. Tutors need to	they will be using in their	you have learnt in the session	
identify critical	classrooms.	that you would like to practice in	
friends to observe		your classroom.	
lessons and report			
at next session.	4.2 Ask tutors to identify	4.2 Identify a critical friend who	
	critical friends who took part	took part in the PD session to sit	
b. Identifying and	in the PD session to sit in	in your class during the lesson	
addressing any	their class during lesson and	and report on his/her	
outstanding issues	report on observation made	observation during the next PD	
relating to the	during next PD session.	session.	
lesson/s for			
clarification	4.3 Ask tutors to read lesson	4.3 Read lesson 2 to prepare for	
	2 from the PD manual in	next week's session.	
	preparation for the next		
	session.		

Tutor PD Session

Age Levels/s:

Junior High School

Name of Subject/s: Arabic Arabic Communication Skills: (JHS) Arabic Grammar I (JHS)

Year 2

Semester 1

Tutor PD Session for Lesson 4 in the Course Manual

Lesson Title: Studies

Arabic Communication Skills: (JHS)

Studies: Topics and sub-topics (if any): Knowledge Pursuit العلم طلب, Audio recording of conversation on school settings (higher education), والثالث والثاني الأول الحوار غالب و غانم, Text of conversation on school settings (higher education), الثاني الحوار, Text of conversation on school settings (higher education), الثاني الحوار, text of conversation on school settings (higher education), الثاني الحوار في الم

Arabic Grammar I (JHS)

Verbal Sentence: Verbal Sentence with intransitive verbs محمدُ جلسَ, Verbal Sentences with transitive verbs الكيسَ الحمالُ حملَ Verbal Sentences with verbs that require prepositions, بقلّج كتبتُ,

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1 Introduction to the session ✓ Review prior learning ✓ A critical friend to share findings 	Review of Prior Knowledge 1.1. Invite a volunteer to share a joke or story as ice breaker 1.2 Ask a critical friend to share their observations of lessons for whole group discussion.	Review of Prior Knowledge 1.1. Invite a volunteer to share a joke or story as ice breaker 1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow.	20 mins

	for a short	Introduction Sections,	Introduction Sections,	
	discussion	Purpose, Learning Outcomes,	Purpose, Learning Outcomes,	
	and lessons	and Indicators	and Indicators	
	learned			
\checkmark	Reading and	1.2 Ask tutors to be in mixed	1.2 In your mixed pairs discuss	
	discussion of	pairs (where applicable) and	the main purpose of the	
	the	allow them to discuss the main	current PD session and share	
	introductory	purpose of the current lesson	your views.	
	sections of	and share their views.		
	the lesson up			
	to and	For example:	For example:	
	including	Arabic Communication Skills	Arabic Communication Skills	
	learning	The purpose of the Arabic	The purpose of the Arabic	
	outcomes and	Communication Skills is to	Communication Skills is to	
1	indicators	equip student teachers with the	equip student teachers with the	
\checkmark	Overview of	requisite skills to teach learners	requisite skills to teach learners	
	content and	the right vocabulary to be able	the right vocabulary to be able	
	identification	to tell their everyday activities	to tell their everyday activities	
	of any	about studies and knowledge.	about studies and knowledge.	
	distinctive			
	aspects of the	Arabic communication skills:	Arabic communication skills:	
	lesson/s,	The purpose of the lesson is to	The purpose of the lesson is to	
NB	The guidance	expose student teachers to	expose student teachers to	
	SL/HoD	identifying, using and	identifying, using and	
	ould identify,	formulating Verbal Sentence	formulating Verbal Sentence	
ado	dress, and	through the following sub-	through the following sub-	
exp	olain any areas	topic:	topic:	
wh	ere tutors	(i)Verbal Sentence with	(i)Verbal Sentence with	
	ght require	intransitive verbs.	intransitive verbs.	
cla	rification on	(ii)Verbal Sentences with	(ii)Verbal Sentences with	
	y aspect of the	transitive verbs.	transitive verbs.	
	son. SL/HoD	(iii) Verbal Sentences with	(iii) Verbal Sentences with	
tak	ke feedback to	verbs that require prepositions	verbs that require prepositions	
-	Jge			
	derstanding	1.3 Lead tutors to discuss the	1.3 Discuss the Learning	
	d support tutor	relationship between the	Outcomes (LOs) of lesson one	
	gagement.	Learning Outcomes (LOs) and	and their Learning Indicators	
	SL/HoD	the Learning Indicators (LIs) of	(LIs) by stating their	
	ould ask tutors	lesson two for each course.	relationship.	
	plan for their			
	aching as they	Examples:	Examples:	
-	through the	Arabic communication skills:	Arabic communication skills :	
PD	session	(LO): Demonstrate ability to	<i>(LO):</i> Demonstrate ability to	
		stimulate learners to engage	stimulate learners to engage	
		actively in oral and written	actively in oral and written	
		communication in Arabic	communication in Arabic	
		language and create awareness	language and create awareness	

of crosscutting issues and	of crosscutting issues and	
barriers associated with studies	barriers associated with studies	
such as gender, ethnicity and	such as gender, ethnicity and	
class. (NTS 2 b, c and NTECF pg.	class. (NTS 2 b, c and NTECF pg.	
20).	20).	
- ,	- ,	
(LIs):	(LIs):	
(i) List of vocabularies produced	(i) List of vocabularies produced	
	., .	
by student teachers to aid	by student teachers to aid	
learners in their conversation	learners in their conversation	
on studies and knowledge.	on studies and knowledge.	
(ii) Student teachers engage in	(ii) Student teachers engage in	
small group conversation and in	small group conversation and in	
pairs on conversation on	pairs on conversation on	
studies and pursuit of	studies and pursuit of	
knowledge.	knowledge.	
(iii) Peer reviews of illustrative	(iii) Peer reviews of illustrative	
dialogue by student teachers on	dialogue by student teachers on	
knowledge in pairs and in	knowledge in pairs and in	
groups seeking to demonstrate	groups seeking to demonstrate	
how dialogue can be developed	how dialogue can be developed	
in schools.	in schools.	
(iv) Student teachers undertake	(iv) Student teachers undertake	
group presentations	group presentations	
highlighting crosscutting	highlighting crosscutting	
cultural issues on studies and	cultural issues on studies and	
knowledge and proffer	knowledge and proffer	
suggestions for dealing with	suggestions for dealing with	
intercultural barriers impeding	intercultural barriers impeding	
the learning of Arabic.	the learning of Arabic.	
Arabic Grammar I:	Arabic Grammar I:	
Develop skills in forming and	Develop skills in forming and	
using diverse verbal sentences	using diverse verbal sentences	
in basic expression. (NTS 2c, pg.	in basic expression. (NTS 2c, pg.	
13, NTECF pg. 20) <i>(LIs):</i>	13, NTECF pg. 20) <i>(Lls):</i>	
Examples	Examples	
(i)Tables produced by student	(i)Tables produced by student	
	teachers classifying various	
teachers classifying various	, .	
forms of verbal sentences in	forms of verbal sentences in	
Arabic.	Arabic.	
(ii)Student teachers'	(ii)Student teachers'	
assignments highlighting how	assignments highlighting how	
complex verbal sentences are	complex verbal sentences are	
formed and applied.	formed and applied.	

Note: Refer tutors to lesson	Note: Refer to lesson four of the	
four of the course manuals for	course manuals for the learning	
the learning outcomes and	outcomes and indicators.	
indicators.		
Overview of Content and		
Distinctive Features		
1.4 Refer tutors to read and	1.4 Read and discuss lesson	
discuss lesson 4 descriptions	24descriptions and distinctive	
and distinctive features of each	features of each course.	
course.		
Arabic communication:	Examples:	
Examples.	Arabic communication skills:	
This lesson aims at equipping	This lesson aims at equipping	
student teachers with the	student teachers with the	
requisite skills to teach learners	requisite skills to teach learners	
the right vocabulary to be able	the right vocabulary to be able	
to tell their everyday activities	to tell their everyday activities	
about studies and knowledge.	about studies and knowledge.	
about stadies and knowledge.	about studies and knowledge.	
Arabic Grammar I:	Arabic Grammar I:	
The lesson exposes student	The lesson exposes student	
teachers to identifying, using	teachers to identifying, using	
and formulating Verbal	and formulating Verbal	
Sentence through the following	Sentence through the following	
sub-topic:	sub-topic:	
(i)Verbal Sentence with	(i)Verbal Sentence with	
intransitive verbs	intransitive verbs	
(ii)Verbal Sentences with	(ii)Verbal Sentences with	
transitive verbs.	transitive verbs.	
(iii)Verbal Sentences with verbs	(iii)Verbal Sentences with verbs	
that require prepositions.	that require prepositions.	
1.5 Discuss with tutors the	1.5 Discuss the distinctive	
distinctive features of lesson 4	features of lesson 4 and any	
of the course manual and any	challenging areas or areas of	
challenging areas or	misconceptions that need	
misconceptions that need	clarification.	
clarification.		
Examples of distinctive	Examples of distinctive	
features for:	features:	
(i) Arabic communication:	Arabic communication skills :	
(i) Acquiition of right skills to	(i)Use of complex/advanced	
teach learners the right	vocabulary in the correct	
vocabulary to be able to tell	sequence	
	JEGUEILE	

their everyday activities about	(ii)Use of the appropriate	
studies and knowledge.	vocabulary in the right context.	
(ii) Arabic Grammar I:	Arabic Grammar I:	
i)Verbal Sentence with	(i)Identifying and explaining the	
intransitive verbs	features of detached	
(ii)Verbal Sentences with	nominative and accusative	
transitive verbs.	pronouns.	
(iii)Verbal Sentences with verbs	(ii)Classification of nominative	
that require prepositions.	and accusative pronouns	
	according to first, second and	
	third persons.	
Furning of Misson continue or		
Examples of Misconceptions or Challenging Areas	Examples of Misconceptions or Challenging Areas	
Arabic Communication Skills	Arabic Communication Skills	
There is the misconception that	There is the misconception that	
Arabic is Islam.	Arabic is Islam.	
Clarification:	Clarification:	
Arabs are people who speak	Arabs are people who speak	
Arabic as a native language	Arabic as a native language	
and identify themselves as	and identify themselves as	
Arabs; Muslims are those who	Arabs; Muslims are those who	
practice the religion of Islam	practice the religion of Islam	
The confusion between these	The confusion between these	
terms may stem from the fact	terms may stem from the fact	
that Arabic is the primary	that Arabic is the primary	
language of the Islamic faith, just as Latin was for	language of the Islamic faith, just as Latin was for	
Catholicism until recently.	Catholicism until recently.	
Arabic Grammar:	Arabic Grammar:	
The sociolinguistic and cultuire	The sociolinguistic and cultuire	
of Arabic has insignificant role	of Arabic has insignificant role	
in understanding of Arabic	in understanding of Arabic	
Grammar	Grammar	
Clarification:	Clarification:	
The knowledge of the	The knowledge of the	
grammatical system of Arabic	grammatical system of Arabic	
language [grammatical	language [grammatical	
competence] has to be	competence] has to be	
complemented by	complemented by	
understanding of culture-	understanding of culture-	
specific meanings	specific meanings	

2 Concept	2.1 Lead a discussion with	2.1 Discuss and focus on	15 mins
Development	tutors and focus on	identifying new concepts, new	
(New learning	identifying new concepts,	learnings, and potential barriers	
likely to arise in	new learnings, and potential	introduced into the lesson that	
lesson/s) :	barriers introduced into the	need to be explored.	
✓ Identification	lesson that need to be	•	
and	explored.		
discussion of	•		
new learning,	Examples of New Concepts in	Examples of New Concepts in the	
potential	the Lesson	Lesson	
barriers to			
learning for	Arabic communication skills:	Arabic communication skills :	
student	Definitions and meanings of	Definitions and meanings of	
teachers or	some Arabic vocabularies	some Arabic vocabularies	
students,			
concepts or	Examples of New Learnings:	Examples of New Learnings:	
pedagogy			
being	(i) developing oral skills	(i) developing oral skills	
introduced in	(ii) demonstrating knowledge	(ii) demonstrating knowledge of	
the lesson,	of daily cultural practices and	daily cultural practices and	
which need to	rituals.	rituals.	
be explored			
with the	Arabic Grammar I:	Arabic Grammar I:	
SL/HoD	Examples of New Concepts in	Examples of New Concepts in the	
NB The guidance	the Lesson	Lesson	
for SL/HoD			
should set out	Examples of New Learnings	Examples of New Learnings	
what they need	(i) Identifying features of	(i) Identifying features of	
to do to	detached nominative and	detached nominative and	
introduce and	accusative pronouns.	accusative pronouns.	
explain the	(ii) classification of nominative and accusative	(ii) classification of nominative	
issues/s with tutors	pronouns according to first,	and accusative pronouns according to first, second and	
	second and third persons.	third persons.	
	second and third persons.		
	Examples of Potential	Examples of Potential Barriers	
	Barriers	Arabic communication skills:	
	Arabic communication skills:	Student teachers may not have	
	Student teachers may not	enough stock of the Arabic	
	have enough stock of the	vocabulary to facilitate easy	
	Arabic vocabulary to facilitate	communication.	
	easy communication.		
	Suggested Solution:	Suggested Solution:	
	Student teachers should be	Student teachers should be	
	encouraged to read more and	encouraged to read more and	
	practise speaking Arabic	practise speaking Arabic	
	proclise speaking Alubic	processe speaking Arabic	

[Arabic Grammary	Arabic Grammar:]
	Arabic Grammar:	Arabic Grammar:	
	Student teachers may be	You may be deficient in the	
	deficient in the correct usage	correct usage of the different	
	of the different pronouns in	pronouns in the Arabic language.	
	the Arabic language.		
	Suggested Solution:	Suggested Solution:	
	There is a need to read and	There is a need to read and	
	practice to improve one's	practice to improve one's spoken	
	spoken and written Arabic	and written Arabic language	
	language ability.	ability.	
	2.3 Ask tutors in their course	2.3 Consider the suggested	
	groups to consider the	strategies in the manual and	
	suggested strategies in the	examine the most appropriate	
	manual and choose the most	ones that you can use for	
	appropriate ones for teaching	effective learning.	
	the topics in their respective		
	manuals.		
	Examples:	Examples:	
	Group work, group discussion,	Group work, group discussion,	
	individual work, presentation,	individual work, presentation,	
	brainstorming and	brainstorming and questioning	
	questioning techniques.	techniques.	
	2.4 Discuss with tutors how	2.4 Discuss how the suggested	
	the suggested teaching	teaching strategies in lesson 1	
	strategies in lesson 2 will be	will be used to promote learning	
	used to promote learning at	at the 4-Year B.Ed. and Basic	
	the 4-Year B.Ed. and Basic	levels.	
	levels.		
	Examples:	Examples:	
	Identifying the features of the	Identifying the features of the	
	Basic School Curriculum and	Basic School Curriculum and	
	those of the B.Ed. programme	those of the B.Ed. programme	
	and aligning them with the	and aligning them with the	
	suggested teaching strategies	suggested teaching strategies in	
	in the course manual.	the course manual.	
3. Planning for	3.1 Lead discussion with	3.1 Lead discussion with tutors	
teaching,	tutors through questions and	through questions and answers	
learning and	answers on the various	on the various suggested	
assessment	suggested teaching and	teaching and learning activities to	
activities for the	learning activities to be used	be used in the lesson delivery.	
lesson/s	in the lesson delivery.		

✓ Reading and	Examples Teaching and	Examples Teaching and Learning	
discussion of	Learning Activities:	Activities:	
the teaching	Arabic communication skills :	Arabic communication skills:	
and learning	(i)Preparing wall charts on	(i)Preparing wall charts on	
activities	dialogue (daily routines)	dialogue (daily routines)	
✓ Noting and	(ii)Roleplay	(ii)Roleplay	
addressing	(iii) Discussion on the content	(iii) Discussion on the content of	
areas where	of the audio	the audio	
tutors may			
require	Arabic Grammar:	Arabic Grammar:	
clarification	(i) Teacher-led discussion of	(i) Teacher-led discussion of the	
✓ Noting	the content of audio played.	content of audio played.	
opportunities	(ii) Independent and group	(ii) Independent and group	
for making	reflection on the content of	reflection on the content of the	
links to the	the audio.	audio.	
Basic School			
Curriculum	Links to the Basic School	Links to the Basic School	
✓ Noting	Curricula and the Use of	Curricula and the Use of GESI,	
opportunities	<u>GESI, ICT and 21st Century</u>	ICT and 21 st Century Skills	
for integrating:			
GESI .	3.2 Discuss with tutors how	3.2 Discuss how GESI	
responsiveness		responsiveness, ICT and 21 st	
and ICT and	21 st Century skills will help to	Century skills will help to	
21 st C skills	promote the delivery of the	promote the delivery of English	
✓ Reading,	lessons in both the B.Ed. and	lessons in both the B.Ed. and	
discussion, and identification	Basic School Curricula.	Basic School Curricula.	
of continuous	Note: The delivery of the	Noto: The delivery of Arabic	
assessment	Arabic lessons in both the	Note: The delivery of Arabic lessons in both the B.Ed. and	
opportunities	B.Ed. and Basic School	Basic School curricula may be	
in the lesson.	curricula may be enhanced	enhanced through the integration	
Each lesson	through the integration of	of GESI, ICT and 21 st century	
should include	GESI, ICT and 21 st century	skills.	
at least two	skills.	Skiis.	
opportunities	Skills.		
to use	Examples of 21 st century	Examples of 21 st century skills:	
continuous	skills:	Communication skills,	
assessment to	Communication skills,	collaboration, observation and	
support	collaboration, observation	enquiry skills, digital literacy,	
student	and enquiry skills, digital	creativity, personal development	
teacher	literacy, creativity, personal	and global citizenship.	
learning	development and global		
✓ Resources:	citizenship.		
\circ Links to the			
existing PD			
Themes, for			
example,			

action	Examples of GESI	Examples of GESI
research,	responsiveness:	responsiveness:
	-	-
questioning	Making reasonable	Making reasonable adjustments
and to other	adjustmentsfor physically	for physically challenged learners.
external	challenged learners.	Both male and female learners
reference	Both male and female	playing leading roles in agroup
material:	learners playing leading roles	task. The use of braille and audio
literature,	in agroup task.	machines for orals, etc.
on web,		
Utube,	The use of braille and audio	
physical	machines for orals, etc.	
resources,		
power point;	Examples of ICT	Examples of ICT
how they	Office 365 vs G-suite for	Office 365 vs G-suite for
should be	education, google meet for	education, google meet for
used.	online teaching, google	online teaching, google
Consideratio	classroom for online	classroom for online assignment
n needs to	assignment submissions,	submissions, plagiarism checking
be given to	plagiarism checking	softwares, tools for checking
local	softwares, tools for checking	grammar errors online.
availability	grammar errors online.	
guidance on any		
power point	Examples of linking to the	Examples of linking to the Basic
presentations,	Basic School Curriculum:	School Curriculum:
TLM or other	Tasking student teachers to	You may have to go to partner
resources which	go to partner schools to	schools to observe teaching and
need to be	observe teaching and	learning practices in the basic
developed to	learning practices in the basic	school classroom (STS).
support learning	school classroom (STS).	
✓ Tutors should		
be expected to	Again, referring student	Again, refer to the Basic School
have a plan for	teachers to the Basic School	Curriculum for some of the key
the next lesson	Curriculum for some of the	features, e.g. the Core
for student	key features, e.g. the Core	Competencies, such as: critical
teachers	Competencies, such as:	thinking and problem solving
	critical thinking and problem	(CP), creativity and innovation
	solving (CP), creativity and	(CI), communication and
	innovation (CI),	collaboration (CC), cultural
	communication and	identity and global citizenship
	collaboration (CC), cultural	(CG), personal development and
	identity and global citizenship	leadership (PL) and digital
	(CG), personal development	literacy (DL) (Ref. p.viii, English
	and leadership (PL) and	Language Curriculum for Primary
	digital literacy (DL) (Ref. p.viii,	Schools - B4-B6)
	English Language Curriculum	
	for Primary Schools - B4-B6)	
<u>.</u>	. , , ,	ı I

3.4 Ask one tutor to model a selected activity in a teaching situation.	3.4 Pay attention as the tutor models a selected activity in a teaching situation.	
Examples: Arabic communication skills: Modelling the preparation of wall charts involving dialogue among tutors. Modelling role play based on the text played.	Examples: Arabic communication skills : Modelling the preparation of wall charts involving dialogue among tutors. Modelling role play based on the text played.	
Arabic Grammar: Modelling the use of the various pronouns discussed in the audio.	Arabic Grammar: Modelling the use of the various pronouns discussed in the audio.	
Using Continuous Assessment in Supporting Student Learning	Using Continuous Assessment in Supporting Student Learning	
3.7 Discuss with tutors the course assessment components (continuous assessment) in both courses (Arabic communication skills & Arabic Grammar 1) that can be used to support student learning bearing in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.	3.7 Discuss the course assessment components (continuous assessment) in both courses (African Literature and Varieties of English) that can be used to support student learning bearing in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.	
Note: The continuous assessment components for both Arabic communication skills and Arabic Grammar in the course manual include the subject portfolio and subject project assessments. These should be used to provide	Note: The continuous assessment components for both Arabic communication skills and Arabic Grammar in the course manual include the subject portfolio and subject project assessments. These should be used to provide day-to-day feedback about the	

day-to-day feedback about	learning and teaching process,
the learning and teaching	identify strengths and
process, identify strengths	weaknesses to bridge the
and weaknesses in order to	learning gaps among students.
bridge the learning gaps	The assessment components
among students.	should be in line with the NTEAP.
The assessment components	
should be in line with the	
NTEAP.	
Examples of subject projects	Examples of subject projects in
in the specific courses:	the specific courses:
Arabic communication skills:	Arabic communication skills:
Refer tutor to PD session one	Refer to PD session one and
and examine which aspects (if	examine which aspects (if any) of
any) of the lesson forms part	the lesson forms part of the
of the subject portfolio or	subject portfolio or project.
project.	
Arabic Grammar:	Arabic Grammar:
Refer tutors to PD session one	Refer to PD session one and
and examine which aspects (if	examine which aspects (if any) of
any) of the lesson forms part	the lesson forms part of the
of the subject portfolio or	subject portfolio or project.
project.	
3.8 Request that tutors	3.8 Request that tutors discuss
discuss assessment	assessment instruments aside
instruments aside from the	from the ones in their respective
ones in their respective	manuals.
manuals.	
For example, ICT assessment	For example, ICT assessment
tools that can be used for the	tools that can be used for the
assessment of students.	assessment of students.
Assessment tools aid in	Assessment tools aid in assessing
assessing and evaluating	and evaluating student learning
student learning and can	and can provide different options
provide different options to	to assess students beyond the
assess students beyond the	traditional examination.
traditional examination.	
Note: Several tools are	Note: Several tools are available
available, including grading	including grading rubrics, canvas
rubrics, canvas assignments,	assignments, plagiarism

	plagiarism detection, self- assessment, and peer assessment, surveys, and classroom polling. quiz bot N/B: Digital Assessment Tools for Teachers 21. Socrative - quizzes and questions with real-time grading. 22. Google Forms - easy to use. 23. Mentimeter - pre-built education templates. 24. Poll Everywhere - used by 300,000 teachers. 25. Kahoot - game-based assessment tool. <i>i.e.</i> (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as	detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot N/B: Digital Assessment Tools for Teachers 26. Socrative - quizzes and questions with real-time grading. 27. Google Forms - easy to use. 28. Mentimeter - pre-built education templates. 29. Poll Everywhere - used by 300,000 teachers. 30. Kahoot - game-based assessment tool. i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate	
 4. Evaluation and review of session: a. Tutors need to identify critical friends to observe lessons and report at next session. b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	 <i>appropriate.</i> 4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their classrooms. 4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their class during lesson and report on observation made during next PD session. 4.3 Ask tutors to read lesson 2 from the PD manual in preparation for the next session. 	 4.1 Reflect on what you have learn and how you have learnt it. Share with the class, one thing you have learnt in the session that you would like to practice in your classroom. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 2 to prepare for next week's session. 	15 mins

Tutor PD Session

Age Levels/s: Junior High School

Name of Subject/s: Arabic Arabic Communication Skills: (JHS Arabic Grammar (JHS)

Year 2

Semester 1

Tutor PD Session for Lesson 5 in the Course Manual Lesson Title: Arabic: Arabic Communication Skills: (JHS) Occupation: Academic disciplines and career pursuits

Arabic Grammar: (JHS)

Feature of verbs, Root, Transitivity and voice: Trilateral and Quadrilateral Verbs; Roots; Verbs Intransitivity/Transitivity.

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1 Introduction to the session ✓ Review prior learning ✓ A critical friend to share findings for a short discussion and lessons learned 	Review of Prior Knowledge 1.1 Use the 'snowballing' strategy to recap the main issues raised during the previous semester's PD session <i>N/B: in snowballing, one</i> <i>person is invited who turns to</i> <i>invite a friend and the friend</i>	Review of Prior Knowledge 1.1 Recap the main issues raised during the previous semester's PD session. Each person will recall one thing and invite a friend to also say another.	20 mins

\checkmark	Reading and	also invite another and a chain		
	discussion of	of invitation in that order.		
1	the			
	introductory	1.2 Ask a tutor who observed	1.2 Listen to the account of a	
	sections of the	a lesson the previous week to	colleague's observed lesson	
	lesson up to	share his/her observation.	and contribute to the	
	and including		discussion that follow.	
	learning			
	outcomes and	Introduction Sections,	Introduction Sections,	
	indicators	Purpose, Learning Outcomes	Purpose, Learning Outcomes	
\checkmark	Overview of	and Indicators	and Indicators	
v			and mulcators	
	content and	1.2 Ask tutous to be in universe	1.2 Mixed rains discuss the	
	identification of	1.2 Ask tutors to be in mixed	1.2 Mixed pairs discuss the	
	any distinctive	pairs as appropriate and allow	main purpose of the current	
	aspects of the	them to discuss the main	PD Session and share your	
	lesson/s,	purpose of the current PD	views.	
	The guidance	Session and share their views.		
	SL/HoD should			
	ntify, address	For example, the purpose of	For example, the purpose of	
and	l provide	the lesson is to equip student	the lesson is to equip student	
exp	<i>lanations</i> for	teachers with the requisite	teachers with the requisite	
any	areas where	skills to teach learners the	skills to teach learners the	
tut	ors might	right vocabulary to be able to	right vocabulary to be able to	
req	uire clarification	tell their everyday activities	tell their everyday activities	
on	an aspect of the	about occupation (NTS2c:13;	about occupation (NTS2c:13;	
less	son. SL/HoD take	NTS3k:14, and NTECF pp 25-	NTS3k:14, and NTECF pp 25-	
	dback to gauge	26.).	26.).	
	derstanding and			
	port tutor	1.3 Lead tutors to discuss the	1.3 Discuss the Learning	
	gagement.	Learning Outcomes (LOs) of	Outcomes (LOs) of lesson one	
-	SL/HoD should	lesson one and their Learning	and their Learning Indicators	
	tutors to plan	Indicators (LIs) by stating their	(LIs) by stating their	
	their teaching	relationship.	relationship.	
	they go through		reactoriship.	
	PD session	Examples	Examples:	
luie	L 7 26221011	Examples: Arabic communication skills:		
			Arabic communication skills:	
		(LO): Demonstrate ability to	(LO): Demonstrate ability to	
		stimulate learners to engage	stimulate learners to engage	
		actively in oral and written	actively in oral and written	
		communication in Arabic	communication in Arabic	
1		language and create	language and create	
		awareness of the crosscutting	awareness of the crosscutting	
		intercultural issues and	intercultural issues and	
		stereotypes relating to	stereotypes relating to	
		occupations and jobs (NTS 2 b,	occupations and jobs (NTS 2 b,	
		c and NTECF pg. 20).	c and NTECF pg. 20).	

(110):	(11c):
 (LIs): <i>i.</i> Student teachers <i>prepare list of</i> <i>vocabularies covering</i> <i>the range of tasks they</i> <i>undertake in class and</i> <i>school.</i> <i>ii.</i> Student teachers <i>engage in routine</i> <i>conversations in pairs</i> <i>and in groups on their</i> <i>roles and</i> <i>responsibilities as JHS</i> <i>teachers.</i> <i>iii.</i> Lists of perceptions, <i>misconception and</i> <i>biases associated with</i> <i>the teaching and other</i> <i>profession.</i> <i>iv.</i> Peer review of small <i>group presentations</i> <i>highlighting the main</i> <i>suggestions to</i> <i>overcome these</i> <i>misconceptions and</i> 	 (LIs): i. Student teachers prepare list of vocabularies covering the range of tasks they undertake in class and school. ii. Student teachers engage in routine conversations in pairs and in groups on their roles and responsibilities as JHS teachers. iii. Lists of perceptions, misconception and biases associated with the teaching and other profession iv. Peer review of small group presentations highlighting the main suggestions to overcome these misconceptions and
prejudices.Arabic Grammar:(LO): Demonstrate knowledgeand understanding of howvarious forms of trilateral andquadrilateral, verbs areformed.(LIs):i.Show the differencesbetween trilateral andquadrilateral verbs.ii.Identify major types oftrilateral and quadrilateral and quadrilateral verbs.iii.Extract trilateral andquadrilateral verbs.iii.Extract trilateral andquadrilateral verbs.iii.Extract trilateral andquadrilateral verbsiv.Use trilateral &quadrilateral verbs	prejudices.Arabic Grammar:(LO): Demonstrate knowledgeand understanding of howvarious forms of trilateral andquadrilateral, verbs areformed.LIs):i. Show the differencesbetween trilateral andquadrilateral verbs.ii. Identify major types oftrilateral and quadrilateralverbs.iii. Extract trilateral andquadrilateral verbs fromtexts.iv. Use trilateral &quadrilateral verbs

 -	
considering gender and	considering gender and
number.	number.
Note: Refer tutors to lesson	Note: Refer to lesson one of
one of the course manuals for	the course manuals for the
the learning outcomes and	learning outcomes and
indicators.	indicators.
Overview of Content and	
Distinctive Features	
1.4 Refer tutors to the lesson	1.4 Refer to the lesson
descriptions of lesson 5 of the	descriptions of lesson 5 and
course manual and ask them	read and discuss those course
to read and discuss them by	descriptions.
bringing out the distinctive	
features of the lesson.	
	Examples:
Arabic communication Skills:	Arabic communication skills:
E.g., the lesson has been	E.g., the lesson has been
designed to equip student	designed to equip student
teachers with the requisite	teachers with the requisite
skills to teach learners the	skills to teach learners the
right vocabulary to be able to	right vocabulary to be able to
tell their everyday activities	tell their everyday activities
about occupation.	about occupation.
(NTS2c:13; NTS3k:14, and	(NTS2c:13; NTS3k:14, and
NTECF pp 25-26.).	NTECF pp 25-26.).
NTECF pp 23-20.j.	NTECF pp 25-20.j.
Arabic Grammar:	Arabic Grammar:
E.g., The lesson aims to	E.g., The lesson aims to
improve student teachers	improve student teachers
understanding of Arabic and	understanding of Arabic and
the requisite skills for teaching	the requisite skills for teaching
it. It focuses on fundamental	it. It focuses on fundamental
features of Arabic verbs: root,	features of Arabic verbs: root,
transitivity and voice. It treats	transitivity and voice. It treats
simple trilateral and	simple trilateral and
quadrilateral verbs, transitive	guadrilateral verbs, transitive
and intransitive verbs, active	and intransitive verbs, active
and passive voices.	and passive voices.
	una pussive voices.
1.5 Discuss with tutors the	1.5 Discuss the distinctive
distinctive features of lesson 5	features of lesson 5 and any
of the course manual and any	challenging areas or areas of
-	
challenging areas or areas of	misconceptions that might need some clarification.
misconceptions that might	
need some clarification.	

Examples of distinctive	Examples of distinctive
features:	features:
Arabic communication:	Arabic communication skills:
The distinctive feature of this	The distinctive feature of this
lesson is about helping student	lesson is about helping student
teachers to acquire the	teachers to acquire the
knowledge and techniques of	knowledge and techniques of
teaching effective	teaching effective
communicative skills through	communicative skills through
their understandings about	their understandings about
various occupations in the	various occupations in the
community.	community.
community.	community.
Arabic Grammar:	Arabic Grammar:
The distinctive features of this	The distinctive features of this
lesson include:	lesson include:
<i>i</i> . Its ability to introduce	v. Its ability to introduce
students to trilateral and	students to trilateral and
quadrilateral verbs.	quadrilateral verbs.
<i>ii.</i> Is ability to help students to	<i>vi.</i> Is ability to help students
identify the distinguishing	to identify the
features of trilateral and	distinguishing features of
quadrilateral verbs.	trilateral and quadrilateral
<i>iii. Its ability to elicit from</i>	verbs.
students the constituents of	<i>vii.</i> Its ability to elicit from
Intransitive and Transitive	students the constituents
verbs, and how they are used	of Intransitive and
in conversations.	Transitive verbs, and how
	they are used in
	conversations.
5	
Examples of Misconceptions	Examples of Misconceptions
or Challenging Areas	or Challenging Areas
Arabic Communication Skills	Arabic communication skills:
<i>i</i> . A challenge to this lesson	<i>i.</i> A challenge to this lesson
could be that, some	could be that, some
student teachers might	student teachers might
have poor Arabic	have poor Arabic
communicative skills	communicative skills
background.	background.
<i>ii.</i> A misconception to this	<i>ii.</i> A misconception to this
lesson could be the view	lesson could be the view
that "some occupations	that "some occupations
are meant solely for either	are meant solely for either
males or females".	males or females".

Clarification:	Clarification:
<i>i.</i> Since Arabic is not the	<i>i.</i> Since Arabic is not the
native language of the	native language of the
student teachers, their	student teachers, their
entry behaviour regarding	entry behaviour regarding
oral and written	oral and written
communicative abilities	communicative abilities
might be poor. This could	might be poor. This could
make it difficult for them	make it difficult for them
to acquire adequate	to acquire adequate
content and pedagogical	content and pedagogical
knowledge for onward	knowledge for onward
transmission to their	transmission to their
pupils.	pupils.
<i>ii.</i> The title of the lesson is	<i>ii.</i> The title of the lesson is
occupation. In many	occupation. In many
Ghanaian societies males	Ghanaian societies males
and females have been	and females have been
assigned some specific	assigned some specific
roles about various	roles about various
occupations. For example,	occupations. For example,
the misconception that	the misconception that
doctors are supposed to	doctors are supposed to
be males whilst nurses	be males whilst nurses
must be females.	must be females.
Arabic Grammar:	Arabic Grammar:
<i>i</i> . That Arabic has the same	iii. That Arabic has the same
verb forms as English	verb forms as English
Language.	Language.
	iv. That Arabic and English
<i>ii.</i> That Arabic and English	have the same sentence
have the same sentence	
patterns.	patterns.
Clarification:	Clarification:
i. Arabic has only two verbal	Arabic has only two verbal
forms, a prefix conjugation	forms, a prefix
and a suffix conjugation.	conjugation and a suffix
However, the English	conjugation. However, the
Language has sixteen tense	English Language has
forms.	sixteen tense forms.
ii. Arabic has verbal and	Arabic has verbal and
nominal sentences. Arabic's	nominal sentences.
nominal sentences do not need	Arabic's nominal
verbs and typically comprise	sentences do not need
two nouns only. On the other	verbs and typically
hand, English has only verbal	comprise two nouns only.

sentences. A complete and	On the other hand, English	
	-	
•		
verb and object.		
	English sentence contains	
	a subject, verb and object.	
2.1 Lead a discussion with	2.1 Lead a discussion with	15 mins
tutors and focus on the	tutors and focus on the	
identification of new concepts,	identification of new concepts,	
new learnings and potential	new learnings and potential	
barriers that are introduced	barriers that are introduced	
into the lesson which need to	into the lesson which need to	
be explored.	be explored.	
Examples of New Concepts in	Examples of New Concepts in	
the Lesson	the Lesson	
Arabic communication skills:	Arabic communication skills:	
<i>i.</i> Meaning of the concept	v. Meaning of the concept	
occupation.	occupation.	
<i>ii.</i> Forms of occupations	vi. Forms of occupations	
iii. Benefits of occupational	vii. Benefits of occupational	
forms	forms	
iv. Occupational hazards	viii. Occupational hazards	
Arabic Grammar:	Arabic Grammar:	
<i>i.</i> The concept of trilateral	<i>i.</i> The concept of trilateral	
and quadrilateral verbs.	and quadrilateral verbs.	
<i>ii.</i> The concept of root and	<i>ii.</i> The concept of root and	
non-root letters.	non-root letters.	
<i>iii.</i> The concept of transitive	<i>iii.</i> The concept of transitive	
and intransitive verbs.	and intransitive verbs.	
Examples of New Learnings:	Examples of New Learnings:	
Arabic communication skills:	Arabic communication skills:	
<i>i.</i> Student teachers' ability	<i>i.</i> Student teachers' ability	
to explain the meaning of	to explain the meaning of	
the concept occupation.	the concept occupation.	
<i>ii.</i> Student teachers' ability	<i>ii.</i> Student teachers' ability	
to identify the various	to identify the various	
forms of occupations.	forms of occupations.	
iii. Student teachers' ability	<i>iii.</i> Student teachers' ability	
to discuss the benefits of	to discuss the benefits of	
occupational forms	occupational forms	
<i>iv.</i> Student teachers' ability	iv. Student teachers' ability	
	-7	
-	to list and explain some	
to list and explain some occupational hazards in	to list and explain some occupational hazards in	
	 tutors and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored. <i>Examples of New Concepts in</i> <i>the Lesson</i> <i>Arabic communication skills:</i> Meaning of the concept occupation. Forms of occupations Benefits of occupational forms Occupational hazards <i>Arabic Grammar:</i> The concept of trilateral and quadrilateral verbs. The concept of root and non-root letters. <i>Examples of New Learnings:</i> <i>Arabic communication skills:</i> Student teachers' ability to explain the meaning of the concept occupation. 	sentence contains a subject, verb and object.A complete and grammatically correct English sentence contains a subject, verb and object.2.1 Lead a discussion with tutors and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored.2.1 Lead a discussion with tutors and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored.2.1 Lead a discussion with tutors and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored.Examples of New Concepts in the Lesson Arabic communication skills: i. Benefits of occupational formsExamples of New Concepts in the Lessonii. Benefits of occupational formsv. Meaning of the concept occupation.v. Meaning of the concept occupation.vii. Occupational hazardsviii. Benefits of occupational formsv. Meaning of the concept occupation.iii. The concept of trilateral and quadrilateral verbs.iii. The concept of trilateral and quadrilateral verbs.iii. The concept of transitive and intransitive verbs.iii. The concept of transitive and intransitive verbs.Examples of New Learnings: Arabic communication skills: i. Student teachers' ability to identify the various forms of occupations.Examples of New Learnings: Arabic Grammar: i. The concept of transitive and intransitive verbs.iii. Student teachers' ability to identify the various forms of occupations.iii. Student teachers' ability to identify the va

Arabic Grammar:	Arabic Grammar:
i. Students' ability to identify	i. Students' ability to
trilateral and quadrilateral	identify trilateral and
verbs from a given text.	quadrilateral verbs from a
<i>ii. Students' ability to</i>	given text.
distinguish between the	<i>ii.</i> Students' ability to
features of Trilateral and	distinguish between the
Quadrilateral verbs.	features of Trilateral and
<i>iii.</i> Students' ability to form	Quadrilateral verbs.
meaningful sentences with	<i>iii.</i> Students' ability to form
trilateral and quadrilateral	meaningful sentences
verbs.	with trilateral and
<i>iv.</i> Students' ability to identify	quadrilateral verbs.
the differences between	iv. Students' ability to
intransitive and transitive	identify the differences
verbs.	between intransitive and
v. Students' ability to use	transitive verbs.
intransitive and transitive	
verbs in meaning sentences	v. Students' ability to use intransitive and transitive
_	
reflecting gender and number.	verbs in meaning
	sentences reflecting
	gender and number.
Examples of Potential Barriers	Examples of Potential Barriers
Arabic communication skills:	Arabic communication skills:
Reluctance of student	Reluctance of student
teachers to speak Arabic	teachers to speak Arabic
for fear of making	for fear of making
mistakes and being	mistakes and being
mocked.	mocked.
🔟 Inadequate teaching	🕼 Inadequate teaching
and learning materials.	and learning materials.
Suggested Solution:	Suggested Solution:
Suggesteu Solution.	Suggested Solution.
☐ Student-teachers should	Student-teachers should
☐ Student-teachers should	☐ Student-teachers should
Student-teachers should be discouraged from	Student-teachers should be discouraged from
Student-teachers should be discouraged from making mockery of	Student-teachers should be discouraged from making mockery of
Student-teachers should be discouraged from making mockery of individuals who make	Student-teachers should be discouraged from making mockery of individuals who make
Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken	Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken
Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language.	Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language.
 Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language. Tutors should improvise 	 Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language. Tutors should improvise
 Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language. Tutors should improvise TLMs and encourage 	 Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language. Tutors should improvise TLMs and encourage
 Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language. Tutors should improvise TLMs and encourage student teachers to do 	 Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language. Tutors should improvise TLMs and encourage student teachers to do
 Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language. Tutors should improvise TLMs and encourage student teachers to do 	 Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language. Tutors should improvise TLMs and encourage student teachers to do

Arabic Grammar:	Arabic Grammar:
Interference from students' L1	Interference from
and the conventions of other	students' L1 and the
languages such as English	conventions of other
grammar.	languages such as
	English grammar.
Suggested Solution:	Suggested Solution:
Teachers ought to clearly	Teachers ought to clearly
explain the distinctions	explain the distinctions
between Arabic verb forms or	between Arabic verb forms or
sentences and other languages	sentences and other languages
such as the English.	such as the English.
2.3 Ask tutors, in their course	2.3 Ask tutors, in their course
groups, to consider the	groups, to consider the
suggested strategies in the	suggested strategies in the
manual and choose the most	manual and choose the most
appropriate ones for teaching	appropriate ones for teaching
the topics in their respective manuals.	the topics in their respective manuals.
	Inditudis.
Examples:	Examples:
Group work, think-pair-share,	Group work, think-pair-share,
school visits, discussion,	school visits, discussion,
concept mapping, individual	concept mapping, individual
work and presentation,	work and presentation,
teacher modelling,	teacher modelling,
brainstorming and questioning	brainstorming and questioning
techniques.	techniques.
2.4 Discuss with tutors how	2.4 Discuss with tutors how
the suggested teaching	the suggested teaching
strategies in lesson 5 will be	strategies in lesson 5 will be
used to promote learning at	used to promote learning at
the 4-Year B.Ed. and Basic	the 4-Year B.Ed. and Basic
levels.	levels.
Furmentan	Furning
Examples:	Examples:
Identifying the features of the	Identifying the features of the
Basic School Curriculum and	Basic School Curriculum and
those of the B.Ed. programme and aligning them with the	those of the B.Ed. programme
suggested teaching strategies	and aligning them with the
in the course manual.	suggested teaching strategies in the course manual.
in the course manual.	

3. Planning for	3.1 Lead discussion with tutors	3.1 Lead discussion with tutors
teaching, learning	through questions and	through questions and
and assessment	answers on the various	answers on the various
activities for the	suggested teaching and	suggested teaching and
lesson/s	learning activities to be used	learning activities to be used
✓ Reading and	in the lesson delivery.	in the lesson delivery.
discussion of the	_ , _ ,, _ ,	_ , _ ,, _ ,
teaching and	Examples Teaching and	Examples Teaching and
learning	Learning Activities:	Learning Activities:
activities	Arabic communication skills:	Arabic communication skills:
✓ Noting and	✓ Reflect with student	Student teachers reflect and
addressing areas	teachers' reports on	peer review reports on
where tutors	different types of	-*-
may require	occupations and jobs.	التدريس الطبُّ
clarification		الطب الهندسية
✓ Noting	 ✓ Play the conversation 	5
opportunities for	audio between the	✓ Student listen attentively
making links to	following:	to the audio and take
the Basic School	علي+ عثمان	notes.
Curriculum	الطالب الأول + الطالب الثاني	
 Noting 	الطالب الثالث + الطالب الرابع	
opportunities for	الطالب الخامس + الطالب السادس	of the text.
integrating: GESI	 ✓ facilitate discussions on 	
responsiveness	the content of the audio	
and ICT and 21 st	 ✓ Share task cards among 	✓ Students tasked to role
C skills	student teachers to play	play
✓ Reading,	roles based on the text.	✓ Student teachers
discussion, and		Student tedeners
identification of	✓ Put students in small	undertake group
continuous	groups to highlight on any	presentations highlighting
assessment	three misconceptions	on misconceptions associated with the
opportunities in	associated with the	
the lesson. Each	teaching and other	teaching and other
lesson should	professions and suggest	professions and suggesting
include at least	ways to overcome these	ways to overcome these
two	misconceptions.	misconceptions.
opportunities to		Arabic Grammar:
use continuous	Arabic Grammar:	
assessment to	<i>i.</i> Use questions and answers	<i>i.</i> Use questions and answers to help students
support student	to help students recall what	answers to help students
teacher learning	they already know about	recall what they already know about verbs.
✓ Resources:	verbs.	
○ links to the	<i>ii.</i> Introduce students to	
existing PD	trilateral and quadrilateral	trilateral and quadrilateral
Themes, for	verbs.	verbs.
example,	<i>iii.</i> Guide students to identify	iii. Guide students to identify
action	trilateral and quadrilateral	trilateral and quadrilateral

4
and to other
external
reference
material:
literature, on
web, Utube,
physical
resources,
power point;
how they
should be
used.
Consideration
needs to be
given to local
availability
guidance on any
power point
presentations,
TLM or other
resources which
need to be
developed to
support learning
✓ Tutors should be
expected to have
a plan for the
next lesson for
student teachers

research,

questioning

verbs in each text or video from YouTube. *iv.* Assist students to brainstorm on the distinguishing features of trilateral and quadrilateral verbs. v. Help students to form meaningful sentences with trilateral and quadrilateral

verbs. *vi. Guide students to discuss* transitive and intransitive verbs.

vii. Assist students to construct sentences involving transitive and intransitive verbs.

Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills

3.2 Discuss with tutors how GESI responsivenes, ICT and 21st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.

Note: The delivery of the Arabic lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.

Examples of 21st century skills:

Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, persoonal devlopment and global citizenship.

verbs in each text or video from YouTube.

- iv. Assist students to brainstorm on the distinguishing features of trilateral and quadrilateral verbs.
- v. Help students to form *meaningful sentences* with trilateral and quadrilateral verbs.
- *vi. Guide students to discuss* transitive and intransitive verbs.
- vii. Assist students to construct sentences involving transitive and intransitive verbs.

Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills

3.2 Discuss how GESI responsivenes, ICT and 21st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.

Note: The delivery of Arabic lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.

Examples of 21st century skills:

Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, persoonal devlopment and global citizenship.

Examples of GESI

responsiveness:

Making reasonable adjustmentsfor physically challenged learners. Both male and female learners playing leading roles in a group task. The use of braille and audio machines for orals, etc.

Examples of ICT

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

Tasking student teachers to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).

Again, referring student teachers to the Basic School *Currriculum for some of the* key features, e.g. the Core *Competencies, such as: critical* thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.4 Ask one tutor to model a selected activity in a teaching situation.

Examples of GESI responsiveness:

Making reasonable adjustmentsfor physically challenged learners. Both male and female learners playing leading roles in a group task. The use of braille and audio machines for orals, etc.

Examples of ICT

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).

Again, refer to the Basic School *Currriculum for some of the* key features, e.g. the Core *Competencies, such as: critical* thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.4 Pay attention as the tutor models a selected activity in a teaching situation.

Examples:	Examples:
Arabic communication skills:	Arabic communication skills:
Modeling the teaching of	Modeling the teaching of
various types of occupations	various types of occupations
and jobs.	and jobs.
Arabic Grammar:	Arabic Grammar:
Modeling the teaching of	Modeling the teaching of
intransitive and Transitive	intransitive and Transitive
verbs and how they are used in	verbs and how they are used in
conversations.	conversations.
Using Continuous Assessment	Using Continuous Assessment
in Supporting Student	in Supporting Student
Learning	Learning
	200.0019
3.7 Discuss with tutors the	3.7 Discuss the course
course assessment	assessment components
components (continuous	(continuous assessment) in
assessment) in both courses	both courses (African
(African Literature and	Literature and Varieties of
Varieties of English) that can	English) that can be used to
be used to support student	support student learning
learning bearing in mind the	bearing in mind the structure
structure of the prospective	of the prospective subject
subject project topics in terms	project topics in terms of the
of the introduction,	introduction, methodology,
methodology, substantive	substantive section and the
section and the conclusion and	conclusion and the collection
the collection of the	of the appropriate artefacts
appropriate artefacts and their	and their organisation in the
organisation in the subject	subject portfolio.
portfolio.	
Note: The continuous	Note: The continuous
assessment components for	assessment components for
both Arabic communication	both Arabic communication
skills and Arabic Grammar in	skills and Arabic Grammar in
the course manual include the	the course manual include the
subject portfolio and subject	subject portfolio and subject
project assessments. These	project assessments. These
should be used to provide day-	should be used to provide day-
to-day feedback about the	to-day feedback about the
learning and teaching process,	learning and teaching process,
identify strengths and	identify strengths and
weaknesses to bridge the	weaknesses to bridge the
learning gaps among students.	learning gaps among students.
5 5	337777737777

 r	r
The assessment components	The assessment components
should be in line with the	should be in line with the
NTEAP.	NTEAP.
Examples of subject projects	Examples of subject projects
in the specific courses:	in the specific courses:
Arabic communication skills:	Arabic communication skills:
Assign student teachers into	Assign student teachers into
different groups based on	different groups based on
various occupations. Task	various occupations. Task
them to give oral and written	them to give oral and written
reports about the activities of	reports about the activities of
various occupations based on	various occupations based on
their interactions with	their interactions with
members of the communities.	members of the communities.
Arabic Grammar:	Arabic Grammar:
Task students to make	Task students to make
presentations on the features	presentations on the features
of verbs, root, transitivity, and	of verbs, root, transitivity, and
voice.	voice.
3.8 Request that tutors discuss	3.8 Discuss assessment
assessment instruments aside	instruments aside what is in
what is in their respective	your respective manuals.
manuals.	
For example, ICT assessment	For example, ICT assessment
tools that can be used for	tools that can be used for
assessment of students.	assessment of students.
Assessment tools aid in	Assessment tools aid in
assessing and evaluating	assessing and evaluating
student learning and can	student learning and can
provide different options to	provide different options to
assess students beyond the	assess students beyond the
traditional examination.	traditional examination.
Note: Sougral tools and	Noto: Savaral tools are
Note: Several tools are	Note: Several tools are
available including grading	available including grading
rubrics, canvas assignments,	rubrics, canvas assignments,
plagiarism detection, self-	plagiarism detection, self-
assessment, and peer	assessment, and peer
assessment, surveys, and	assessment, surveys, and
classroom polling. quiz bot	classroom polling. quiz bot

	N/B:	N/B:	
	Digital Assessment Tools for	Digital Assessment Tools for	
	Teachers	Teachers	
	1. Socrative - quizzes and	6. Socrative - quizzes and	
	questions with real-time	questions with real-time	
	grading.	grading.	
	2. Google Forms - easy to use.	7. Google Forms - easy to use.	
	3. Mentimeter - pre-built	8. Mentimeter - pre-built	
	education templates.	education templates.	
	4. Poll Everywhere - used by	9. Poll Everywhere - used by	
	300,000 teachers.	300,000 teachers.	
	5. Kahoot - game-based	10. Kahoot - game-based	
	assessment tool.	assessment tool.	
	i.e. (Assessment Of Learning	i.e. (Assessment Of Learning	
	(AOL)) of the course manual	(AOL)) of the course manual	
	and compare with the	and compare with the	
	components prescribed by	components prescribed by	
	NTEAP and review as	NTEAP and review as	
	appropriate.	appropriate	
4. Evaluation and	4.1 Ask tutors to reflect on and	4.1 Reflect on what you have	15 mins
review of session:	share what they have learnt in	learn and how you have learnt	
	the session which they will be	it. Share with the class, one	
a. Tutors need to	using in their classrooms.	thing you have learnt in the	
identify critical		session that you will like to	
friends to observe		practice in your classroom	
lessons and report			
at next session.	4.2 Ask tutors to identify	4.2 Identify a critical friend	
	critical friends who took part	who took part in the PD	
b. Identifying and	in the PD session to sit in their	session to sit in your class	
addressing any	class during lesson and report	during the lesson and report	
outstanding issues	on observation made during	on his/her observation during	
relating to the	next PD session.	the next PD session.	
lesson/s for			
clarification	4.3 Ask tutors to read lesson 5	4.3 Read lesson 5 to prepare	
	from the PD manual in	for next week's session.	
	preparation for the next		
	session.		

Tutor PD Session Age Levels/s: Junior High School

Name of Subject/s: Arabic Arabic Communication Skills: (JHS Arabic Grammar (JHS)

Year 2

Semester 1

Tutor PD Session for Lesson 6 in the Course Manual Lesson Title: Arabic: Arabic Communication Skills: (JHS) The Weather and Climate I: The Weather and its Impacts.

Arabic Grammar: (JHS)

Feature of verbs: Active voice; passive voice.

	t verbs: Active voice; passive voice.		1
Focus: the	Guidance notes on Leading the	Guidance Notes on Tutor Activity	Time in
bullet points	session. What the SL/HoDs will	during the PD Session. What PD	session
provide the	have to say during each stage of	Session participants (Tutors) will	
frame for what	the session	do during each stage of the	
is to be done in		session.	
the session.			
The SWL			
should use the			
bullets to guide			
what they			
write for the			
SL/HoD and			
tutors to do			
and say during			
each session.			
Each bullet			
needs to be			
addressed and			
specific			
reference			
should be			
made to the			
course			
manual/s.			
1 Introduction	Review of Prior Knowledge	Review of Prior Knowledge	20 mins
to the session	1.1 Use the 'snowballing'	1.1 Recap the main issues raised	
🖌 Review	strategy to recap the main issues	during the previous semester's PD	
prior	raised during the previous	session. Each person will recall	
learning	semester's PD session		

Y2 S1 Arabic PDC Version

✓	A critical	N/B: in snowballing, one person	one thing and invite a friend to
1	friend to	is invited who turns to invite a	also say another.
	share	friend and the friend also invite	
1	findings for	another and a chain of invitation	
1	a short	in that order.	
1	discussion		
1	and lessons	1.2 Ask a tutor who observed a	1.2 Listen to the account of a
1	learned	lesson the previous week to	colleague's observed lesson lesson
\checkmark	Reading	share his/her observation.	and contribute to the discussion
[and		that follow.
1	discussion		
		Introduction Continue During	Introduction Costions Durness
	of the	Introduction Sections, Purpose,	Introduction Sections, Purpose,
1	introductor	Learning Outcomes and	Learning Outcomes and
	y sections	Indicators	Indicators
	of the		
	lesson up to	1.2 Ask tutors to be in mixed	1.2 In your mixed pairs discuss the
	and	pairs as appropriate and allow	main purpose of the current PD
	including	them to discuss the main	Session and share your views.
	learning	purpose of the current PD	
1	outcomes	Session and share their views.	
	and		
	indicators	E.g., the purpose of the PD is to	E.g., the purpose of the PD is to
\checkmark	Overview of	equip teachers with the	equip teachers with the
	content and	knowledge and techniques of	knowledge and techniques of
	identificatio	teaching effective	teaching effective communicative
	n of any	communicative skills on climate	skills on climate and weather
	distinctive	and weather conditions in	conditions in Ghana. The session
	aspects of	Ghana. The session also aims at	also aims at developing the
1	the	developing the capacity of	capacity of student teachers, so as
	lesson/s,	student teachers, so as to enable	to enable them inspire their
	The	them inspire their learners to be	learners to be effective in oral and
-	dance for	effective in oral and written	written communications through
-	HoD should	communications through	observations and group works
	ntify,	observations and group works	(NTS2c:13; NTS2b:13; NTS3k:14,
	dress and	(NTS2c:13; NTS2b:13; NTS3k:14,	and NTECF pp. 25-26.).
	ovide	and NTECF pp. 25-26.).	
	planations		
	any areas	1.3 Lead tutors to discuss the	1.3 Discuss the Learning
	ere tutors	Learning Outcomes (LOs) of	Outcomes (LOs) of lesson six and
mi	ght require	lesson six and their Learning	their Learning Indicators (LIs) by
cla	rification on	Indicators (LIs) by stating their	stating their relationship.
an	aspect of	relationship.	
the	e lesson.		
SL/	HoD take	Examples:	Examples:
-	dback to	Arabic communication skills:	Arabic communication skills:
gau		(LO): Demonstrate ability and	(LO): Demonstrate ability and
-	derstanding	skills to guide students to engage	skills to guide students to engage
		sime to gaine statemes to engage	

	in offective and written	in official and written
and support	in effective oral and written	in effective oral and written
tutor	communication on weather	communication on weather issues
engagement.	issues affecting humankind in	affecting humankind in Ghana and
NB SL/HoD	Ghana and across the globe (NTS	across the globe (NTS 2b, pg13,
should ask	2b, pg13, NTECFpg20).	NTECFpg20).
tutors to plan		
for their	(LIs):	(LIs):
teaching as	<i>i.</i> List of vocabularies	<i>i.</i> List of vocabularies
they go	prepared by student	prepared by student
through the PD	teachers on weather and	teachers on weather and
session	climate.	climate.
	<i>ii.</i> Student teachers engage	<i>ii.</i> Student teachers engage in
	in small group	small group conversation
	conversation and in pairs	and in pairs on
	on conversation on	conversation on weather
	weather issues affecting	issues affecting
	humankind.	humankind.
	<i>iii.</i> Peer Review of student	<i>iii.</i> Peer Review of student
	teachers' oral	teachers' oral conversation
	conversation on weather	on weather issues.
	issues.	
	Arabic Grammar:	Arabic Grammar:
	(LO): Demonstrate knowledge	(LO): Demonstrate knowledge and
	and skills of using transitive and	skills of using transitive and
	intransitive verbs in Arabic (NTS	intransitive verbs in Arabic (NTS
	2abc, pg.13, NTECF pg. 20).	2abc, pg.13, NTECF pg. 20).
	(LIs):	(LIS):
	<i>i.</i> Identify the difference	<i>i.</i> Identify the difference
	between active and passive	between active and passive
	voices.	voices.
	<i>ii.</i> Show how passive voices are	<i>ii.</i> Show how passive voices are
	formed from trilateral and	formed from trilateral and
	quadrilateral active verbs.	quadrilateral active verbs.
	iii. Carry out basic passing and	iii. Carry out basic passing and
	grammatical analysis of	grammatical analysis of
	active and passive voices.	active and passive voices.
	iv. Use active and passive	iv. Use active and passive voices
	voices in oral and written	in oral and written expression.
	expression.	וו טועו עווע אוונכוו באטובאטוו.
	Nata Defendutore to locaria in f	Note: Defendutore to lesson sin of
	Note: Refer tutors to lesson six of	Note: Refer tutors to lesson six of
	the course manual for the	the course manual for the learning
	learning outcomes and	outcomes and indicators.
	indicators.	
1		

Overview of Content and Distinctive Features

1.4 Refer tutors to the lesson descriptions of lesson 6 of the course manual and ask them to read and discuss them by bringing out the distinctive features of the lesson.

Arabic communication:

The purpose of the lesson is to equip teachers with the knowledge and techniques of teaching effective communicative skills on climate and weather conditions in Ghana. The session also aims at developing the capacity of student teachers, so as to enable them inspire their learners to be effective in oral and written communications through observations and group works (NTS2c:13; NTS2b:13; NTS3k:14, and NTECF pp. 25-26.).

Arabic Grammar:

The purpose of the lesson is to provide student teachers with the relevant content knowledge and pedagogical skills of formulating active and passive voices of Arabic verbs. The lesson is also intended to equip students with the relevant skills of teaching active and and passive voices with respect to contextual and GESI related issues (NTS2c:13; NTS3k:14, and NTECF pp 25-26.). 1.5 Discuss with tutors the distinctive features of lesson 6 of the course manual and any challenging areas or areas of misconceptions that might need some clarification.

1.4 Refer to the lesson descriptions of lesson 6 and read and discuss those course descriptions.

Examples:

Arabic communication skills:

The purpose of the lesson is to equip teachers with the knowledge and techniques of teaching effective communicative skills on climate and weather conditions in Ghana. The session also aims at developing the capacity of student teachers, so as to enable them inspire their learners to be effective in oral and written communications through observations and group works (NTS2c:13; NTS2b:13; NTS3k:14, and NTECF pp. 25-26.).

Arabic Grammar:

The purpose of the lesson is to provide student teachers with the relevant content knowledge and skills of formulating active and passive voices of Arabic verbs. The lesson is also intended to equip students with the relevant skills of teaching active and and passive voices with respect to contextual and GESI related issues (NTS2c:13; NTS3k:14, and NTECF pp 25-26.). 1.5 Discuss the distinctive features of lesson 6 and any challenging areas or areas of misconceptions that might need some clarification.

Furner las of distingting for strongs	Evenue los of distinctions forstures
Examples of distinctive features:	Examples of distinctive features:
Arabic communication:	Arabic communication skills:
i. The nature of oral and	i. The nature of oral and
written communications.	written communications.
ii. Using observations and	ii. Using observations and
group works as	group works as
instruments for oral and	instruments for oral and
written communications.	written communications.
<i>iii.</i> The nature of weather	<i>iii.</i> The nature of weather
conditions in Ghana.	conditions in Ghana.
<i>iv.</i> The nature of climatic	<i>iv.</i> The nature of climatic
conditions in Ghana.	conditions in Ghana.
Arabic Grammar:	Arabic Grammar:
<i>i.</i> Identification of the	<i>i.</i> Identification of the
differences between active	differences between active
and passive voices.	and passive voices.
<i>ii.</i> The formation of passive	<i>ii.</i> The formation of passive
voices from trilateral and	voices from trilateral and
quadrilateral active verbs.	quadrilateral active verbs.
iii. The grammatical analysis of	iii. The grammatical analysis of
active and passive voices.	active and passive voices.
iv. Using active and passive	<i>iv.</i> Using active and passive
voices in oral and written	voices in oral and written
expressions.	expressions.
Examples of Misconceptions or	Examples of Misconceptions or
Challenging Areas	Challenging Areas
Arabic Communication Skills	Arabic communication skills:
<i>i.</i> That good oral	i. That good oral communication
communication ability is	ability is equivalent to good
equivalent to good.	written communication skills.
written communication	ii. That weather and climate
skills.	have the same meaning.
<i>ii.</i> That weather and climate	
have the same meaning.	
Clarification:	Clarification:
<i>i.</i> A person's ability to	<i>i.</i> A person's ability to
fluently express	fluently express
himself/herself in a	himself/herself in a
language does not	language does not
necessarily translate into	necessarily translate into
his/her ability to write	his/her ability to write
perfectly in that	perfectly in that language.
language. In other words,	In other words, some good
· /	

	some good writers are not fluent and vice versa. ii. Weather refers to the hourly or daily changes in atmospheric conditions with respect to changes in temperature, rainfall,	writers are not fluent and vice versa. ii. Weather refers to the hourly or daily changes in atmospheric conditions with respect to changes in temperature, rainfall,	
	humidity etc. on the other hand, Climate is the average weather condition that has been studied for a long period of time.	humidity etc. on the other hand, Climate is the average weather condition that has been studied for a long period of time.	
	Arabic Grammar:	Arabic Grammar:	
	That Arabic has similar	That Arabic has similar	
	grammatical rules as in the case	grammatical rules as in the case of	
	of English and other languages	English and other languages	
	known to learners.	known to learners.	
	Clarification:	Clarification:	
	There are some similarities, for	There are some similarities, for	
	example, between English and	example, between English and	
	Arabic because, both use lingual	Arabic because, both use lingual	
	forms, such as nouns, verbs,	forms, such as nouns, verbs,	
	sentences etc. However, there	sentences etc. However, there are	
	are extreme varieties in the	extreme varieties in the phonemic,	
	phonemic, morphological,	morphological, syntactical, and	
	syntactical, and semantic	semantic system, which affect	
	system, which affect learning	learning Arabic as a second	
	Arabic as a second language.	language.	
2 Concept Development	2.1 Lead a discussion with tutors and focus on the identification of	2.1 Discuss and focus on the identification of new concepts,	15 mins
(New learning	new concepts, new learnings	new learnings and potential	
likely to arise	and potential barriers that are	barriers that are introduced into	
in lesson/s):	introduced into the lesson which	the lesson which need to be	
✓ Identificatio	need to be explored.	explored.	
n and	Examples of New Concepts in	Examples of New Concepts in the	
discussion of new	the Lesson	Lesson	
	Arabic communication skills:	Arabic communication skills:	
learning,	<i>i.</i> The concept of weather	<i>i.</i> The concept of weather	
potential barriers to	<i>ii.</i> The concept of climate <i>iii.</i> Relationships amongst	<i>ii.</i> The concept of climate <i>iii.</i> Relationships amongst	
learning for	weather, climate, and	weather, climate, and various	
student	various occupations.	occupations.	
teachers or			
students,			

concepts or	Arabic Grammar:	Arabic Grammar:
pedagogy	<i>i</i> . The concept of active and	<i>i.</i> The concept of active and
being	passive voices in Arabic	passive voices in Arabic
introduced	Grammar.	Grammar.
in the	ii. Grammatical functions of	<i>ii.</i> Grammatical functions of
lesson,	active and passive voices.	active and passive voices.
which need	<i>iii.</i> The concept of verbs and	<i>iii.</i> The concept of verbs and
to be	agents.	agents.
explored		
with the	Examples of New Learnings:	Examples of New Learnings:
SL/HoD	Arabic communication skills:	Arabic communication skills:
NB The	<i>i.</i> Students' ability to explain	<i>i.</i> Students' ability to explain the
guidance for	the distinctions between	distinctions between weather
SL/HoD should	weather and climate in oral	and climate in oral and
set out what	and written forms.	written forms.
they need to do	<i>ii.</i> Students' ability to write	<i>ii.</i> Students' ability to write
to introduce	about the relationships	about the relationships
and explain the	amongst weather, climatic	amongst weather, climatic
issues/s with	conditions, and occupational	conditions, and occupational
tutors	performances.	performances.
	<i>iii.</i> Students' ability to discuss	<i>iii.</i> Students' ability to discuss the
	the importance of weather	importance of weather and
	and climate to different	climate to different
	occupations.	occupations.
	Arabic Grammar:	Arabic Grammar:
	<i>i.</i> Student teachers' ability to	<i>i.</i> Student teachers' ability to
	explain the concept of active	explain the concept of active
	and passive voices in Arabic	and passive voices in Arabic
	Grammar.	Grammar.
	<i>ii.</i> Student teachers' ability to	<i>ii.</i> Student teachers' ability to list
	list some features of active	some features of active and
	and passive voices.	passive voices.
	<i>iii.</i> Student teachers' ability to	iii. Student teachers' ability to
	state grammatical functions	state grammatical functions
	of active and passive voices.	of active and passive voices.
	<i>iv.</i> Student teachers' ability to	<i>iv.</i> Student teachers' ability to
	construct sentences in active	construct sentences in active
	and passive voices.	and passive voices.
	v. Student teachers' ability to	v. Student teachers' ability to
	analyse the grammatical	analyse the grammatical
	functions of active voices in	functions of active voices in
	sampled sentences.	sampled sentences.
	Examples of Potential Barriers	Examples of Potential Barriers
	Arabic communication skills:	Arabic communication skills:
	i. Inadequate/Lack of	i. Lack of learning and teaching

learning and teaching materials (Text books). ii. Inadequate/Lack of effective communicative competency in Arabic among the learners.	materials (Text books). ii. Lack of effective communicative competency in Arabic among the learners.	
Suggested Solution: i. Teachers are required to be resourceful and innovative when inadequate or no TLMs are available. For instance, they can search for their required texts online. Again, they can borrow learning materials from libraries and individuals in the community. ii. In the case of weak communicative skills, teachers are encouraged to organize some remedial lessons for the students where applicable.	Suggested Solution: Teachers are required to be resourceful and innovative when inadequate or no TLMs are available. For instance, they can search for their required texts online. Again, they can borrow learning materials from libraries and individuals in the community. ii. In the case of weak communicative skills, teachers are encouraged to organize some remedial lessons for the students where applicable.	
Arabic Grammar: Lack of Arabic Grammar textbooks at the basic schools. Suggested Solution: Teachers are encouraged to search for online textbooks that are suitable for their lessons.	Arabic Grammar: Lack of Arabic Grammar textbooks at the basic schools. Suggested Solution: Teachers are encouraged to search for online textbooks that are suitable for their lessons.	
2.3 Ask tutors, in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching	2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.	
the topics in their respective manuals.		

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	2.4 Discuss with tutors how the	2.4 Discuss how the suggested	
	suggested teaching strategies in	teaching strategies in lesson 6 will	
	lesson 6 will be used to promote	be used to promote learning at	
	learning at the 4-Year B.Ed. and	the 4-Year B.Ed. and Basic levels.	
	Basic levels.		
	Examples:	Examples:	
	Identifying the features of the	Identifying the features of the	
	Basic School Curriculum and	Basic School Curriculum and those	
	those of the B.Ed. programme	of the B.Ed. programme and	
	and aligning them with the	aligning them with the suggested	
	suggested teaching strategies in the course manual.	teaching strategies in the course manual.	
2 Diamaing for	3.1 Lead discussion with tutors		
3. Planning for		3.1 Lead discussion with tutors	
teaching,	through questions and answers	through questions and answers on	
learning and	on the various suggested	the various suggested teaching	
assessment	teaching and learning activities	and learning activities to be used	
activities for	to be used in the lesson delivery.	in the lesson delivery.	
the lesson/s			
✓ Reading and	Examples Teaching and	Examples Teaching and Learning	
discussion of	Learning Activities:	Activities:	
the teaching	Arabic communication skills:	Arabic communication skills:	
and learning	<i>i. Reflect with students on</i>	<i>i. Reflect with students on</i>	
activities	the importance of	the importance of weather	
✓ Noting and	weather and climate to	and climate to farming in	
addressing	farming in Ghana.	Ghana.	
areas where	ii. Use Flashcards and	<i>ii.</i> Use Flashcards and games	
tutors may	games to help student	to help student teachers to	
require	teachers to internalize	internalize the relevant	
clarification	the relevant vocabularies	vocabularies about	
✓ Noting	about weather and	weather and climate.	
opportunitie	climate.	<i>iii.</i> Use the prescribed CDs on	
s for making	<i>iii.</i> Use the prescribed CDs	al-Arabiya bayna yadayka,	
links to the	on al-Arabiya bayna	and pictures to stimulate	
Basic School	yadayka, and pictures to	and sustain conversations	
Curriculum	stimulate and sustain	on weather, climate and	
✓ Noting	conversations on	occupations.	
opportunitie	weather, climate and		
s for	occupations.		
integrating:			
GESI	Arabic Grammar:	Arabic Grammar:	
responsivene	<i>i.</i> Revise the previous knowledge	<i>i. Revise the previous</i>	
ss and ICT	of learners about verbs through	knowledge of learners about	
and 21 st C	questions and answers.	verbs through questions and	
skills	ii. Introduce the concept of	answers.	
✓ Reading,	active and passive voice verbs to	ii. Introduce the concept of	
discussion,		active and passive voice verbs	
uiscussion,			

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and	learners using different types of	to learners using different
identification	agents.	types of agents.
of	iii. Task learners in groups, to	iii. Task learners in groups, to
continuous	compose sentences consisting of	compose sentences consisting
assessment	active and passive voice verb	of active and passive voice
opportunitie	forms (trilateral quadrilateral)	verb forms (trilateral
s in the	verbs using different types of	quadrilateral) verbs using
lesson. Each	agents.	different types of agents.
lesson	iv. Guide students to analyse the	iv. Guide students to analyse the
should	grammatical functions of active	grammatical functions of
include at	and passive voices in sampled	active and passive voices in
least two	sentences.	sampled sentences.
opportunitie	v. Guide student teachers to	v. Guide student teachers to
s to use	reflect and summarize features	reflect and summarize
continuous	of active and passive voices.	features of active and passive
assessment		voices
to support		
student	Links to the Basic School	Links to the Basic School Curricula
teacher	Curricula and the Use of GESI,	and the Use of GESI, ICT and 21 st
learning	ICT and 21 st Century Skills	Century Skills
✓ Resources:	3.2 Discuss with tutors how GESI	3.2 Discuss how GESI
○ links to	responsivenes, ICT and 21 st	responsiveness, ICT and 21 st
the	Century skills will help to	Century skills will help to promote
existing	promote the delivery of English	the delivery of English lessons in
PD	lessons in both the B.Ed. and	both the B.Ed. and Basic School
Themes,	Basic School Curricula.	Curricula.
for		
example,	Note: The delivery of the Arabic	Note: The delivery of Arabic
action	lessons in both the B.Ed. and	lessons in both the B.Ed. and Basic
research,	Basic School curricula may be	School curricula may be enhanced
questionin	enhanced through the	through the integration of GESI,
g and to	integration of GESI, ICT and 21 st	ICT and 21 st century skills.
other	century skills.	
external		
reference	Examples of 21 st century skills:	Examples of 21 st century skills:
material:	Communication skills,	Communication skills,
literature,	collaboration, observation and	collaboration, observation and
on web,	enquiry skills, digital literacy,	enquiry skills, digital literacy,
Utube,	creativity, personal development	creativity, personal development
physical	and global citizenship.	and global citizenship.
resources,		
power	Examples of GESI	Examples of GESI responsiveness:
point; how	responsiveness:	Making reasonable adjustments
they	Making reasonable adjustments	for physically challenged learners.
should be	for physically challenged	Both male and female learners
used.	learners.	playing leading roles in agroup
Considerat		task.

ion needs	Both male and female learners	The use of braille and audio	
to be	playing leading roles in agroup	machines for orals, etc.	
given to	task.		
local			
availability	The use of braille and audio		
guidance on	machines for orals, etc.		
any power	Examples of ICT	Examples of ICT	
point	Office 365 vs G-suite for	Office 365 vs G-suite for	
presentations,	education, google meet for	education, google meet for online	
TLM or other	online teaching, google	teaching, google classroom	
resources	classroom for online assignment	for online assignment	
which need to	submissions, plagiarism checking	submissions, plagiarism checking	
be developed	softwares, tools for checking	softwares, tools for checking	
to support	grammar errors online.	grammar errors online.	
learning		Examples of linking to the Basic	
✓ Tutors	Examples of linking to the Basic	School Curriculum:	
should be	School Curriculum:	You may have to go to partner	
expected to	Tasking student teachers to go	schools to observe teaching and	
have a plan	to partner schools to observe	learning practices in the basic	
for the next	teaching and learning practices	school classroom (STS).	
lesson for	in the basic school classroom	Again, refer to the Basic School	
student	(STS).	<i>Currriculum for some of the key</i>	
teachers	Again, referring student teachers	features, e.g. the Core	
teachers	to the Basic School Curriculum	Competencies, such as: critical	
	for some of the key features, e.g.	thinking and problem solving (CP),	
		creativity and innovation (CI),	
	the Core Competencies, such as:	communication and collaboration	
	critical thinking and problem		
	solving (CP), creativity and	(CC), cultural identity and global	
	innovation (CI), communication	citizenship (CG), personal	
	and collaboration (CC), cultural	development and leadership (PL)	
	identity and global citizenship	and digital literacy (DL) (Ref. p.viii,	
	(CG), personal development and	English Language Curriculum for	
	leadership (PL) and digital	Primary Schools - B4-B6)	
	litearcy (DL) (Ref. p.viii, English	3.4 Pay attention as the tutor	
	Language Curriculum for Primary	models a selected activity in a	
	Schools - B4-B6)	teaching situation.	
	3.4 Ask one tutor to model a		
	selected activity in a teaching		
	situation.		
	Examples:	Examples:	
	Arabic communication skills:	Arabic communication skills:	
	Modelling the teaching of the	Modelling the teaching of the	
	topic "the importance of	topic "the importance of weather	
	weather and climate for farming	and climate for farming activities".	
	activities".		
L	1	I	

Arabic Grammar:	Arabic Grammar:
Modelling the teaching of active	Modelling the teaching of active
and passive voices with the aid	and passive voices with the aid of
of appropriate ICT tools.	appropriate ICT tools.
Using Continuous Assessment in Supporting Student Learning	Using Continuous Assessment in Supporting Student Learning
3.7 Discuss with tutors the	3.7 Discuss the course assessment
course assessment components	components (continuous
(continuous assessment) in both	assessment) in both courses
courses (African Literature and	(African Literature and Varieties of
Varieties of English) that can be	English) that can be used to
used to support student learning	support student learning bearing
bearing in mind the structure of	in mind the structure of the
the prospective subject project	prospective subject project topics
topics in terms of the	in terms of the introduction,
introduction, methodology,	methodology, substantive section
substantive section and the	and the conclusion and the
conclusion and the collection of	collection of the appropriate
the appropriate artefacts and	artefacts and their organisation in
their organisation in the subject	the subject portfolio.
portfolio.	
Note: The continuous	Note: The continuous assessment
assessment components for both	components for both Arabic
Arabic communication skills and	communication skills and Arabic
Arabic Grammar in the course	Grammar in the course manual
manual include the subject	include the subject portfolio and
portfolio and subject project	subject project assessments. These
assessments. These should be	should be used to provide day-to-
used to provide day-to-day	day feedback about the learning
feedback about the learning and	and teaching process, identify
teaching process, identify	strengths and weaknesses in order
strengths and weaknesses in	to bridge the learning gaps among
order to bridge the learning gaps	students.
among students.	
The assessment components	The assessment components
, should be in line with the NTEAP.	should be in line with the NTEAP.
Examples of subject projects in	Examples of subject projects in
the specific courses:	the specific courses:
	-
Arabic communication skills:	Arabic communication skills:
Individual/Group oral and	Individual/Group oral and written
written presentations about the	presentations about the effects of
effects of weather and climate	weather and climate on human
on human existence.	existence.

	Arabic Grammar:	Arabic Grammar:	
	Task students to compare the	Task students to compare the key	
	key features of verbs (Active and	features of verbs (Active and	
	Passive voices) in Arabic and any	Passive voices) in Arabic and any	
	other language of their choice.	other language of their choice.	
	3.8 Request that tutors discuss	3.8 Discuss assessment	
	assessment instruments aside	instruments aside what is in your	
	what is in their respective	respective manuals.	
	manuals.		
	For example, ICT assessment	For example, ICT assessment tools	
	tools that can be used for	that can be used for assessment of	
	assessment of students.	students. Assessment tools aid in	
	Assessment tools aid in assessing	assessing and evaluating student	
	and evaluating student learning	learning and can provide different	
	and can provide different options	options to assess students beyond	
	to assess students beyond the	the traditional examination.	
	traditional examination.		
	Note: Several tools are available	Note: Several tools are available	
	including grading rubrics, canvas	including grading rubrics, canvas	
	assignments, plagiarism	assignments, plagiarism detection,	
	detection, self-assessment, and	self-assessment, and peer	
	peer assessment, surveys, and	assessment, surveys, and	
	classroom polling. quiz bot	classroom polling. quiz bot	
		1 5 1	
	N/B:	N/B:	
	Digital Assessment Tools for	Digital Assessment Tools for	
	Teachers	Teachers	
	1. Socrative - quizzes and	6. Socrative - quizzes and	
	questions with real-time grading.	questions with real-time grading.	
	2. Google Forms - easy to use.	7. Google Forms - easy to use.	
	3. Mentimeter - pre-built	8. Mentimeter - pre-built	
	education templates.	education templates.	
	4. Poll Everywhere - used by	9. Poll Everywhere - used by	
	300,000 teachers.	300,000 teachers.	
	5. Kahoot - game-based	10. Kahoot - game-based	
	assessment tool.	assessment tool.	
	i.e. (Assessment Of Learning	i.e. (Assessment Of Learning	
	(AOL)) of the course manual and	(AOL)) of the course manual and	
	compare with the components	compare with the components	
	prescribed by NTEAP and review	prescribed by NTEAP and review	
	as appropriate.	as appropriate	
4. Evaluation	4.1 Ask tutors to reflect on and	4.1 Reflect on what you have learn	15 mins
and review of	share what they have learnt in	and how you have learnt it. Share	
session:		with the class, one thing you have	

a. Tutors need to identify critical friends	the session which they will be using in their classrooms.	learnt in the session that you will like to practice in your classroom.	
to observe lessons and report at next session.	4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their class during lesson and report on observation made during next PD session.	4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session.	
b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.3 Ask tutors to read lesson 6 from the PD manual in preparation for the next session.	4.3 Read lesson 6 to prepare for next week's session.	

Tutor PD Session

Age Levels/s: Junior High School

Name of Subject/s: Arabic Arabic Communication Skills: (JHS Arabic Grammar (JHS)

Year 2

Semester 1

Tutor PD Session for Lesson 7 in the Course Manual Lesson Title: Arabic: Arabic Communication Skills: (JHS) The Weather and Climate II: The Climate and its Impacts.

Arabic Grammar: (JHS)

The Three Grammatical Cases of Nouns: Nominative Cases, Accusative Cases and Genitive Cases.

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1 Introduction to the session	Review of Prior Knowledge 1.1 Use the 'snowballing' strategy to recap the main issues raised	Review of Prior Knowledge 1.1 Recap the main issues raised during the previous semester's PD	20 mins

\checkmark	Review	during the previous semester's PD	session. Each person will recall	
	prior	session	one thing and invite a friend to	
	learning	N/B: in snowballing, one person is	also say another.	
\checkmark	A critical	invited who turns to invite a friend		
	friend to	and the friend also invite another		
	share	and a chain of invitation in that		
	findings for	order.		
	a short	order.		
	discussion	1.2 Ask a tutor who observed a	1.2 Listen to the account of a	
	and lessons	lesson the previous week to share	colleague's observed lesson and	
	learned	his/her observation.	contribute to the discussion that	
\checkmark	Reading		follow.	
	and			
	discussion	Introduction Sections, Purpose,	Introduction Sections, Purpose,	
	of the	Learning Outcomes and Indicators	Learning Outcomes and	
	introductor		Indicators	
	y sections	1.2 Ask tutors to be in mixed pairs		
	, of the	as appropriate and allow them to	1.2 In your mixed pairs discuss the	
	lesson up to	discuss the main purpose of the	main purpose of the current PD	
	and	current PD Session and share their	Session and share your views.	
	including	views.		
	learning			
	outcomes	E.g., the purpose of the PD is to	E.g., the purpose of the PD is to	
	and	equip teachers with the knowledge	equip teachers with the	
	indicators	and techniques of teaching	knowledge and techniques of	
\checkmark	Overview of			
•		effective communicative skills	teaching effective communicative	
	content and	regarding weather in everyday life	skills regarding weather in	
	identificatio	in Ghana. (NTS2c:13; NTS3k:14,	everyday life in Ghana. (NTS2c:13;	
	n of any	and NTECF pp 25-26.).	NTS3k:14, and NTECF pp 25-26.).	
	distinctive			
	aspects of	1.3 Lead tutors to discuss the	1.3 Discuss the Learning	
	the	Learning Outcomes (LOs) of lesson	Outcomes (LOs) of lesson seven	
	lesson/s,	seven and their Learning	and their Learning Indicators (LIs)	
	The	Indicators (LIs) by stating their	by stating their relationship.	
gui	dance for	relationship.		
SL/	'HoD should			
ide	entify,	Examples:	Examples:	
ade	dress and	Arabic communication skills:	Arabic communication skills:	
pro	ovide	(LO): Demonstrate ability and skills	(LO): Demonstrate ability and	
exp	olanations	to guide students to engage in	skills to guide students to engage	
-	any areas	effective oral and written	in effective oral and written	
	ere tutors	communication on weather issues	communication on weather issues	
	ght require	affecting humankind in Ghana and	affecting humankind in Ghana and	
	rification on	across the globe (NTS 2b, pg13,	across the globe (NTS 2b, pg13,	
	aspect of	NTECFpg20).	NTECFpg20).	
	e lesson.	····	····	
	HoD take			
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feedback to	(LIs):	(LIs):	
gauge	<i>i.</i> List of vocabularies	<i>i.</i> List of vocabularies	
understanding	prepared by student	prepared by student	
and support	teachers on weather and	teachers on weather and	
tutor	climate.	climate.	
engagement.	<i>ii.</i> Student teachers engage in	<i>ii.</i> Student teachers engage in	
NB SL/HoD	small group conversation	small group conversation	
should ask	and in pairs on	and in pairs on	
tutors to plan	conversation on weather	conversation on weather	
for their	issues affecting	issues affecting	
teaching as	humankind.	humankind.	
they go	<i>iii.</i> Peer Review of student	<i>iii.</i> Peer Review of student	
through the PD	teachers' oral conversation	teachers' oral conversation	
session	on weather issues.	on weather issues.	
	Arabic Grammar:	Arabic Grammar:	
	(LOs):	(LOs):	
	i. Demonstrate knowledge and	<i>i.</i> Demonstrate knowledge and	
	skills of how to use primary	skills of how to use primary	
	markers and secondary markers to	markers and secondary	
	represent the three Arabic cases.	markers to represent the	
	<i>ii.</i> Demonstrate knowledge and	three Arabic cases.	
	understanding of the various	ii. Demonstrate knowledge and	
	contexts where nouns assume	understanding of the various	
	nominative cases.	contexts where nouns assume	
	<i>iii.</i> Demonstrate knowledge and	nominative cases.	
	understanding of the various	iii. Demonstrate knowledge and	
	contexts where nouns assume	understanding of the various	
	accusative cases.	contexts where nouns assume	
	<i>iv.</i> Demonstrate knowledge and	accusative cases.	
	understanding of the various	iv. Demonstrate knowledge and	
	contexts where nouns assume	understanding of the various	
	genitive cases.	contexts where nouns assume	
		genitive cases.	
	(LIs): Mention the key differences	(LIs): Mention the key differences	
	between the primary and	between the primary and	
	secondary markers.	secondary markers.	
	 ✓ Separate nouns that possess 	 ✓ Separate nouns that possess 	
	primary markers from those	primary markers from those	
	that have secondary markers.	that have secondary markers.	
	i.	ii.	
	 ✓ Identify instances where nouns 	 ✓ Identify instances where nouns 	
	possess nominative cases (with	possess nominative cases (with	
	examples).	examples).	

 ✓ Explain why selected nouns from a text possess nominative cases. ✓ Produce a meaningful sentence and mark a nominative case. <i>ii.</i> ✓ Mention the context where nouns assume accusative cases (with examples). ✓ Explain why selected nouns from a text possess accusative cases. ✓ Produce a meaningful sentence and mark a nominative case <i>iii.</i> ✓ Mention the context where nouns assume genitive cases (with examples). ✓ Explain why selected nouns from a text possess genitive cases. ✓ Produce a meaningful sentence and mark a genitive case 	 ✓ Explain why selected nouns from a text possess nominative cases. ✓ Produce a meaningful sentence and mark a nominative case. <i>iii.</i> ✓ Mention the context where nouns assume accusative cases (with examples). ✓ Explain why selected nouns from a text possess accusative cases. ✓ Produce a meaningful sentence and mark a nominative case <i>iii</i> ✓ Mention the context where nouns assume genitive cases (with examples). ✓ Explain why selected nouns from a text possess genitive cases ✓ Mention the context where nouns assume genitive cases ✓ Wention the context where nouns assume genitive cases ✓ Wention the context where nouns assume genitive cases ✓ Finduce a meaningful sentence and mark a genitive cases.
Note: Refer tutors to lesson seven of the course manual for the learning outcomes and indicators. Overview of Content and Distinctive Features 1.4 Refer tutors to the lesson descriptions of lesson 7 of the course manual and ask them to read and discuss them by bringing out the distinctive features of the lesson.	Note: Refer to lesson seven of the course manual for the learning outcomes and indicators. 1.4 Refer to the lesson descriptions of lesson 7 and read and discuss those course descriptions. <i>Examples:</i>
<i>Arabic communication:</i> The purpose of the lesson is to equip teachers with the knowledge and techniques of teaching effective communicative skills on	Arabic communication skills: The purpose of the lesson is to equip teachers with the knowledge and techniques of teaching effective communicative

climate and weather conditions in Ghana. The session also aims at developing the capacity of student teachers, so as to enable them inspire their learners to be effective in oral and written communications through observations and group works (NTS2c:13; NTS2b:13; NTS3k:14, and NTECF pp. 25-26.).

Arabic Grammar:

The lesson has been designed to expose students to relevant content knowledge on the three main grammatical case endings of declinable nouns, namely, nominative, accusative, and genitive. It treats in detail the grammatical context where these cases manifest in Arabic structure, including the forms that they assume.

1.5 Discuss with tutors the distinctive features of lesson 7 of the course manual and any challenging areas or areas of misconceptions that might need some clarification.

Examples of distinctive features: Arabic communication:

- *i.* The nature of oral and written communications.
- *ii.* Using observations and group works as instruments for oral and written communications.
- *iii.* The nature of weather conditions in Ghana.
- *iv.* The nature of climatic conditions in Ghana.

Arabic Grammar:

i. Identification of the key differences between primary and secondary markers. skills on climate and weather conditions in Ghana. The session also aims at developing the capacity of student teachers, so as to enable them inspire their learners to be effective in oral and written communications through observations and group works (NTS2c:13; NTS2b:13; NTS3k:14, and NTECF pp. 25-26.).

Arabic Grammar:

The lesson has been designed to expose students to relevant content knowledge on the three main grammatical case endings of declinable nouns, namely, nominative, accusative, and genitive. It treats in detail the grammatical context where these cases manifest in Arabic structure, including the forms that they assume.

1.5 Discuss the distinctive features of lesson 7 and any challenging areas or areas of misconceptions that might need some clarification.

Examples of distinctive features: Arabic communication skills:

- *i.* The nature of oral and written communications.
- Using observations and group works as instruments for oral and written communications.
- *iii.* The nature of weather conditions in Ghana.
- *iv.* The nature of climatic conditions in Ghana.

Arabic Grammar:

i. Identification of the key differences between primary and secondary markers.

 ii. Separation of nouns that possess primary markers from those that have secondary markers. iii. Explanations about why some selected nouns from a text possess nominative cases. iv. Identification of the contexts in which nouns assume accusative cases and genitive cases respectively. 	 ii. Separation of nouns that possess primary markers from those that have secondary markers. iii. Explanations about why some selected nouns from a text possess nominative cases. iv. Identification of the contexts in which nouns assume accusative cases and genitive cases respectively.
Examples of Misconceptions or Challenging Areas Arabic Communication Skills i. That good oral communication ability is equivalent to good. written communication skills. ii. That weather and climate have the same meaning.	Examples of Misconceptions or Challenging Areas Arabic communication skills: i. That good oral communication ability is equivalent to good written communication skills. ii. That weather and climate have the same meaning.
 Clarification: <i>A person's ability to</i> <i>fluently express</i> <i>himself/herself in a</i> <i>language does not</i> <i>necessarily translate into</i> <i>his/her ability to write</i> <i>perfectly in that language.</i> <i>In other words, some good</i> <i>writers are not fluent and</i> <i>vice versa.</i> <i>Weather refers to the</i> <i>hourly or daily changes in</i> <i>atmospheric conditions</i> <i>with respect to changes in</i> <i>temperature, rainfall,</i> <i>humidity etc. on the other</i> <i>hand, Climate is the</i> <i>average weather condition</i> <i>that has been studied for a</i> <i>long period of time.</i> 	 <i>Clarification:</i> A person's ability to fluently express himself/herself in a language does not necessarily translate into his/her ability to write perfectly in that language. In other words, some good writers are not fluent and vice versa. <i>Weather refers to the</i> hourly or daily changes in atmospheric conditions with respect to changes in temperature, rainfall, humidity etc. on the other hand, Climate is the average weather condition that has been studied for a long period of time.

	Arabic Grammar:	Arabic Grammar:	
	That Arabic grammar is difficult	That Arabic grammar is difficult	
	because of the inflected nature of	because of the inflected nature of	
	Arabic morpho-syntax.	Arabic morpho-syntax.	
	Clarification:	Clarification:	
	True, Arabic is a highly inflected	True, Arabic is a highly inflected	
	language. Nouns, adjectives and	language. Nouns, adjectives and	
	pronouns inflect for number,	pronouns inflect for number,	
	gender, and definiteness, while	gender, and definiteness, while	
	verbs show person, number, tense	verbs show person, number, tense	
	or aspect, and voice. The	or aspect, and voice. The	
	inflectional systems of Arabic,	inflectional systems of Arabic,	
	however, are no more complex	however, are no more complex	
	than many other languages	than many other languages	
	including German and Russian.	including German and Russian.	
	Arabic has two noun genders and	Arabic has two noun genders and	
	three grammatical cases, with only	three grammatical cases, with	
	two true (or morphological) verb	only two true (or morphological)	
	tenses. It should be pointed out,	verb tenses. It should be pointed	
	however, that the inflectional	out, however, that the inflectional	
	system of Arabic carries a	system of Arabic carries a relatively low communicative load.	
2 Concept	<i>relatively low communicative load.</i> 2.1 Lead a discussion with tutors	2.1 Discuss and focus on the	15 mins
Development	and focus on the identification of	identification of new concepts,	12 111112
(New learning	new concepts, new learnings and	new learnings and potential	
likely to arise	potential barriers that are	barriers that are introduced into	
in lesson/s) :	introduced into the lesson which	the lesson which need to be	
✓ Identificatio	need to be explored.	explored.	
n and			
discussion	Examples of New Concepts in the	Examples of New Concepts in the	
of new	Lesson	Lesson	
learning,	Arabic communication skills:	Arabic communication skills:	
potential	<i>i.</i> The concept of weather	<i>i.</i> The concept of weather	
barriers to	<i>ii.</i> The concept of climate	<i>ii.</i> The concept of climate	
learning for	iii. Relationships amongst	iii. Relationships amongst	
student	weather, climate and various	weather, climate and various	
teachers or	occupations.	occupations.	
students,			
concepts or	Arabic Grammar:	Arabic Grammar:	
pedagogy	<i>i.</i> The concept of nominative cases	<i>i.</i> The concept of nominative	
being	of nouns.	cases of nouns.	
introduced	<i>ii.</i> The concept of accusative cases	<i>ii.</i> The concept of accusative	
in the	of nouns	cases of nouns	
lesson,	<i>iii.</i> The concept of genitive cases of	<i>iii.</i> The concept of genitive cases	
which need	nouns. Examples of New Learnings:	of nouns. Examples of Nour Learnings:	
to be	Examples of New Learnings:	Examples of New Learnings:	

explored	Arabic communication skills:	Arabic communication skills:	
with the	<i>i.</i> Students' ability to explain the	<i>i.</i> Students' ability to explain the	
SL/HoD	distinctions between weather	distinctions between weather	
NB The	and climate in oral and	and climate in oral and	
guidance for	written forms.	written forms.	
SL/HoD should	<i>ii.</i> Students' ability to write	<i>ii.</i> Students' ability to write	
set out what	about the relationships	about the relationships	
they need to do	amongst weather, climatic	amongst weather, climatic	
to introduce	conditions and occupational	conditions and occupational	
and explain the	performances.	performances.	
issues/s with	<i>iii.</i> Students' ability to discuss the	<i>iii.</i> Students' ability to discuss the	
tutors	importance of weather and	importance of weather and	
	climate to different	climate to different	
	occupations.	occupations.	
	Arabic Grammar:	Arabic Grammar:	
	<i>i.</i> Students' ability to form simple	<i>i.</i> Students' ability to form	
	sentences in which the nouns	simple sentences in which the	
	assume nominative cases.	nouns assume nominative	
	<i>ii.</i> Students' ability to form simple	cases.	
	sentences in which the nouns	<i>ii.</i> Students' ability to form	
	assume accusative cases.	simple sentences in which the	
	<i>iii. Students' ability to form simple</i>	nouns assume accusative	
	sentences whereby the nouns	cases.	
	assume genitive cases.	<i>iii.</i> Students' ability to form	
		simple sentences whereby the	
		nouns assume genitive cases.	
		nouns assume generice cases.	
	Examples of Potential Barriers	Examples of Potential Barriers	
	Arabic communication skills:	Arabic communication skills:	
	i. Inadequate/Lack of	i. Lack of learning and teaching	
	learning and teaching	materials (Text books).	
	materials (Text books).	ii. Lack of effective communicative	
	ii. Inadequate/Lack of	competency in Arabic among the	
	effective communicative	learners.	
	competency in Arabic		
	among the learners.		
	Suggested Solution:	Suggested Solution:	
	<i>i.</i> Teachers are required to be	Teachers are required to be	
	resourceful and innovative when	resourceful and innovative when	
	inadequate or no TLMs are	inadequate or no TLMs are	
	available. For instance, they can	available. For instance, they can	
	search for their required texts	search for their required texts	
	online. Again, they can borrow	online. Again, they can borrow	
	learning materials from libraries	learning materials from libraries	
	and individuals in the community.	and individuals in the community.	

<i>ii. In the case of weak communicative skills, teachers are encouraged to organize some remedial lessons for the students where applicable.</i>	<i>ii. In the case of weak</i> <i>communicative skills, teachers are</i> <i>encouraged to organize some</i> <i>remedial lessons for the students</i> <i>where applicable.</i>
Arabic Grammar: Language structure differences: Arabic differs from local languages & English in terms of the changes nouns and verbs undergo based on their positions and functions in a sentence.	Arabic Grammar: Language structure differences: Arabic differs from local languages & English in terms of the changes nouns and verbs undergo based on their positions and functions in a sentence.
Suggested Solution: Teachers are advised to encourage their learners to commit into memory the structural differences between Arabic and English language. This will demand consistent teaching and/or studies on the part of both teachers and learners.	Suggested Solution: Teachers are advised to encourage their learners to commit into memory the structural differences between Arabic and English language. This will demand consistent teaching and/or studies on the part of both teachers and learners.
2.3 Ask tutors, in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals. <i>Examples:</i> <i>Group work, think-pair-share,</i> <i>school visits, discussion, concept</i> <i>mapping, individual work and</i> <i>presentation, teacher modelling,</i> <i>brainstorming and questioning</i> <i>techniques.</i>	 2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning. <i>Examples:</i> Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.
2.4 Discuss with tutors how the suggested teaching strategies in lesson 7 will be used to promote learning at the 4-Year B.Ed. and Basic levels.	2.4 Discuss how the suggested teaching strategies in lesson 7 will be used to promote learning at the 4-Year B.Ed. and Basic levels.

	Examples:	Examples:
	Identifying the features of the	Identifying the features of the
	Basic School Curriculum and those	Basic School Curriculum and those
	of the B.Ed. programme and	of the B.Ed. programme and
	aligning them with the suggested	
	5 5 55	aligning them with the suggested
	teaching strategies in the course	teaching strategies in the course
	manual.	manual.
3. Planning for	3.1 Lead discussion with tutors	3.1 Lead discussion with tutors
teaching,	through questions and answers on	through questions and answers on
learning and	the various suggested teaching	the various suggested teaching
assessment	and learning activities to be used	and learning activities to be used
activities for	in the lesson delivery.	in the lesson delivery.
the lesson/s		
✓ Reading and	Examples Teaching and Learning	Examples Teaching and Learning
discussion of	Actvities:	Actvities:
the teaching	Arabic communication skills:	Arabic communication skills:
and learning	i. Review students'	i. Review students'
activities	knowledge on the concepts	knowledge on the concepts
✓ Noting and	weather and climate.	weather and climate.
addressing	<i>ii.</i> Use the CDs on al-Arabiya	<i>ii.</i> Use the CDs on al-Arabiya
areas where	bayna yadayka, and	bayna yadayka, and
tutors may	pictures to stimulate and	pictures to stimulate and
require	sustain conversations on	sustain conversations on
clarification	climate.	climate.
✓ Noting	iii. Engage students to use	<i>iii.</i> Engage students to use
opportunitie	their learnt vocabularies on	their learnt vocabularies
s for making	weather and climate to	on weather and climate to
links to the	form sentences.	form sentences.
Basic School	iv. Let students make power	iv. Let students make power
Curriculum	point presentations on	point presentations on
✓ Noting	their new vocabularies and	their new vocabularies and
opportunitie	sentences.	sentences.
s for		
integrating:	Arabic Grammar:	Arabic Grammar:
GESI .	<i>i.</i> Review learners' previous	i. Review learners' previous
responsivene	knowledge about nouns	knowledge about nouns
ss and ICT	(singular, dual and plural.	(singular, dual and plural.
and 21 st C	feminine and masculine forms,	feminine and masculine
skills	etc.).	forms, etc.).
✓ Reading,	<i>ii.</i> Introduce the concepts of	<i>ii.</i> Introduce the concepts of
discussion,	nominative, accusative and	nominative, accusative and
and	genitive cases of nouns taking	genitive cases of nouns taking
identification	into consideration (types,	into consideration (types,
of	grammatical positions, and	grammatical positions, and
continuous	case endings).	case endings).
assessment	<i>iii.</i> Guide learners to discuss texts	iii. Guide learners to discuss texts
opportunitie	that have nouns with	that have nouns with

s in the	nominative, accusative, and	nominative, accusative, and	
lesson. Each			
lesson	genitive cases, with respect to	genitive cases, with respect to	
should	the type of nouns,	the type of nouns,	
	grammatical position, and	grammatical position, and	
include at	case ending or appropriate	case ending or appropriate	
least two	substitute.	substitute.	
opportunitie	<i>iv.</i> Discuss the grammatical rule	iv. Discuss the grammatical rule	
s to use	with learners.	with learners.	
continuous	v. In groups, task student	v. In groups, task student	
assessment	teachers to form simple	teachers to form simple	
to support	sentences, whereby the noun	sentences, whereby the noun	
student	assumes a nominative case,	assumes a nominative case,	
teacher	an accusative case or genitive	an accusative case or genitive	
learning	case.	case.	
✓ Resources:			
○ links to	Links to the Basic School Curricula	Links to the Basic School Curricula	
the	and the Use of GESI, ICT and 21 st	and the Use of GESI, ICT and 21 st	
existing	<u>Century Skills</u>	<u>Century Skills</u>	
PD	3.2 Discuss with tutors how GESI	3.2 Discuss how GESI	
Themes,	responsiveness, ICT and 21 st	responsiveness, ICT and 21 st	
for	Century skills will help to promote	Century skills will help to promote	
example,	the delivery of English lessons in	the delivery of English lessons in	
action	both the B.Ed. and Basic School	both the B.Ed. and Basic School	
research,	Curricula.	Curricula.	
questionin			
g and to	Note: The delivery of the Arabic	Note: The delivery of Arabic	
other	lessons in both the B.Ed. and Basic	lessons in both the B.Ed. and Basic	
external	School curricula may be enhanced	School curricula may be enhanced	
reference	through the integration of GESI,	through the integration of GESI,	
material:	ICT and 21 st century skills.	ICT and 21 st century skills.	
literature,			
on web,	Examples of 21 st century skills:	Examples of 21 st century skills:	
Utube,	Communication skills,	Communication skills,	
physical	collaboration, observation and	collaboration, observation and	
resources,	enquiry skills, digital literacy,	enquiry skills, digital literacy,	
power	creativity, personal development,	creativity, personal development,	
point; how	and global citizenship.	and global citizenship.	
they			
should be	Examples of GESI responsiveness:	Examples of GESI responsiveness:	
used.	Making reasonable adjustmentsfor	Making reasonable adjustments	
Considerat	physically challenged learners.	for physically challenged learners.	
ion needs	Both male and female learners	Both male and female learners	
to be	playing leading roles in agroup	playing leading roles in agroup	
given to	task.	task.	
local	The use of braille and audio	The use of braille and audio	
availability	machines for orals, etc.	machines for orals, etc.	
availability			

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

Examples of ICT

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

Tasking student teachers to go to partner schools to observe teaching and learning practices in the basic school classroom (STS). Again, referring student teachers to the Basic School Currriculum for some of the key features, e.g. the *Core Competencies, such as:* critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital litearcy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools -B4-B6)

3.4 Ask one tutor to model a selected activity in a teaching situation.

Examples:

Arabic communication skills:

Modeling the teaching of the topic "the impacts of weather and climate on economic activities".

Arabic Grammar:

Modeling the teaching of nominative cases of nouns with emphasis on the noun, type of nouns, grammatical position, and case ending or appropriate substitute.

Examples of ICT

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

You may have to go to partner schools to observe teaching and *learning practices in the basic* school classroom (STS). Again, refer to the Basic School *Currriculum for some of the key* features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.4 Pay attention as the tutor models a selected activity in a teaching situation.

Examples:

Arabic communication skills: Modeling the teaching of the topic "the impacts of weather and climate on economic activities".

Arabic Grammar:

Modeling the teaching of nominative cases of nouns with emphasis on the noun, type of nouns, grammatical position, and case ending or appropriate substitute.

Using Continuous Assessment in	
Supporting Student Learning	

3.7 Discuss with tutors the course assessment components (continuous assessment) in both courses (African Literature and Varieties of English) that can be used to support student learning bearing in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.

Note: The continuous assessment components for both Arabic communication skills and Arabic Grammar in the course manual include the subject portfolio and subject project assessments. These should be used to provide day-today feedback about the learning and teaching process, identify strengths and weaknesses in order to bridge the learning gaps among students.

The assessment components should be in line with the NTEAP.

Examples of subject projects in the specific courses:

Arabic communication skills : Individual/Group oral and written presentations about the effects of weather and climate on human existence.

Arabic Grammar: Task each learner to give oral submissions on the three grammatical cases of nouns

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Arabic Grammar:

Task each learner to give oral submissions on the three grammatical cases of nouns

T	In a main action of the second s		
	(nominative, accusative, and	(nominative, accusative, and	
	genitive), within a given period.	genitive), within a given period.	
	3.8 Request that tutors discuss		
	assessment instruments aside	3.8 Discuss assessment	
	what is in their respective	instruments aside what is in your	
	manuals.	respective manuals.	
	For example, ICT assessment tools	For example, ICT assessment tools	
	that can be used for assessment of	that can be used for assessment of	
	students. Assessment tools aid in	students. Assessment tools aid in	
	assessing and evaluating student	assessing and evaluating student	
	learning and can provide different	learning and can provide different	
	options to assess students beyond	options to assess students beyond	
	the traditional examination.	the traditional examination.	
	Note: Several tools are available	Note: Several tools are available	
	including grading rubrics, canvas	including grading rubrics, canvas	
	assignments, plagiarism detection,	assignments, plagiarism detection,	
	self-assessment, and peer	self-assessment, and peer	
	assessment, surveys, and	assessment, surveys, and	
	classroom polling. quiz bot	classroom polling. quiz bot	
	classiooni poning. quiz bot	clussiooni poining. quiz bot	
	N/B:	N/B:	
	Digital Assessment Tools for	Digital Assessment Tools for	
	Teachers	Teachers	
	<i>1. Socrative - quizzes and</i>	6. Socrative - quizzes and	
	questions with real-time grading.	questions with real-time grading.	
	2. Google Forms - easy to use.	7. Google Forms - easy to use.	
	3. Mentimeter - pre-built	8. Mentimeter - pre-built	
	education templates.	education templates.	
	4. Poll Everywhere - used by	9. Poll Everywhere - used by	
	300,000 teachers.	300,000 teachers.	
	5. Kahoot - game-based	10. Kahoot - game-based	
	assessment tool.	assessment tool.	
	i.e. (Assessment Of Learning (AOL))	i.e. (Assessment Of Learning	
	of the course manual and compare	(AOL)) of the course manual and	
	with the components prescribed by	compare with the components	
	NTEAP and review as appropriate.	prescribed by NTEAP and review	
		as appropriate	
4. Evaluation	4.1 Ask tutors to reflect on and	4.1 Reflect on what you have learn	15 mins
and review of	share what they have learnt in the	and how you have learnt it. Share	
session:	session which they will be using in	with the class, one thing you have	
	their classrooms.	learnt in the session that you will	
a. Tutors need		like to practice in your classroom.	
to identify	4.2 Ask tutors to identify critical	4.2 Identify a critical friend who	
critical friends	friends who took part in the PD	took part in the PD session to sit	
to observe	session to sit in their class during	in your class during the lesson and	
	session to sit in their class during		I]

lessons and	lesson and report on observation	report on his/her observation	
report at next	made during next PD session.	during the next PD session.	
session.	4.3 Ask tutors to read lesson 7	4.3 Read lesson 7 to prepare for	
	from the PD manual in preparation	next week's session.	
b. Identifying	for the next session.		
and addressing			
any			
outstanding			
issues relating			
to the lesson/s			
for clarification			

Tutor PD Session

Age Levels/s:

Junior High School

Name of Subject/s: Arabic Arabic Communication Skills: (JHS Arabic Grammar (JHS)

Semester 1

Tutor PD Session for Lesson 8 in the Course Manual

Lesson Title:

Year 2

Arabic:

Arabic Communication Skills: (JHS)

Daily Routines I: School Visit: Preparation for supported teaching in school: Introduction, STS Concept, Check list of STS activities, Professional needs and challenges for supported teaching in schools

Arabic Grammar: (JHS

Pronouns & Conjugations: Teaching Demonstration of the grammar items covered in Units	5
1-7 in line with (JHS Arabic Curriculum)	

Focus: the bullet	Guidance notes on Leading the	Guidance Notes on Tutor Activity	Time
points provide	session. What the SL/HoDs will	during the PD Session. What PD	in
the frame for	have to say during each stage of	Session participants (Tutors) will	session
what is to be	the session	do during each stage of the	
done in the		session.	
session. The SWL			
should use the			
bullets to guide			
what they write			
for the SL/HoD			
and tutors to do			
and say during			
each session.			
Each bullet needs			
to be addressed			
and specific			
reference should			
be made to the			
course manual/s.			
1 Introduction to	Review of Prior Knowledge	Review of Prior Knowledge	20
the session	Use the 'snowballing' strategy to	1.1 Recap the main issues raised	mins
Review prior	recap the main issues raised	during the previous semester's PD	
learning	during the previous semester's	session. Each person will recall	
A critical	PD session	one thing and invite a friend to	
friend to	N/B: in snowballing, one person is	also say another.	
share findings	invited who turns to invite a		
for a short	friend and the friend also invite		
discussion and	another and a chain of invitation		
	in that order.		

lessons	1.2 Ask a tutor who observed a	1.2 Listen to the account of a	
learned	lesson the previous week to	colleague's observed lesson lesson	
Reading and	share his/her observation.	and contribute to the discussion	
discussion of		that follow.	
the			
introductory	Introduction Sections, Purpose,	Introduction Sections, Purpose,	
sections of	Learning Outcomes and	Learning Outcomes and	
the lesson up	Indicators	Indicators	
to and			
including	1.2 Ask tutors to be in mixed	1.2 In your mixed pairs discuss the	
learning	pairs as appropriate and allow	main purpose of the current PD	
outcomes and	them to discuss the main	Session and share your views.	
indicators	purpose of the current PD		
Overview of	Session and share their views.		
content and	Session and share then views.		
identification	Examples	Examples	
	Examples: Arabic communication:	Examples: Arabic communication:	
of any			
distinctive	For summer of the		
aspects of the	For example, one of the purposes	For example, one of the purposes	
lesson/s,	is to discuss key features of the	is to discuss key features of the	
NB The guidance	school curriculum, including	school curriculum, including issues	
for SL/HoD	issues of continuity and	of continuity and progression both	
should identify,	progression both within their	within their Arabic and across all	
address and	Arabic and across all the subjects	the subjects they will teach.	
provide	they will teach.		
explanations for			
any areas where	Arabic Grammar:	Arabic Grammar:	
tutors might	One of the purposes is to provide	One of the purposes is to provide	
require	students with the opportunities	students with the opportunities to	
clarification on an	to practice the teaching of the	practice the teaching of the	
aspect of the	grammar course they have learnt	grammar course they have learnt	
lesson. SL/HoD	from Unit 1 to Unit 7.	from Unit 1 to Unit 7.	
take feedback to			
gauge	1.3 Lead tutors to discuss the	1.3 Discuss the Learning	
understanding	Learning Outcomes (LOs) of	Outcomes (LOs) of lesson 8 and	
and support tutor	lesson 8 and their Learning	their Learning Indicators (LIS) by	
engagement.	Indicators (LIs) by stating their	stating their relationship.	
NB SL/HoD	relationship.		
should ask tutors			
to plan for their	Examples:	Examples:	
teaching as they	Arabic communication skills:	Arabic communication skills:	
go through the	(LO): Demonstrate an	(LO): Demonstrate an	
PD session			
LD 26221011	understanding of Preparation	understanding of preparation and	
	and engagement in supported	engagement in supported	
	teaching in school in the field of	teaching in school in the field of	
	Arabic	Arabic	

(LIs):

Develop check lists to support their observation of how teachers manage daily routines and how culturally specific issues are managed. Identify and monitor a child or group of children's learning progress in oral communication in Arabic

Arabic Grammar:

(LO): Demonstrate knowledge of how the grammar items addressed in CLO 5 are taught as outlined in the JHS Arabic Curriculum.

(LIs):

Formulate a set of prompts for discussion with teacher during STS regarding how to teach and *improve students understanding* of Kana and its sisters. *Produce formative assessment* toolkits to monitor the students learning progress of Kana and its sisters

Note:

Refer tutors to lesson 8 of the course manual for the learning outcomes and indicators.

Overview of Content and Distinctive Features

1.4 Refer tutors to the lesson descriptions of lesson 8 of the course manual and ask them to read and discuss them by bringing out the distinctive features of the lesson.

Examples: Examples: Arabic communication: Arabic communication: E.g. Arabic communication skills, E.g. Arabic communication skills, as a course, is designed to help as a course, is designed to help

(LIs):

Develop check lists to support their observation of how teachers manage daily routines and how culturally specific issues are managed. Identify and monitor a child or group of children's learning progress in oral communication in Arabic

Arabic Grammar:

(LO): Demonstrate knowledge of how the grammar items addressed in CLO 5 are taught as outlined in the JHS Arabic Curriculum.

(LIs):

Formulate a set of prompts for discussion with teacher during STS regarding how to teach and improve students understanding of Kana and its sisters. *Produce formative assessment* toolkits to monitor the students learning progress of Kana and its sisters

Note:

Refer to lesson 8 of the course manual for the learning outcomes and indicators.

Overview of Content and Distinctive Features

1.4 Refer to the lesson descriptions of lesson 8 and read and discuss those course descriptions.

	the Islamic faith, just as Latin was	the Islamic faith, just as Latin was	
	for Catholicism until recently.	for Catholicism until recently.	
	Arabic Grammar:	Arabic Grammar:	
	The sociolinguistic and culture of	The sociolinguistic and culture of	
	Arabic has insignificant role in	Arabic has insignificant role in	
	understanding of Arabic	understanding of Arabic Grammar	
	Grammar		
	Clarification:	Clarification:	
	The knowledge of the	The knowledge of the	
	grammatical system of Arabic	grammatical system of Arabic	
	language [grammatical	language [grammatical	
	competence] must be	competence] has to be	
	complemented by understanding	complemented by understanding	
	of culture-specific	of culture-specific	
	meanings.	meanings.	
2 Concept	2.1 Lead a discussion with tutors	2.1 Discuss and focus on the	15
Development	and focus on the identification of	identification of new concepts,	mins
			111115
(New learning	new concepts, new learnings and	new learnings and potential	
likely to arise in	potential barriers that are	barriers that are introduced into	
lesson/s):	introduced into the lesson which	the lesson which need to be	
Identification	need to be explored.	explored.	
and	Examples of New Concepts in the	Examples of New Concepts in the	
discussion of	Lesson	Lesson	
new learning,	Arabic communication skills:	Arabic communication skills:	
potential	key features of the basic school	key features of the basic school	
barriers to	curriculum, including issues of	curriculum, including issues of	
learning for	continuity and progression within	continuity and progression within	
student	Arabic specialism	Arabic specialism	
teachers or	Arabic Grammar:	Arabic Grammar:	
students,	practicing the teaching of Arabic	practicing the teaching of Arabic	
concepts or	grammar	grammar	
concepts or pedagogy	grammar Examples of New Learnings:	grammar Examples of New Learnings:	
concepts or pedagogy being	grammar Examples of New Learnings: Arabic communication skills:	grammar Examples of New Learnings: Arabic communication skills:	
concepts or pedagogy being introduced in	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and	
concepts or pedagogy being	grammar Examples of New Learnings: Arabic communication skills:	grammar Examples of New Learnings: Arabic communication skills:	
concepts or pedagogy being introduced in	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and	
concepts or pedagogy being introduced in the lesson,	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic specialism	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic	
concepts or pedagogy being introduced in the lesson, which need	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic	
concepts or pedagogy being introduced in the lesson, which need to be	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic specialism	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic specialism	
concepts or pedagogy being introduced in the lesson, which need to be explored	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic specialism Arabic Grammar:	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic specialism Arabic Grammar:	
concepts or pedagogy being introduced in the lesson, which need to be explored with the	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic specialism Arabic Grammar: Preparation of TLRs and the	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic specialism Arabic Grammar: Preparation of TLRs and the	
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concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic specialism Arabic Grammar: Preparation of TLRs and the opportunities to practice the teaching of Arabic grammar	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic specialism Arabic Grammar: Preparation of TLRs and the opportunities to practice the teaching of Arabic grammar.	
concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic specialism Arabic Grammar: Preparation of TLRs and the opportunities to practice the teaching of Arabic grammar Examples of Potential Barriers Arabic communication skills:	grammar Examples of New Learnings: Arabic communication skills: issues of continuity and progression within Arabic specialism Arabic Grammar: Preparation of TLRs and the opportunities to practice the teaching of Arabic grammar. Examples of Potential Barriers Arabic communication skills:	
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introduce and	of the world.	of the world.
explain the		
issues/s with	Suggested Solution:	Suggested Solution:
tutors	This can be solved by exposing	This can be solved by exposing
	students to contemporary issues	students to contemporary issues
	Arabic Grammar:	Arabic Grammar:
	Student teachers linguistic	Student teachers linguistic
	background maybe a hinderance	background maybe a hinderance
	to their learning of Arabic grammar (GESI).	to their learning of Arabic grammar (GESI).
	Suggested Solution:	Suggested Solution:
	This can be solved by drawing	This can be solved by drawing
	their attention to what is similar	their attention to what is similar
	and generic to all known	and generic to all known
	languages, including Arabic and	languages, including Arabic and
	sharing in-depth knowledge of	sharing in-depth knowledge of
	what is unique about Arabic with students (GESI).	what is unique about Arabic with students (GESI).
	2.3 Ask tutors, in their course	2.3 Consider the suggested
	groups, to consider the	strategies in the manual and
	suggested strategies in the	examine the most appropriate
	manual and choose the most	ones that you can use for effective
	appropriate ones for teaching the	learning.
	topics in their respective	Examples:
	manuals.	Group work, think-pair-share,
	Examples:	school visits, discussion, concept
	Group work, think-pair-share,	mapping, individual work and
	school visits, discussion, concept	presentation, teacher modelling,
	mapping, individual work and presentation, teacher modelling,	brainstorming and questioning techniques.
	brainstorming and questioning	
	techniques.	
	2.4 Discuss with tutors how the	2.4 Discuss how the suggested
	suggested teaching strategies in	teaching strategies in lesson 8 will
	lesson 8 be used to promote	be used to promote learning at
	learning at the 4-Year B.Ed. and	the 4-Year B.Ed. and Basic levels.
	Basic levels.	
	Examples:	Examples:
	Identifying the features of the	Identifying the features of the
	Basic School Curriculum and	Basic School Curriculum and those
	those of the B.Ed. programme	of the B.Ed. programme and
	and aligning them with the	aligning them with the suggested

	suggested teaching strategies in the course manual.	teaching strategies in the course manual.	
3. Planning for	3.1 Lead discussion with tutors	3.1 Lead discussion with tutors	i
teaching,	through questions and answers	through questions and answers on	n
learning and	on the various suggested	the various suggested teaching	S
assessment	teaching and learning activities to	and learning activities to be used	
activities for the	be used in the lesson delivery.	in the lesson delivery.	
lesson/s			
Reading and	Examples Teaching and Learning	Examples Teaching and Learning	
discussion of	Actvities:	Actvities:	
the teaching	Arabic communication skills :	Arabic communication skills :	
and learning	Task student-teachers in their	Task student-teachers in their	
activities	small group to brainstorm the	small group to brainstorm the	
Noting and	possible activities for managing	possible activities for managing	
addressing	daily routines with specific	daily routines with specific	
areas where	references of how cultural	references of how cultural specific	
tutors may	specific issue are manage.	issue are manage.	
require	Ask learners to present their	Ask learners to present their ideas	
clarification	ideas to the larger groups in turns	to the larger groups in turns	
Noting			
opportunities	Arabic Grammar:	Arabic Grammar:	
for making	Discuss the procedure and	Discuss the procedure and	
links to the	guidelines for the teaching	guidelines for the teaching	
Basic School	enactment with student-teachers	enactment with student-teachers	
Curriculum	Ask students to take turn to do a	Ask students to take turn to do a	
Noting	teaching demonstration of their	teaching demonstration of their	
opportunities	preferred grammar topic	preferred grammar topic	
for integrating:	Ask student-teachers to peer	Ask student-teachers to peer	
GESI	review the teaching	review the teaching	
responsiveness	demonstration carried out by	demonstration carried out by their	
and ICT and	their colleagues.	colleagues.	
21 st C skills			
Reading,	Links to the Basic School	Links to the Basic School Curricula	
discussion, and	Curricula and the Use of GESI,	and the Use of GESI, ICT and 21 st	
identification	ICT and 21 st Century Skills	<u>Century Skills</u>	
of continuous	3.2 Discuss with tutors how GESI	3.2 Discuss how GESI	
assessment	responsiveness, ICT and 21 st	responsiveness, ICT and 21 st	
opportunities	Century skills will help to	Century skills will help to promote	
in the lesson.	promote the delivery of English	the delivery of English lessons in	
Each lesson	lessons in both the B.Ed. and	both the B.Ed. and Basic School	
should include	Basic School Curricula.	Curricula.	
at least two			
opportunities			

continuous assessment to buyportlessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.Resources: learning Resources: Examples of 21st century skills . Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship. Examples of 21st century skills . Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.research, questioning and to other external material: literature, on web, Utube, physical resources, given point; how they should be given to local given to local education, google meet for online teaching, google given to local education, google meet for online teaching, google given to local education, google meet for online teaching, google softwares, tools for checking softwares, tools for checking softwares, tools for checking softwares, tools for checking softwares, tools for checking girammar errors online.The use of braille and audio machines for orals, etc.Tow ther point presentations , TLM or other resourcesExamples of Inking to the Basic School Curriculum:The use of inking to the Basic school Curriculum:Tow ther point presentations , TLM or other resourcesExamples of inking to the Basic school Curriculum:Examples of linking to the Basic school classroom (STS).Tutors should be expected toAgain, referr				
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be expected to Again, referring student teachers Again, refer to the Basic School	learning	the basic school classroom (STS).	school classroom (STS).	
	Tutors should			
have a plan for to the Basic School Curriculum Curriculum for some of the low	be expected to	Again, referring student teachers	Again, refer to the Basic School	
ave a plan for a local busic school curriculum a curriculum for some of the key	have a plan for	to the Basic School Currriculum	Currriculum for some of the key	
the next lesson for some of the key features, e.g. features, e.g. the Core	the next lesson	for some of the key features, e.g.	features, e.g. the Core	
for student the Core Competencies, such as: Competencies, such as: critical	for student	the Core Competencies, such as:	Competencies, such as: critical	
teachers critical thinking and problem thinking and problem solving (CP),	teachers	critical thinking and problem	thinking and problem solving (CP),	

solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)

3.4 Ask one tutor to model a selected activity in a teaching situation.

Examples:

Arabic communication skills : Modelling how to elicit the challenges of school visit

Arabic Grammar:

Modelling the teaching of any previously taught grammatical item in Arabic.

Using Continuous Assessment in Supporting Student Learning

3.5 Discuss with tutors the course assessment components (continuous assessment) in both courses (African Literature and Varieties of English) that can be used to support student learning bearing in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.

Note: The continuous assessmentNcomponents for both Arabiccocommunication skills and ArabiccoGrammar in the course manualGinclude the subject portfolio andin

creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)

3.4 Pay attention as the tutor models a selected activity in a teaching situation.

Examples:

Arabic communication skills : Modelling how to elicit the challenges of school visit

Arabic Grammar:

Modelling the teaching of any previously taught grammatical item in Arabic.

Using Continuous Assessment in Supporting Student Learning

3.5 Discuss the course assessment components (continuous assessment) in both courses (African Literature and Varieties of English) that can be used to support student learning bearing in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.

Note: The continuous assessment components for both Arabic communication skills and Arabic Grammar in the course manual include the subject portfolio and

subject project assessments.	subject project assessments. These	
These should be used to provide	should be used to provide day-to-	
day-to-day feedback about the	day feedback about the learning	
learning and teaching process,	and teaching process, identify	
identify strengths and	strengths and weaknesses to	
weaknesses to bridge the	bridge the learning gaps among	
learning gaps among students.	students.	
The assessment components	The assessment components	
should be in line with the NTEAP.	should be in line with the NTEAP.	
Examples of subject projects in	Examples of subject projects in	
the specific courses:	the specific courses:	
Arabia communication dillo	Arabia communication skills	
Arabic communication skills:	Arabic communication skills:	
A project work on conceptualising	A project work on conceptualising	
and providing contextual features	and providing contextual features	
of daily routine in Arabic	of daily routine in Arabic	
conversation lesson	conversation lesson	
Arabic Grammar:	Arabic Grammari	
Arabic Grammar:	Arabic Grammar:	
Designing, a conjugation table of	Designing, a conjugation table of	
verbs in Arabic	verbs in Arabic	
3.6 Request that tutors discuss	3.6 Discuss assessment	
assessment instruments aside	instruments aside what is in your	
	respective manuals.	
what is in their respective manuals.		
For example, ICT assessment	For example, ICT assessment tools	
tools that can be used for	that can be used for assessment of	
assessment of students.	students. Assessment tools aid in	
Assessment tools aid in assessing	assessing and evaluating student	
and evaluating student learning	learning and can provide different	
and can provide different options	options to assess students beyond	
	the traditional examination.	
to assess students beyond the		
traditional examination.		
Note: Several tools are available	Note: Several tools are available	
including grading rubrics, canvas	including grading rubrics, canvas	
assignments, plagiarism	assignments, plagiarism detection,	
detection, self-assessment, and	self-assessment, and peer	
peer assessment, surveys, and	assessment, surveys, and	
classroom polling. quiz bot	classroom polling. quiz bot	

	N/B:	N/B:	
	Digital Assessment Tools for	Digital Assessment Tools for	
	Teachers	Teachers	
	Socrative - quizzes and questions	Socrative - quizzes and questions	
	with real-time grading.	with real-time grading.	
	Google Forms - easy to use.	Google Forms - easy to use.	
	Mentimeter - pre-built education	Mentimeter - pre-built education	
	templates.	templates.	
	Poll Everywhere - used by	Poll Everywhere - used by 300,000	
	300,000 teachers.	teachers.	
	Kahoot - game-based assessment	Kahoot - game-based assessment	
	tool.	tool.	
	i.e. (Assessment Of Learning	i.e. (Assessment Of Learning	
	(AOL)) of the course manual and	(AOL)) of the course manual and	
	compare with the components	compare with the components	
	prescribed by NTEAP and review	prescribed by NTEAP and review	
	as appropriate.	as appropriate	
4. Evaluation and	4.1 Ask tutors to reflect on and	4.1 Reflect on what you have learn	15
review of	share what they have learnt in	and how you have learnt it. Share	mins
session:	the session which they will be	with the class, one thing you have	
	using in their classrooms.	learnt in the session that you will	
a. Tutors need to		like to practice in your classroom.	
identify critical			
friends to	4.2 Ask tutors to identify critical	4.2 Identify a critical friend who	
observe lessons	friends who took part in the PD	took part in the PD session to sit	
and report at	session to sit in their class during	in your class during the lesson and	
next session.	lesson and report on observation	report on his/her observation	
	made during next PD session.	during the next PD session.	
b. Identifying and			
addressing any	4.3 Ask tutors to read lesson 9	4.3 Read lesson 9 to prepare for	
outstanding	from the PD manual in	next week's session.	
issues relating to	preparation for the next session.		
the lesson/s for			
clarification			

Age Levels/s: Junior High School

Tutor PD Session

Name of Subject/s: Arabic Arabic Communication Skills: (JHS Arabic Grammar (JHS)

Year 2

Semester 1

Tutor PD Session for Lesson 9 in the Course Manual

Lesson Title:

Arabic:

Arabic Communication Skills: (JHS)

Daily Routines I: Teaching Demonstration of the grammar items covered in Units 1-7 in line with (JHS Arabic Curriculum)

Arabic Communication Skills: (JHS

Pronouns & Conjugations: The Incomplete Verbs: Kana and its Sisters

Focus: the bullet	Guidance notes on Leading the	Guidance Notes on Tutor	Time in
points provide	session. What the SL/HoDs will	Activity during the PD Session.	session
the frame for	have to say during each stage of	What PD Session participants	
what is to be	the session	(Tutors) will do during each	
done in the		stage of the session.	
session. The SWL			
should use the			
bullets to guide			
what they write			
for the SL/HoD			
and tutors to do			
and say during			
each session.			
Each bullet needs			
to be addressed			
and specific			
reference should			
be made to the			
course manual/s.			
1 Introduction to	Review of Prior Knowledge	Review of Prior Knowledge	20 mins
the session	Use the 'snowballing' strategy to	1.1 Recap the main issues raised	
Review prior	recap the main issues raised	during the previous semester's	
learning	during the previous semester's	PD session. Each person will	
A critical friend to	PD session	recall one thing and invite a	
share findings for	N/B: in snowballing, one person	friend to also say another.	
a short discussion	is invited who turns to invite a		
and lessons	friend and the friend also invite	1.2 Listen to the account of a	
learned	another and a chain of invitation	colleague's observed lesson and	
Reading and	in that order.	contribute to the discussion that	
discussion of the		follow.	
introductory			

			
sections of the	1.4 Ask a tutor who observed a		
lesson up to and	lesson the previous week to		
including learning	share his/her observation.		
outcomes and			
indicators	Introduction Sections, Purpose,	Introduction Sections, Purpose,	
Overview of	Learning Outcomes and	Learning Outcomes and	
content and	Indicators	Indicators	
identification of	1.2 Ask tutors to be in mixed	1.2 In your mixed pairs discuss	
any distinctive	pairs as appropriate and allow	the main purpose of the current	
aspects of the	them to discuss the main	PD Session and share your	
lesson/s,	purpose of the current PD	views.	
NB The guidance	Session and share their views.		
for SL/HoD			
should identify,	Examples:	Examples:	
address and	Arabic communication skills:	Arabic communication skills:	
provide	For example, one of the	For example, one of the	
explanations for	purposes is to equip student	purposes is to equip student	
any areas where	teachers with basic techniques	teachers with basic techniques	
tutors might	of effective communicative skills	of effective communicative skills	
require	and improve their ability to	and improve their ability to	
clarification on an	communicate, understand,	communicate, understand,	
aspect of the	speak, and write short passages	speak, and write short passages	
lesson. SL/HoD	in Arabic.	in Arabic.	
take feedback to			
gauge	Arabic Grammar:	Arabic Grammar:	
understanding	One of the purposes is to	One of the purposes is to	
and support tutor	provide content and pedagogical	provide content and pedagogical	
engagement.	insights into a key component of	insights into a key component of	
NB SL/HoD	Arabic grammar. It treats the	Arabic grammar. It treats the	
should ask tutors	incomplete verbs, specifically	incomplete verbs, specifically	
to plan for their	kāna and its sisters	kāna and its sisters	
teaching as they			
go through the	1.3 Lead tutors to discuss the	1.3 Discuss the Learning	
PD session	Learning Outcomes (LOs) of	Outcomes (LOs) of lesson 9 and	
	lesson 9 and their Learning	their Learning Indicators (LIs) by	
	Indicators (LIs) by stating their	stating their relationship.	
	relationship.		
	Examples:	Examples:	
	Arabic communication skills :	Arabic communication skills :	
	(LO Demonstrate the ability to	(LO Demonstrate the ability to	
	stimulate effective oral and	stimulate effective oral and	
	written communication among	written communication among	
	learner about their hobbies and	learner about their hobbies and	
	related issues. (NTS 1 f, g, & 2ab,	related issues. (NTS 1 f, g, & 2ab,	
	3 e, g, h, NTECF 1 & 2, pg. 21).	3 e, g, h, NTECF 1 & 2, pg. 21).	

Lls List vocabularies from orals conversation on preferred hobbies. Design concept map of a set of tasks and activities to specific hobbies Arabic Grammar: (LO): Demonstrate ability to differentiate members of 'Kāna	Lls List vocabularies from orals conversation on preferred hobbies. Design concept map of a set of tasks and activities to specific hobbies Arabic Grammar: (LO): Demonstrate ability to differentiate members of 'Kāna	
and its sisters' that are fully operational in the past, present, and future tenses	and its sisters' that are fully operational in the past, present, and future tenses	
LIs: Explain how to conjugate members of 'Kāna and its sisters' that are fully operational including those that are partial operational. Use correctly Kāna and its sisters' that are fully operational as well as those that are partially operational	LIs: Explain how to conjugate members of 'Kāna and its sisters' that are fully operational including those that are partial operational. Use correctly Kāna and its sisters' that are fully operational as well as those that are partially operational	
<i>Note:</i> Refer tutors to lesson 9 of the course manual for the learning outcomes and indicators.	<i>Note</i> : Refer to lesson 9 of the course manual for the learning outcomes and indicators.	
Overview of Content and Distinctive Features 1.4 Refer tutors to the lesson descriptions of lesson 9 of the course manual and ask them to read and discuss them by bringing out the distinctive features of the lesson.	Overview of Content and Distinctive Features 1.4 Refer to the lesson descriptions of lesson 9 and read and discuss those course descriptions.	
Examples: Arabic communication : Appreciating basic Arabic communication strategies used in daily routines.	Examples: Arabic communication : Appreciating basic Arabic communication strategies used in daily routines.	

Arabic Grammar: Teaching Arabic grammar using an authentic text	Arabic Grammar: Teaching Arabic grammar using an authentic text	
1.5 Discuss with tutors the distinctive features of lesson 9 of the course manual and any challenging areas or areas of misconceptions that might need some clarification.	1.5 Discuss the distinctive features of lesson 9 and any challenging areas or areas of misconceptions that might need some clarification.	
Examples of distinctive features: Arabic communication: Basic Arabic communication strategies in a daily routines context	Examples of distinctive features: Arabic communication: Basic Arabic communication strategies in a daily routines context	
Arabic Grammar : using an authentic texts to teach Arabic Grammar	Arabic Grammar : using an authentic texts to teach Arabic Grammar	
Examples of Misconceptions or Challenging Areas Arabic Communication Skills Perception about the difficulties associated with Arabic.	Examples of Misconceptions or Challenging Areas Arabic Communication Skills Perception about the difficulties associated with Arabic.	
<i>Clarification:</i> <i>Student teachers need to be told</i> <i>that Arabic is a language and</i> <i>like all other languages, it has its</i> <i>unique structure that must</i> <i>learned</i>	Clarification : Student teachers need to be told that Arabic is a language and like all other languages, it has its unique structure that must learned	
Arabic Grammar: Perception about the difficulties associated with Arabic.	Arabic Grammar: Perception about the difficulties associated with Arabic.	
<i>Clarification</i> : Student teachers need to be told that Arabic is a language and like all other languages, it has its unique structure that must learned	<i>Clarification</i> : Student teachers need to be told that Arabic is a language and like all other languages, it has its unique structure that must learned	

2 Concept	2.1 Lead a discussion with tutors	2.1 Discuss and focus on the	15 mins
Development	and focus on the identification	identification of new concepts,	10 11110
(New learning	of new concepts, new learnings	new learnings and potential	
likely to arise in	and potential barriers that are	barriers that are introduced into	
lesson/s) :	introduced into the lesson which	the lesson which need to be	
Identification	need to be explored.	explored.	
and discussion			
of new learning,	Examples of New Concepts in	Examples of New Concepts in	
potential	the Lesson	the Lesson	
barriers to	Arabic communication skills :	Arabic communication skills :	
learning for	Identification of the lexicon in a	Identification of the lexicon in a	
student	conversational text	conversational text	
teachers or	Arabic Grammar:	Arabic Grammar:	
students,	The concept of Arabic word structure	The concept of Arabic word structure	
concepts or			
pedagogy being introduced in	The concept Arabic sentence structure	The concept Arabic sentence	
	structure	structure	
the lesson, which need to			
	Examples of New Learnings: Arabic communication skills :	Examples of New Learnings: Arabic communication skills :	
be explored			
with the SL/HoD	Identification of the lexicon in a	Identification of the lexicon in a	
NB The guidance	conversational text	conversational text	
for SL/HoD	Anabia Champanan	Anabia Champanan	
should set out	Arabic Grammar:	Arabic Grammar:	
what they need	The concept of Arabic word	The concept of Arabic word	
to do to	structure	structure	
introduce and	The concept Arabic sentence	The concept Arabic sentence	
explain the	structure	structure	
issues/s with			
tutors	Examples of Potential Barriers	Examples of Potential Barriers	
	Arabic communication skills :	Arabic communication skills :	
	Student teachers may have	Student teachers may have	
	problem understanding the	problem understanding the	
	conversational text due to to the	conversational text due to to the	
	complex tense and gender in	complex tense and gender in	
	Arabic	Arabic	
	Suggested Solution:	Suggested Solution:	
	Some key words before and due	Some key words before and due	
	reading of the text should be	reading of the text should be	
	taught	taught	
	Analis Com	Annahia Cana	
	Arabic Grammar:	Arabic Grammar:	
	Student teachers may not have	Student teachers may not have	
	been exposed to the incomplete	been exposed to the incomplete	
	Verbs: Kāna and its Sisters.	Verbs: Kāna and its Sisters.	

	Commented C-lating	Commente d C - lottere	
	Suggested Solution:	Suggested Solution:	
	Kana and its sisters are called	Kana and its sisters are called	
	Incomplete Verbs because they	Incomplete Verbs because they	
	always need a predicate;	always need a predicate;	
	(Khabar), to complete the	(Khabar), to complete the	
	meaning So, the predicate of	meaning So, the predicate of	
	Kana and sisters always has a	Kana and sisters always has a	
	Fat'ha (or Tanween) on its	Fat'ha (or Tanween) on its	
	ending	ending	
	chang	enang	
	2.3 Ask tutors, in their course	2.3 Consider the suggested	
	groups, to consider the	strategies in the manual and	
		examine the most appropriate	
	suggested strategies in the manual and choose the most		
		ones that you can use for	
	appropriate ones for teaching	effective learning.	
	the topics in their respective		
	manuals.		
	Examples:	Examples:	
	Group work, think-pair-share,	Group work, think-pair-share,	
	school visits, discussion, concept	school visits, discussion, concept	
	mapping, individual work and	mapping, individual work and	
	presentation, teacher modelling,	presentation, teacher modelling,	
	brainstorming and questioning	brainstorming and questioning	
	techniques.	techniques.	
	2.4 Discuss with tutors how the	2.4 Discuss how the suggested	
	suggested teaching strategies in	teaching strategies in lesson 9	
	lesson 9 will be used to promote	will be used to promote learning	
	learning at the 4-Year B.Ed. and	at the 4-Year B.Ed. and Basic	
	Basic levels.	levels.	
	Examples:	Examples:	
	Identifying the features of the	Identifying the features of the	
	Basic School Curriculum and	Basic School Curriculum and	
	those of the B.Ed. programme	those of the B.Ed. programme	
	and aligning them with the	and aligning them with the	
		5 5	
	suggested teaching strategies in	suggested teaching strategies in	
3. Planning for	<i>the course manual.</i> 3.1 Lead discussion with tutors	<i>the course manual.</i> 3.1 Lead discussion with tutors	inc
•			ins
teaching,	through questions and answers	through questions and answers	
learning and	on the various suggested	on the various suggested	
assessment	teaching and learning activities	teaching and learning activities	
activities for the	to be used in the lesson delivery.	to be used in the lesson delivery.	
lesson/s			
Reading and			
discussion of the			

learning activitiesNoting and addressing areas where tutors may require <i>Arabic communicat</i> <i>Guide them to anal</i> <i>Guide them to anal</i> <i>focusing on descript</i> <i>expressions used to</i> <i>their "hobbies".</i> Noting opportunities for making links to the Basic School Curriculum <i>Facilitate discussion</i> <i>student teachers on</i> <i>misconceptions and</i> <i>through Questions of</i> <i>(QAs)</i> Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills <i>Arabic Grammar:</i> <i>Explains the conceptions and</i> <i>through Questions of</i> <i>students into smalle</i> <i>compare complete verbs in</i> <i>Guide student teacher</i> <i>incomplete verbs in</i> <i>Guide student teacher</i> <i>Guide stud</i>		
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resources, power <i>enquiry skills, digita</i>	web, Utube,	Communication skill
	physical	collaboration, obser
point; how they creativity, personal	resources, power	enquiry skills, digita
	point; how they	creativity, personal

amples Teaching and arning Activities:

abic communication skills : *Suide them to analyse the text* cusing on descriptive pressions used to describe eir "hobbies". cilitate discussion among Ident teachers on the stated sconceptions and prejudices rough Questions and Answers As)

abic Grammar:

plains the concepts of complete verbs and divide idents into smaller groups to mpare complete and complete verbs in Arabic ide student teachers to entify the semantic nnotations of kana and its lated sisters and use them cordingly.

ks to the Basic School rricula and the Use of GESI, <u> and 21st Century Skills</u>

2 Discuss with tutors how GESI sponsiveness, ICT and 21st ntury skills will help to omote the delivery of English sons in both the B.Ed. and sic School Curricula.

ote: The delivery of the Arabic sons in both the B.Ed. and sic School curricula may be hanced through the egration of GESI, ICT and 21st ntury skills.

amples of 21st century skills: mmunication skills, llaboration, observation and quiry skills, digital literacy,

Examples Teaching and Learning Activities: Arabic communication skills :

Guide them to analyse the text focusing on descriptive expressions used to describe their "hobbies". Facilitate discussion among student teachers on the stated misconceptions and prejudices through Questions and Answers (QAs)

Arabic Grammar:

Explains the concepts of incomplete verbs and divide students into smaller groups to compare complete and incomplete verbs in Arabic Guide student teachers to *identify the semantic* connotations of kana and its related sisters and use them accordingly.

Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills

3.2 Discuss how GESI responsiveness, ICT and 21st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.

Note: The delivery of Arabic lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.

Examples of 21st century skills: Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal

development, and global	development, and global
citizenship.	citizenship.
Examples of GESI	Examples of GESI
responsiveness:	responsiveness:
Making reasonable adjustments	Making reasonable adjustments
for physically challenged	for physically challenged
learners.	learners.
Both male and female learners	Both male and female learners
playing leading roles in a group	playing leading roles in a group
task.	task.
The use of braille and audio	The use of braille and audio
machines for orals, etc.	machines for orals, etc.
Examples of ICT	Examples of ICT
Office 365 vs G-suite for	Office 365 vs G-suite for
education, google meet for	education, google meet for
online teaching, google	online teaching, google
classroom for online	classroom for online
assignment submissions,	assignment submissions,
plagiarism checking softwares,	plagiarism checking softwares,
tools for checking grammar	tools for checking grammar
errors online.	errors online.
Examples of linking to the Basic	Examples of linking to the Basic
	School Curriculum:
	You may have to go to partner
	schools to observe teaching and
-	learning practices in the basic
	school classroom (STS).
Again, referring student	Again, refer to the Basic School
teachers to the Basic School	Curriculum for some of the key
Curriculum for some of the key	features, e.g. the Core
features, e.g. the Core	Competencies, such as: critical
Competencies, such as: critical	thinking and problem solving
thinking and problem solving	(CP), creativity and innovation
(CP), creativity and innovation	(CI), communication and
(CI), communication and	collaboration (CC), cultural
collaboration (CC), cultural	identity and global citizenship
identity and global citizenship	(CG), personal development and
(CG), personal development and	leadership (PL) and digital
leadership (PL) and digital	literacy (DL) (Ref. p.viii, English
literacy (DL) (Ref. p.viii, English	Language Curriculum for
	citizenship. Examples of GESI responsiveness: Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task. The use of braille and audio machines for orals, etc. Examples of ICT Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for checking grammar errors online. Examples of linking to the Basic School Curriculum: Tasking student teachers to go to partner schools to observe teaching and learning practices in the basic school classroom (STS). Again, referring student teachers to the Basic School Curriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital

Language Curriculum for	3.4 Pay attention as the tutor	
Primary Schools - B4-B6)	models a selected activity in a	
3.4 Ask one tutor to model a	teaching situation.	
selected activity in a teaching		
situation.		
Examples a teaching situation	Examples a teaching situation	
Examples:	Examples:	
Arabic communication skills :	Arabic communication skills :	
Modelling the teaching of	Modelling the teaching of	
conversation or dialogue	conversation or dialogue	
	contensation of alarogue	
Arabic Grammar:	Arabic Grammar:	
Modelling the teaching of the	Modelling the teaching of the	
incomplete verb in Arabic	incomplete verb in Arabic	
Using Continuous Assessment in	Using Continuous Assessment in	
Supporting Student Learning	Supporting Student Learning	
3.7 Discuss with tutors the	3.7 Discuss the course	
course assessment components	assessment components	
(continuous assessment) in both	(continuous assessment) in both	
courses (African Literature and	courses (African Literature and	
Varieties of English) that can be	Varieties of English) that can be	
used to support student learning	used to support student learning	
bearing in mind the structure of	bearing in mind the structure of	
the prospective subject project	the prospective subject project	
topics in terms of the	topics in terms of the	
introduction, methodology,	introduction, methodology,	
substantive section and the	substantive section and the	
conclusion and the collection of	conclusion and the collection of	
the appropriate artefacts and	the appropriate artefacts and	
their organisation in the subject	their organisation in the subject	
portfolio.	portfolio.	
Note: The continuous	Note: The continuous	
assessment components for	assessment components for	
both Arabic communication	both Arabic communication	
skills and Arabic Grammar in the	skills and Arabic Grammar in the	
course manual include the	course manual include the	
subject portfolio and subject	subject portfolio and subject	
project assessments. These	project assessments. These	
should be used to provide day-	should be used to provide day-	
to-day feedback about the	to-day feedback about the	
learning and teaching process,	learning and teaching process,	
identify strengths and	identify strengths and	
weaknesses in order to bridge	weaknesses in order to bridge	
in each to bridge	in charter to bridge	

the learning gaps among	the learning gaps among	
students.	students.	
- ,	<u> </u>	
The assessment components	The assessment components	
should be in line with the NTEAP.	should be in line with the NTEAP.	
Remind tutors to ask student-	Ask student-teachers for	
teachers for progress report on	progress report on subject	
subject projects in the specific	projects in the specific courses:	
courses:		
3.8 Request that tutors discuss	3.8 Discuss assessment	
assessment instruments aside	instruments aside what is in	
what is in their respective	your respective manuals.	
manuals.		
For example, ICT assessment	For example, ICT assessment	
tools that can be used for	tools that can be used for	
assessment of students.	assessment of students.	
Assessment tools aid in	Assessment tools aid in	
assessing and evaluating	assessing and evaluating	
student learning and can provide	student learning and can provide	
different options to assess	different options to assess	
students beyond the traditional	students beyond the traditional	
examination.	examination.	
Note: Several tools are available	Note: Several tools are available	
including grading rubrics, canvas	including grading rubrics, canvas	
assignments, plagiarism	assignments, plagiarism	
detection, self-assessment, and	detection, self-assessment, and	
peer assessment, surveys, and	peer assessment, surveys, and	
classroom polling. quiz bot	classroom polling. quiz bot	
	ciussi ooni ponnig. quiz bot	
N/B:	N/B:	
Digital Assessment Tools for	Digital Assessment Tools for	
Teachers	Teachers	
Socrative - quizzes and questions	Socrative - quizzes and questions	
with real-time grading.	with real-time grading.	
Google Forms - easy to use.	Google Forms - easy to use.	
Mentimeter - pre-built education	Mentimeter - pre-built education	
templates.	templates.	
Poll Everywhere - used by	Poll Everywhere - used by	
300,000 teachers.	300,000 teachers.	
Kahoot - game-based	Kahoot - game-based	
assessment tool.	assessment tool.	
i.e. (Assessment Of Learning	i.e. (Assessment Of Learning	
(AOL)) of the course manual and	(AOL)) of the course manual and	

	compare with the components prescribed by NTEAP and review as appropriate.	compare with the components prescribed by NTEAP and review as appropriate	
4. Evaluation	4.1 Ask tutors to reflect on and	4.1 Reflect on what you have	15 mins
and review of	share what they have learnt in	learn and how you have learnt	
session:	the session which they will be	it. Share with the class, one	
a. Tutors need to	using in their classrooms.	thing you have learnt in the	
identify critical		session that you would like to	
friends to	4.2 Ask tutors to identify critical	practice in your classroom.	
observe lessons	friends who took part in the PD	4.2 Identify a critical friend who	
and report at	session to sit in their class	took part in the PD session to sit	
next session.	during lesson and report on	in your class during the lesson	
	observation made during next	and report on his/her	
b. Identifying and	PD session.	observation during the next PD	
addressing any		session.	
outstanding			
issues relating to	4.3 Ask tutors to read lesson 10	4.3 Read lesson 10 to prepare	
the lesson/s for	from the PD manual in	for next week's session.	
clarification	preparation for the next session.		

Tutor PD Session

Age Levels/s:

Junior High School

Name of Subject/s: Arabic Arabic Communication Skills: (JHS Arabic Grammar (JHS)

Semester 1

Tutor PD Session for Lesson 10 in the Course Manual

Lesson Title:

Year 2

Arabic:

Arabic Communication Skills: (JHS)

Daily Routines I Introduction, The Rights of the Woman, Vocabulary instruction on women issues in pre-Islamic era, Vocabulary instruction on women issues in advent of Islam Arabic Communication Skills: (JHS)

Pronouns & Conjugations: Demonstration of Kana and its sisters is taught as found in the JHS Arabic Curriculum

	-		I
Focus: the	Guidance notes on Leading the	Guidance Notes on Tutor	Time in
bullet points	session. What the SL/HoDs will	Activity during the PD Session.	session
provide the	have to say during each stage of	What PD Session participants	
frame for what	the session	(Tutors) will do during each	
is to be done in		stage of the session.	
the session.			
The SWL should			
use the bullets			
to guide what			
they write for			
the SL/HoD and			
tutors to do			
and say during			
each session.			
Each bullet			
needs to be			
addressed and			
specific			
reference			
should be			
made to the			
course			
manual/s.			
1 Introduction	Review of Prior Knowledge	Review of Prior Knowledge	20 mins
to the session	Use the 'snowballing' strategy to	1.1 Recap the main issues raised	
Review prior	recap the main issues raised	during the previous semester's	
learning	during the previous semester's PD session	PD session. Each person will	

	· ·		
A critical friend	N/B: in snowballing, one person is	recall one thing and invite a	
to share	invited who turns to invite a friend	friend to also say another.	
findings for a	and the friend also invite another		
short	and a chain of invitation in that		
discussion and	order.	1.2 Listen to the account of a	
lessons learned	1.2 Ask a tutor who observed a	colleague's observed lesson and	
Reading and	lesson the previous week to share	contribute to the discussion that	
discussion of	his/her observation.	follow.	
the			
introductory	Introduction Sections, Purpose,	Introduction Sections, Purpose,	
sections of the	Learning Outcomes and Indicators	Learning Outcomes and	
lesson up to	1.3 Ask tutors to be in mixed pairs	Indicators	
and including	as appropriate and allow them to	1.3 In your mixed pairs discuss	
learning	discuss the main purpose of the	the main purpose of the current	
outcomes and	current PD Session and share their	PD Session and share your	
indicators	views.	views.	
Overview of	views.		
content and	Examples:	Examples:	
identification of	Arabic communication skills:	Arabic communication skills:	
any distinctive	The purpose of this session is to	The purpose of this session is to	
aspects of the	equip student teachers with the	equip student teachers with the	
lesson/s,	knowledge and techniques of	knowledge and techniques of	
NB The	teaching effective communicative	teaching effective	
guidance for	skills using the theme position of	communicative skills using the	
SL/HoD should	women within Muslim	theme position of women within	
identify,	communities in Ghana.	Muslim communities in Ghana.	
address and			
provide	Arabic Grammar:	Arabic Grammar:	
explanations	One purpose of this PD session is	One purpose of this PD session is	
for any areas	to provide students with the	to provide students with the	
where tutors	opportunities to practice the	opportunities to practice the	
might require	teaching of kana and its sisters	teaching of kana and its sisters	
clarification on	that they learned in Unit 9	that they learned in Unit 9	
an aspect of			
the lesson.	1.4 Lead tutors to discuss the	1.4 Discuss the Learning	
SL/HoD take	Learning Outcomes (LOs) of lesson	Outcomes (LOs) of lesson 10 and	
feedback to	10 and their Learning Indicators	their Learning Indicators (LIs) by	
gauge	(LIs) by stating their relationship.	stating their relationship.	
understanding			
and support	Examples:	Examples:	
tutor	Arabic communication skills:	Arabic communication skills:	
engagement.	(LO On successful completion of	(LO On successful completion of	
NB SL/HoD	the course, student teachers will	the course, student teachers will	
should ask	be able to: Demonstrate ability	be able to: Demonstrate ability	
tutors to plan	and skills to guide learners to	and skills to guide learners to	
for their	engage in effective oral and	engage in effective oral and	
teaching as	written communication on issues	written communication on issues	

they go	affecting women across the globe	affecting women across the	
they go through the PD	(NTS 2b, pg13, NTECFpg20).	globe (NTS 2b, pg13,	
session	(LIs):	NTECFpg20).	
36331011	Vocabulary list compiled by	(LIS):	
	student teachers to stimulate	Vocabulary list compiled by	
	discussion on women affairs	student teachers to stimulate	
	Peer Review of student teachers'	discussion on women affairs	
	oral conversation on women	Peer Review of student teachers'	
	affairs across the globe in pairs	oral conversation on women	
	and small groups.	affairs across the globe in pairs	
	unu sinun groups.	and small groups.	
		una sman groups.	
	Arabic Grammar:	Arabic Grammar:	
	(LO): Demonstrate knowledge of	(LO): Demonstrate knowledge of	
	how the grammar items addressed	how the grammar items	
	in CLO 5 are taught as outlined in	addressed in CLO 5 are taught as	
	the JHS Arabic Curriculum.	outlined in the JHS Arabic	
		Curriculum.	
	LIS	LIS	
	Conduct research in small groups	Conduct research in small	
	on how Kana and its sisters is	groups on how Kana and its	
	taught and proposed related TLRSs	sisters is taught and proposed	
	to support teaching aspects of this	related TLRSs to support	
	using ICT as appropriate	teaching aspects of this using	
	Create formative assessment toolkits to monitor the students	ICT as appropriate	
		Create formative assessment toolkits to monitor the students	
	learning progress of Kana and its sisters/		
	-	learning progress of Kana and its sisters/	
	Formulate a set of prompts for discussion with teacher during STS	-	
	regarding how to teach and	Formulate a set of prompts for discussion with teacher during	
	improve students understanding of	STS regarding how to teach and	
	Kana and its sisters. This should	improve students understanding	
	cater for barriers to students	of Kana and its sisters. This	
	learning and possible	should cater for barriers to	
	misconceptions	students learning and possible	
		misconceptions	
	Note: Refer tutors to lesson 10 of	<i>Note</i> : Refer to lesson 10 of the	
	the course manual for the learning	course manual for the learning	
	outcomes and indicators.	outcomes and indicators.	
	Overview of Content and		
	Distinctive Features		
	1.5 Refer tutors to the lesson	1.5 Refer to the lesson	
	descriptions of lesson 10 of the	descriptions of lesson 10 and	

	I	
course manual and ask them to read and discuss them by bringing out the distinctive features of the	read and discuss those course descriptions.	
lesson.		
1.6 Discuss with tutors the distinctive features of lesson 10 of	1.6 Discuss the distinctive	
	features of lesson 10 and any	
the course manual and any	challenging areas or areas of	
challenging areas or areas of misconceptions that might need	misconceptions that might need some clarification.	
some clarification.		
Examples of distinctive features:	Examples of distinctive	
Arabic communication:	features:	
The techniques of teaching	Arabic communication:	
effective communicative skills	The techniques of teaching	
using the themes	effective communicative skills using the themes	
Arabic Grammar:	Arabic Grammar:	
Preparing TLM and lesson plan for	Preparing TLM and lesson plan	
teaching kāna and its sisters	for teaching kāna and its sisters	
Examples of Misconceptions or	Examples of Misconceptions or	
Challenging Areas	Challenging Areas	
Arabic Communication Skills	Arabic Communication Skills	
<i>There is the misconception that Arabic is Islam.</i>	<i>There is the misconception that Arabic is Islam.</i>	
Clarification:	Clarification:	
Arabs are people who speak Arabic		
as a native language and identify	Arabic as a native language and	
themselves as Arabs; Muslims are	identify themselves as Arabs;	
those who practice the religion of	Muslims are those who practice	
Islam The confusion between	the religion of Islam The	
these terms may stem from the	confusion between these terms	
fact that Arabic is the primary	may stem from the fact that	
language of the Islamic faith, just	Arabic is the primary language	
as Latin was for Catholicism until	of the Islamic faith, just as Latin	
recently.	was for Catholicism until recently.	
Arabic Grammar:	Arabic Grammar:	
The sociolinguistic and culture of	The sociolinguistic and culture of	
Arabic has insignificant role in	Arabic has insignificant role in	
understanding of Arabic Grammar	understanding of Arabic	
	Grammar	

	Clarification:	Clarification:	
	The knowledge of the grammatical	The knowledge of the	
	system of Arabic language	grammatical system of Arabic	
	[grammatical competence] must	language [grammatical	
	be complemented by	competence] must be	
	understanding of culture-specific	complemented by	
	meanings.	understanding of culture-specific	
		meanings.	
2 Concept	2.1 Lead a discussion with tutors	2.1 Discuss and focus on the	15 mins
Development	and focus on the identification of	identification of new concepts,	
(New learning	new concepts, new learnings and	new learnings and potential	
likely to arise	potential barriers that are	barriers that are introduced into	
in lesson/s) :	introduced into the lesson which	the lesson which need to be	
Identification	need to be explored.	explored.	
and discussion	Examples of New Concepts in the	Examples of New Concepts in	
of new	Lesson	the Lesson	
learning,	Arabic communication skills :	Arabic communication skills :	
potential	Themes on position of women	Themes on position of women	
barriers to	within Muslim communities in	within Muslim communities in	
learning for	Ghana	Ghana	
student			
teachers or	Varieties of English:	Varieties of English:	
students,	kāna and its sisters	kāna and its sisters	
concepts or			
pedagogy being	Examples of New Learnings:	Examples of New Learnings:	
introduced in	Arabic communication skills :	Arabic communication skills:	
the lesson,	consolidate the needed	consolidate the needed	
which need to	professional skills in teaching	professional skills in teaching	
be explored			
with the	Arabic Grammar:	Arabic Grammar:	
SL/HoD	consolidate the needed	consolidate the needed	
NB The	professional skills in teaching kana	professional skills in teaching	
guidance for	and its sisters	kana and its sisters	
SL/HoD should			
set out what	Examples of Potential Barriers	Examples of Potential Barriers	
they need to do	Arabic communication skills:	Arabic communication skills:	
to introduce	Student teachers may have	Student teachers may have	
and explain the	problem understanding the	problem understanding the	
issues/s with	conversational text due to the	conversational text due to to the	
tutors	complex tense and gender in	complex tense and gender in	
	Arabic	Arabic	
	Suggested Solution:	Suggested Solution:	
	Some key words before and due	Some key words before and due	
	reading of the text should be	reading of the text should be	
	taught	taught	
1	5	5	1

	Aughin Cuantana	Austic Cusure and	
	Arabic Grammar:	Arabic Grammar:	
	Student teachers may not have	Student teachers may not have	
	been exposed to the incomplete	been exposed to the incomplete	
	Verbs: Kāna and its Sisters.	Verbs: Kāna and its Sisters.	
	Suggested Solution:	Suggested Solution:	
	Kana and its sisters are called	Kana and its sisters are called	
	Incomplete Verbs because they	Incomplete Verbs because they	
	always need a predicate; (Khabar),	always need a predicate;	
	to complete the meaning So,	(Khabar), to complete the	
	the predicate of Kana and sisters	meaning So, the predicate of	
	always has a Fat'ha (or Tanween)	Kana and sisters always has a	
	on its ending	Fat'ha (or Tanween) on its	
		ending	
	2.3 Ask tutors, in their course	2.3 Consider the suggested	
	groups, to consider the suggested	strategies in the manual and	
	strategies in the manual and	examine the most appropriate	
	choose the most appropriate ones	ones that you can use for	
	for teaching the topics in their	effective learning.	
		enective learning.	
	respective manuals.		
	Examples:	Examples:	
	Group work, think-pair-share,	Group work, think-pair-share,	
	school visits, discussion, concept	school visits, discussion, concept	
	mapping, individual work and	mapping, individual work and	
	presentation, teacher modelling,	presentation, teacher modelling,	
	brainstorming and questioning	brainstorming and questioning	
	techniques.	techniques.	
	2.4 Discuss with tutors how the	2.4 Discuss how the suggested	
	suggested teaching strategies in	teaching strategies in lesson 10	
	lesson 10 will be used to promote	will be used to promote learning	
	learning at the 4-Year B.Ed. and	at the 4-Year B.Ed. and Basic	
	Basic levels.	levels.	
	Examples:	Examples:	
	Identifying the features of the	Identifying the features of the	
	Basic School Curriculum and those	Basic School Curriculum and	
	of the B.Ed. programme and	those of the B.Ed. programme	
	aligning them with the suggested	and aligning them with the	
	teaching strategies in the course	suggested teaching strategies in	
	manual.	the course manual.	
3. Planning for	3.1 Lead discussion with tutors	3.1 Lead discussion with tutors	ins
teaching,	through questions and answers on	through questions and answers	
learning and	the various suggested teaching	on the various suggested	
assessment	and learning activities to be used	teaching and learning activities	
	_		
	in the lesson delivery.	to be used in the lesson delivery.	

activities for	Examples Teaching and Learning	Examples Teaching and
the lesson/s	Activities:	Learning Activities:
Reading and	Arabic communication skills:	Arabic communication skills:
discussion of	Ask students to observe a You	Ask students to observe a You
the teaching	Tube content.	Tube content.
and learning	Put them in groups and ask them	Put them in groups and ask
activities	to write down new vocabularies	them to write down new
Noting and	Still in their groups, ask students to	vocabularies
addressing	brainstorm the meaning of the	Still in their groups, ask students
areas where	new vocabularies leant and use	to brainstorm the meaning of
tutors may	them in different contexts	the new vocabularies leant and
require		use them in different contexts
clarification		
Noting	Arabic Grammar:	Arabic Grammar:
opportunities	Group student teachers into	Group student teachers into
for making links	smaller groups and guide them to	smaller groups and guide them
to the Basic	prepare LTMs and lesson plans for	to prepare LTMs and lesson
School	teaching Kana and its sisters in line	plans for teaching Kana and its
Curriculum	with the JHS Arabic curriculum/	sisters in line with the JHS Arabic
Noting	- Guide student teachers to	curriculum/
opportunities	identify the semantic connotations	- Guide student teachers to
for integrating:	of kana and its related sisters and	identify the semantic
GESI	use them accordingly.	connotations of kana and its
responsiveness		related sisters and use them
and ICT and		accordingly.
21 st C skills		
Reading,	Links to the Basic School Curricula	Links to the Basic School
discussion, and	and the Use of GESI, ICT and 21 st	Curricula and the Use of GESI,
identification of	Century Skills	ICT and 21 st Century Skills
continuous	3.2 Discuss with tutors how GESI	3.2 Discuss how GESI
assessment	responsiveness, ICT and 21 st	responsiveness, ICT and 21 st
opportunities	Century skills will help to promote	Century skills will help to
in the lesson.	the delivery of English lessons in	promote the delivery of English
Each lesson	both the B.Ed. and Basic School	lessons in both the B.Ed. and
should include	Curricula.	Basic School Curricula.
at least two		
opportunities	Note: The delivery of the Arabic	Note: The delivery of Arabic
to use	lessons in both the B.Ed. and Basic	lessons in both the B.Ed. and
continuous	School curricula may be enhanced	Basic School curricula may be
assessment to	through the integration of GESI,	enhanced through the
support	ICT and 21 st century skills.	integration of GESI, ICT and 21 st
student		century skills.
teacher		
learning	Examples of 21 st century skills:	Examples of 21 st century skills:
Resources:	Communication skills,	Communication skills,
links to the	collaboration, observation and	collaboration, observation and
existing PD	enquiry skills, digital literacy,	enquiry skills, digital literacy,

Themes, for	creativity, personal development,	creativity, personal
example, action	and global citizenship.	development, and global
research,	und global entreensnip.	citizenship.
questioning		
and to other	Examples of GESI responsiveness:	Examples of GESI
external	Making reasonable adjustmentsfor	responsiveness:
reference	physically challenged learners.	Making reasonable adjustments
material:	Both male and female learners	for physically challenged
literature, on	playing leading roles in agroup	learners.
web, Utube,	task.	Both male and female learners
physical	LUSK.	playing leading roles in agroup
		task.
resources,		LUSK.
power point;	The use of braille and audio	The use of braille and gudie
how they should be used.	The use of braille and audio	The use of braille and audio
	machines for orals, etc.	machines for orals, etc.
Consideration needs to be	Examples of ICT	Examples of ICT
	Examples of ICT	<i>Examples of ICT</i> Office 365 vs G-suite for
given to local	Office 365 vs G-suite for education, google meet for online	
availability		education, google meet for
guidance on	<u>teaching</u> , <u>google classroom</u> for online assignment	online teaching, google
any power	submissions, plagiarism checking	classroom for online assignment submissions,
point presentations,	softwares, tools for checking	plagiarism checking softwares,
TLM or other	grammar errors online.	tools for checking grammar
resources	grannia enors onnie.	errors online.
which need to		enors onine.
be developed	Examples of linking to the Basic	Examples of linking to the Basic
to support	School Curriculum:	School Curriculum:
learning	Tasking student teachers to go to	You may have to go to partner
Tutors should	partner schools to observe	schools to observe teaching and
be expected to	teaching and learning practices in	learning practices in the basic
have a plan for	the basic school classroom (STS).	school classroom (STS).
the next lesson	Again, referring student teachers	Again, refer to the Basic School
for student	to the Basic School curriculum for	Curriculum for some of the key
teachers	some of the key features, e.g. the	features, e.g. the Core
	Core Competencies, such as:	Competencies, such as: critical
	critical thinking and problem	thinking and problem solving
	solving (CP), creativity and	(CP), creativity and innovation
	innovation (CI), communication	(CI), communication and
	and collaboration (CC), cultural	collaboration (CC), cultural
	identity and global citizenship	identity and global citizenship
	(CG), personal development and	(CG), personal development and
	leadership (PL) and digital literacy	leadership (PL) and digital
	(DL) (Ref. p.viii, English Language	literacy (DL) (Ref. p.viii, English
	Curriculum for Primary Schools -	Language Curriculum for
	B4-B6)	Primary Schools - B4-B6)
L	1	11

3.4 Ask one tutor to model a	3.4 Pay attention as the tutor	
selected activity in a teaching	models a selected activity in a	
situation.	teaching situation.	
Examples:	Examples:	
Arabic communication skills :	Arabic communication skills :	
Modeling the teaching of The	Modeling the teaching of The	
Rights of the Woman	Rights of the Woman	
Arabic Grammar:	Arabic Grammar:	
Modelling the teaching of the	Modelling the teaching of the	
incomplete verb in Arabic	incomplete verb in Arabic	
incomplete verb in Arubic	incomplete verb in Arabic	
Using Continuous Assessment in	Using Continuous Assessment in	
Supporting Student Learning	Supporting Student Learning	
3.5 Discuss with tutors the course	3.7 Discuss the course	
assessment components	assessment components	
(continuous assessment) in both	(continuous assessment) in both	
courses (African Literature and	courses (African Literature and	
Varieties of English) that can be	Varieties of English) that can be	
used to support student learning	used to support student learning	
bearing in mind the structure of	bearing in mind the structure of	
the prospective subject project	the prospective subject project	
topics in terms of the introduction,	topics in terms of the	
methodology, substantive section	introduction, methodology,	
and the conclusion and the	substantive section and the	
collection of the appropriate	conclusion and the collection of	
artefacts and their organisation in	the appropriate artefacts and	
the subject portfolio.	their organisation in the subject	
	portfolio.	
Note: The continuous assessment	Note: The continuous	
components for both Arabic	assessment components for	
communication skills and Arabic	both Arabic communication	
Grammar in the course manual	skills and Arabic Grammar in the	
include the subject portfolio and	course manual include the	
subject project assessments. These	subject portfolio and subject	
should be used to provide day-to-	project assessments. These	
day feedback about the learning	should be used to provide day-	
and teaching process, identify	to-day feedback about the	
strengths and weaknesses to	learning and teaching process,	
bridge the learning gaps among	identify strengths and	
students.	weaknesses to bridge the	
	learning gaps among students.	
The assessment components	The assessment components	
should be in line with the NTEAP.	should be in line with the NTEAP.	
SHOULD DE ITT THE WILL THE NTLAP.	SHOULD BE IN THE WILL HE NILAP.	

Remind tutors to ask student- teachers for progress report on subject projects in the specific courses:	Examples of subject projects in the specific courses:Arabic communication skills :A project work on conceptualising and providing contextual features that clearly distinguish African literature from European literature.Arabic Grammar: Designing, in a form of graphic organiser, the foundation of	
3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.	3.8 Discuss assessmentinstruments aside what is inyour respective manuals.	
For example, ICT assessment tools that can be used for assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.	For example, ICT assessment tools that can be used for assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.	
Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot	Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot	
N/B: Digital Assessment Tools for Teachers Socrative - quizzes and questions with real-time grading. Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers.	N/B: Digital Assessment Tools for Teachers Socrative - quizzes and questions with real-time grading. Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers.	

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i.e. (Assessment Of Learning (AOL))	i.e. (Assessment Of Learning	
of the course manual and compare	(AOL)) of the course manual and	
with the components prescribed by	compare with the components	
NTEAP and review as appropriate.	prescribed by NTEAP and review	
	as appropriate	
4.1 Ask tutors to reflect on and	4.1 Reflect on what you have	15 mins
share what they have learnt in the	learn and how you have learnt	
session which they will be using in	it. Share with the class, one	
their classrooms.	thing you have learnt in the	
	session that you will like to	
	practice in your classroom.	
4.2 Ask tutors to identify critical	4.2 Identify a critical friend who	
friends who took part in the PD	took part in the PD session to sit	
session to sit in their class during	in your class during the lesson	
lesson and report on observation	and report on his/her	
made during next PD session.	observation during the next PD	
	session.	
4.3 Ask tutors to read lesson 11	4.3 Read lesson 11 to prepare	
from the PD manual in preparation	for next week's session.	
for the next session.		
	of the course manual and compare with the components prescribed by NTEAP and review as appropriate. 4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their classrooms. 4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their class during lesson and report on observation made during next PD session. 4.3 Ask tutors to read lesson 11 from the PD manual in preparation	tool.assessment tool.i.e. (Assessment Of Learning (AOL))i.e. (Assessment Of Learningof the course manual and compare(AOL)) of the course manual andwith the components prescribed bycompare with the componentsNTEAP and review as appropriate.prescribed by NTEAP and review4.1 Ask tutors to reflect on and4.1 Reflect on what you haveshare what they have learnt in thesession which they will be using intheir classrooms.4.1 Reflect on what you have learnttheir classrooms.4.2 Identify a critical friend whotriends who took part in the PDsession to sit in their class duringlesson and report on observationand report on his/hermade during next PD session.4.3 Read lesson 11 to preparefrom the PD manual in preparation4.3 Read lesson 11 to prepare

Tutor PD Session

Age Levels/s: Junior High School Name of Subject/s: Arabic Arabic Communication Skills: (JHS Arabic Grammar (JHS)

Semester 1

Tutor PD Session for Lesson 11 in the Course Manual

Lesson Title:

Year 2

Arabic:

Arabic Communication Skills: (JHS)

Daily Routines I Introduction, Vocabulary instruction on women issues in Ghana, Arabic Communication Skills: (JHS

Pronouns & Conjugations: Class observation and report writing skills, Observations in real/ simulated class sessions, Introduction, The rudiments of class observation and report writing, Observations in real/ simulated class sessions, Report writing, Group presentation in class

Focus: the bullet	Guidance notes on Leading the	Guidance Notes on Tutor	Time in
points provide	session. What the SL/HoDs will	Activity during the PD Session.	session
the frame for	have to say during each stage of	What PD Session participants	
what is to be	the session	(Tutors) will do during each	
done in the		stage of the session.	
session. The			
SWL should use			
the bullets to			
guide what they			
write for the			
SL/HoD and			
tutors to do and			
say during each			
session. Each			
bullet needs to			
be addressed			
and specific			
reference			
should be made			
to the course			
manual/s.			
1 Introduction	Review of Prior Knowledge	Review of Prior Knowledge	20 mins
to the session	Use the 'snowballing' strategy to	1.1 Recap the main issues raised	
Review prior	recap the main issues raised	during the previous semester's	
learning	during the previous semester's PD	PD session. Each person will	
A critical friend	session	recall one thing and invite a	
to share findings		friend to also say another.	
for a short			
discussion and			
lessons learned			

Reading and	1.2 Ask a tutor who observed a	1.2 Listen to the account of a	
discussion of the	lesson the previous week to share	colleague's observed lesson	
introductory	his/her observation.	lesson and contribute to the	
sections of the		discussion that follow.	
lesson up to and			
including	Introduction Sections, Purpose,	Introduction Sections, Purpose,	
learning	Learning Outcomes and	Learning Outcomes and	
outcomes and	Indicators	Indicators	
indicators			
Overview of	1.2 Ask tutors to be in mixed pairs	1.2 In your mixed pairs discuss	
content and			
	as appropriate and allow them to	the main purpose of the current	
identification of	discuss the main purpose of the	PD Session and share your	
any distinctive	current PD Session and share their	views.	
aspects of the	views.		
lesson/s,	For example, one of the purposes	For example, one of the	
NB The guidance	is to assist student-teachers to	purposes is to assist student-	
for SL/HoD	simulated class sessions and	teachers to simulated class	
should identify,	reporting in writing about their	sessions and reporting in writing	
address and	experience and takeaway lessons.	about their experience and	
provide		takeaway lessons.	
<i>explanations</i> for			
any areas where	1.3 Lead tutors to discuss the	1.3 Discuss the Learning	
tutors might	Learning Outcomes (LOs) of lesson	Outcomes (LOs) of lesson one	
require	one and their Learning Indicators	and their Learning Indicators	
clarification on	(LIs) by stating their relationship.	(LIs) by stating their relationship.	
	(,,		
an aspect of the	Examples:	Examples:	
lesson. SL/HoD	Arabic communication skills :	Arabic communication skills :	
take feedback to	(Los): Demonstrate ability and	(Los): Demonstrate ability and	
gauge			
understanding	skills to guide students to engage	skills to guide students to	
and support	in effective oral and written	engage in effective oral and	
tutor	communication on issues affecting	written communication on issues	
engagement.	women across the globe (NTS 2b,	affecting women across the	
NB SL/HoD	pg13, NTECFpg20).	globe (NTS 2b, pg13,	
should ask tutors		NTECFpg20).	
to plan for their			
teaching as they	(LIS):	(LIs):	
go through the	Ask student-teachers to present	Ask student-teachers to present	
PD session	challenges faced by Muslim	challenges faced by Muslim	
L D 26221011	women using PowerPoint.	women using PowerPoint.	
	Ask student teachers in small	Ask student teachers in small	
	groups to engage in conversations	groups to engage in	
	on how cultural issues serve as	conversations on how cultural	
	barriers to gender learning Arabic	issues serve as barriers to	
	in schools.	gender learning Arabic in	
		schools.	

Arabic Grammar:	Arabic Grammar:
(LO): Demonstrate advanced skills in describing professional needs in terms of practice, knowledge, values and attitudes (NTECF Pg. 39) (LIs):	(LO): Demonstrate advanced skills in describing professional needs in terms of practice, knowledge, values and attitudes (NTECF Pg. 39) (LIs):
Produce a list of the key issues to observe and report based on the previous content Knowledge.	Produce a list of the key issues to observe and report based on the previous content Knowledge.
Identify and monitor a child/ group of children's learning progress in basic grammar lessons.	Identify and monitor a child/ group of children's learning progress in basic grammar lessons.
Identify and discuss student teachers' professional needs and challenges based on the session observed.	Identify and discuss student teachers' professional needs and challenges based on the session observed.
Note: Refer tutors to lesson one of the course manual for the learning outcomes and indicators.	<i>Note</i> : Refer to lesson 11 of the course manual for the learning outcomes and indicators.
Overview of Content and Distinctive Features 1.4 Refer tutors to the lesson descriptions of lesson 11 of the course manual and ask them to read and discuss them by bringing out the distinctive features of the lesson.	Overview of Content and Distinctive Features 1.4 Refer to the lesson descriptions of lesson 11 and read and discuss those course descriptions.
Examples: Arabic communication: E.g. Vocabulary instruction on women issues in Ghana, Arabic Grammar: E.g. The rudiments of class observation and report writing 1.5 Discuss with tutors the distinctive features of lesson 1of the course manual and any challenging areas or areas of	Examples: Arabic communication: E.g. Vocabulary instruction on women issues in Ghana, Arabic Grammar: E.g.The rudiments of class observation and report writing 1.5 Discuss the distinctive features of lesson 1 and any challenging areas or areas of

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	misconceptions that might need	misconceptions that might need	
	some clarification.	some clarification.	
	Examples of distinctive features:	Examples of distinctive	
	Arabic communication:	features:	
	E.g. Vocabulary instruction on	Arabic communication skills :	
	women issues in Ghana,	E.g. Vocabulary instruction on	
		women issues in Ghana,	
	Arabic Grammar:	Arabic Grammar:	
	E.g.The rudiments of class	E.g.The rudiments of class	
	observation and report writing	observation and report writing	
	Examples of Misconceptions or	Examples of Misconceptions or	
	Challenging Areas	Challenging Areas	
	Arabic Communication Skills	Arabic Communication Skills	
	Perception about the difficulties	Perception about the difficulties	
	associated with Arabic.	associated with Arabic.	
	Clarification:	Clarification:	
	Student teachers need to be	Student teachers need to be	
	exposed to the obstacles, namely,	exposed to the obstacles,	
	internal and external obstacles	namely, internal and external	
	and be taught how to overcome	obstacles and be taught how to	
	them. Internal obstacles refer to	overcome them. Internal	
	the limitations that come from the	obstacles refer to the limitations	
	learners' own selves, knowledge	that come from the learners'	
	and skills; while external obstacles	own selves, knowledge and	
	refer to the constraints that	skills; while external obstacles	
	originate from the outside, such as	refer to the constraints that	
	the lack of a supportive	originate from the outside, such	
	environment and sufficient	as the lack of a supportive	
	opportunity to speak Arabic	environment and sufficient	
		opportunity to speak Arabic	
	Arabic Grammar:	Arabic Grammar:	
	Perception about the difficulties	Perception about the difficulties	
	associated with Arabic.	associated with Arabic.	
	Clarification:	Clarification:	
	Student teachers need to be told	Student teachers need to be told	
	that Arabic is a language and like	that Arabic is a language and	
	all other languages, it has its	like all other languages, it has its	
	unique structure that must	unique structure that must	
	learned	learned	

2 Concept	2.1 Lead a discussion with tutors	2.1 Discuss and focus on the	15 mins
Development	and focus on the identification of	identification of new concepts,	
(New learning	new concepts, new learnings and	new learnings and potential	
likely to arise in	potential barriers that are	barriers that are introduced into	
lesson/s) :	introduced into the lesson which	the lesson which need to be	
Identification	need to be explored.	explored.	
and discussion of			
new learning,	Examples of New Concepts in the	Examples of New Concepts in	
potential	Lesson	the Lesson	
barriers to	Arabic communication skills :	Arabic communication skills :	
learning for	Creating of dialogue in Arabic	Creating of dialogue in Arabic	
student teachers			
or students,	Varieties of English:	Varieties of English:	
concepts or	Development of toolkits for the	Development of toolkits for the	
pedagogy being	class observation	class observation	
introduced in	Identification of key stages and	Identification of key stages and	
the lesson,	content of report writing	content of report writing	
which need to	-	-	
be explored with	Examples of New Learnings:	Examples of New Learnings:	
the SL/HoD	Arabic communication skills :	Arabic communication skills :	
NB The guidance	Creating of dialogue in Arabic	Creating of dialogue in Arabic	
for SL/HoD			
should set out	Arabic Grammar:	Arabic Grammar:	
what they need	Development of toolkits for the	Development of toolkits for the	
to do to	class observation	class observation	
introduce and	Identification of key stages and	Identification of key stages and	
explain the	content of report writing	content of report writing	
issues/s with			
tutors	Examples of Potential Barriers	Examples of Potential Barriers	
	Arabic communication skills :	Arabic communication skills :	
	Student teachers may have	Student teachers may have	
	problem understanding the	problem understanding the	
	conversational text due to to the	conversational text due to to the	
	complex tense and gender in	complex tense and gender in	
	Arabic	Arabic	
	Suggested Solution:	Suggested Solution:	
	Some key words before and due	Some key words before and due	
	reading of the text should be	reading of the text should be	
	taught	taught	
	Anabia Cuana and	Austria Comment	
	Arabic Grammar:	Arabic Grammar:	
	Student teachers may not have	Student teachers may not have	
	-	hoop ownoacd to the incomplete	
	been exposed to the incomplete	been exposed to the incomplete	
	-	been exposed to the incomplete Verbs: Kāna and its Sisters.	

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	Suggested Solution:	Suggested Solution:	
	Kana and its sisters are called	Kana and its sisters are called	
	Incomplete Verbs because they	Incomplete Verbs because they	
	always need a predicate; (Khabar),	always need a predicate;	
	to complete the meaning So,	(Khabar), to complete the	
	the predicate of Kana and sisters	meaning So, the predicate of	
	always has a Fat'ha (or Tanween)	Kana and sisters always has a	
	on its ending	Fat'ha (or Tanween) on its	
		ending	
	2.3 Ask tutors, in their course	2.3 Consider the suggested	
	groups, to consider the suggested	strategies in the manual and	
	strategies in the manual and	examine the most appropriate	
	choose the most appropriate ones	ones that you can use for	
	for teaching the topics in their	effective learning.	
	respective manuals.		
	E	E	
	Examples:	Examples:	
	Group work, think-pair-share,	Group work, think-pair-share,	
	school visits, discussion, concept	school visits, discussion, concept	
	mapping, individual work and	mapping, individual work and	
	presentation, teacher modelling,	presentation, teacher modelling,	
	brainstorming and questioning	brainstorming and questioning	
	techniques.	techniques.	
	2.4 Discuss with tutors how the	2.4 Discuss how the suggested	
	suggested teaching strategies in	teaching strategies in lesson 1	
	lesson 1 will be used to promote	will be used to promote learning	
	learning at the 4-Year B.Ed. and	at the 4-Year B.Ed. and Basic	
	Basic levels.	levels.	
	Examples:	Examples:	
	Identifying the features of the	Identifying the features of the	
	Basic School Curriculum and those	Basic School Curriculum and	
	of the B.Ed. programme and	those of the B.Ed. programme	
	aligning them with the suggested	and aligning them with the	
	teaching strategies in the course	suggested teaching strategies in	
	manual.	the course manual.	
/	3.1 Lead discussion with tutors	3.1 discussion the various	in
	through questions and answers on	suggested teaching and learning	S
	the various suggested teaching	activities to be used in the	
	and learning activities to be used	lesson delivery.	
	in the lesson delivery.		
	Examples Teaching and Learning	Examples Teaching and	
	Examples Teaching and Learning Actvities:	Examples Teaching and Learning Actvities:	
	Activities. Arabic communication skills :	Arabic communication skills :	

Ask students to observe a You	Ask students to observe a You	
Tube content.	Tube content.	
Put them in groups and ask them	Put them in groups and ask	
to write down new vocabularies	them to write down new	
Still in their groups, ask students	vocabularies	
to brainstorm the meaning of the	Still in their groups, ask students	
new vocabularies leant and use	to brainstorm the meaning of	
them in different contexts	the new vocabularies leant and	
	use them in different contexts	
	use them in dijjerent contexts	
Arabic Grammar:	Arabic Grammar:	
Group student teachers into	Group student teachers into	
smaller groups and guide them to	smaller groups and guide them	
prepare LTMs and lesson plans for	to prepare LTMs and lesson	
teaching Kana and its sisters in	plans for teaching Kana and its	
line with the JHS Arabic	sisters in line with the JHS Arabic	
curriculum/	curriculum/	
- Guide student teachers to	- Guide student teachers to	
identify the semantic connotations	identify the semantic	
of kana and its related sisters and	connotations of kana and its	
use them accordingly.	related sisters and use them	
	accordingly.	
Links to the Basic School Curricula	Links to the Basic School	
<u>Links to the Basic School Curricula</u> and the Use of GESI, ICT and 21 st	<u>Links to the Basic School</u> <u>Curricula and the Use of GESI,</u>	
and the Use of GESI, ICT and 21 st	Curricula and the Use of GESI,	
and the Use of GESI, ICT and 21 st Century Skills	<u>Curricula and the Use of GESI,</u> ICT and 21 st Century Skills	
and the Use of GESI, ICT and 21 st <u>Century Skills</u> 3.2 Discuss with tutors how GESI	Curricula and the Use of GESI, ICT and 21 st Century Skills 3.2 Discuss with tutors how GESI	
and the Use of GESI, ICT and 21 st Century Skills 3.2 Discuss with tutors how GESI responsivenes, ICT and 21 st	Curricula and the Use of GESI,ICT and 21st Century Skills3.2 Discuss with tutors how GESIresponsivenes, ICT and 21st	
and the Use of GESI, ICT and 21 st <u>Century Skills</u> 3.2 Discuss with tutors how GESI responsivenes, ICT and 21 st Century skills will help to promote	Curricula and the Use of GESI,ICT and 21st Century Skills3.2 Discuss with tutors how GESIresponsivenes, ICT and 21stCentury skills will help to	
 and the Use of GESI, ICT and 21st <u>Century Skills</u> 3.2 Discuss with tutors how GESI responsivenes, ICT and 21st Century skills will help to promote the delivery of English lessons in 	Curricula and the Use of GESI,ICT and 21st Century Skills3.2 Discuss with tutors how GESIresponsivenes, ICT and 21stCentury skills will help topromote the delivery of English	
and the Use of GESI, ICT and 21 st <u>Century Skills</u> 3.2 Discuss with tutors how GESI responsivenes, ICT and 21 st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School	Curricula and the Use of GESI,ICT and 21st Century Skills3.2 Discuss with tutors how GESIresponsivenes, ICT and 21stCentury skills will help topromote the delivery of Englishlessons in both the B.Ed. and	
and the Use of GESI, ICT and 21 st <u>Century Skills</u> 3.2 Discuss with tutors how GESI responsivenes, ICT and 21 st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School	Curricula and the Use of GESI,ICT and 21st Century Skills3.2 Discuss with tutors how GESIresponsivenes, ICT and 21stCentury skills will help topromote the delivery of Englishlessons in both the B.Ed. and	
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and the Use of GESI, ICT and 21stCentury Skills3.2 Discuss with tutors how GESIresponsivenes, ICT and 21stCentury skills will help to promotethe delivery of English lessons inboth the B.Ed. and Basic SchoolCurricula.Note: The delivery of the Arabiclessons in both the B.Ed. and BasicSchool curricula may be enhancedthrough the integration of GESI,ICT and 21st century skills.	Curricula and the Use of GESI,ICT and 21st Century Skills3.2 Discuss with tutors how GESIresponsivenes, ICT and 21stCentury skills will help topromote the delivery of Englishlessons in both the B.Ed. andBasic School Curricula.Note: The delivery of the Arabiclessons in both the B.Ed. andBasic School Curricula may beenhanced through theintegration of GESI, ICT and 21stcentury skills.Examples of 21st century skills:	
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Examples of GESI responsiveness:	Examples of GESI	
Making reasonable adjustments	responsiveness:	
for physically challenged learners.	Making reasonable adjustments	
Both male and female learners	for physically challenged	
playing leading roles in a group	learners.	
task.	Both male and female learners	
	playing leading roles in a group	
	task.	
The use of braille and audio	The use of braille and audio	
machines for orals, etc.	machines for orals, etc.	
Examples of ICT	Examples of ICT	
Office 365 vs G-suite for	Office 365 vs G-suite for	
education, google meet for online	education, google meet for	
teaching, google classroom	online teaching, google	
for online assignment	classroom for online	
submissions, plagiarism checking	assignment submissions,	
<u>softwares</u> , tools for <u>checking</u>	plagiarism checking softwares,	
grammar errors online.	tools for checking grammar	
grammar errors omme.	errors online.	
	errors onime.	
Examples of linking to the Basic	Examples of linking to the Basic	
School Curriculum:	School Curriculum:	
Tasking student teachers to go to	Tasking student teachers to go	
partner schools to observe	to partner schools to observe	
teaching and learning practices in	teaching and learning practices	
the basic school classroom (STS).	in the basic school classroom	
Again, referring student teachers	(STS).	
to the Basic School Curriculum for	Again, referring student	
some of the key features, e.g. the	teachers to the Basic School	
some of the key jeutures, e.g. the		
Core Competencies such as		
Core Competencies, such as:	Currriculum for some of the key	
critical thinking and problem	<i>Currriculum for some of the key features, e.g. the Core</i>	
critical thinking and problem solving (CP), creativity and	Currriculum for some of the key features, e.g. the Core Competencies, such as: critical	
critical thinking and problem solving (CP), creativity and innovation (CI), communication	<i>Currriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving</i>	
critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural	Currriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation	
critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship	Currriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and	
critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and	Currriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural	
critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital litearcy	Currriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship	
critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital litearcy (DL) (Ref. p.viii, English Language	Currriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and	
critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital litearcy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools -	Currriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital	
critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital litearcy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)	Currriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital litearcy (DL) (Ref. p.viii, English	
critical thinking and problem solving (CP), creativity and innovation (Cl), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital litearcy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.4 Ask one tutor to model a	Currriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital litearcy (DL) (Ref. p.viii, English Language Curriculum for	
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Examples:	Examples:
Arabic communication skills :	Arabic communication skills :
Modelling the teaching of	Modelling the teaching of
dialogue using available and	dialogue using available and
appropriate ICT tools.	appropriate ICT tools.
Arabic Grammar:	Arabic Grammar:
Modelling the teaching kana and	Modelling the teaching kana
its sisters, incomplete verb in	and its sisters, incomplete verb
Arabic	in Arabic
Using Continuous Assessment in	Using Continuous Assessment in
Supporting Student Learning	Supporting Student Learning
3.7 Discuss with tutors the course	3.7 Discuss with tutors the
assessment components (continuous assessment) in both	course assessment components
	(continuous assessment) in both
courses (African Literature and	courses (African Literature and
Varieties of English) that can be	Varieties of English) that can be
used to support student learning	used to support student learning
bearing in mind the structure of	bearing in mind the structure of
the prospective subject project	the prospective subject project
topics in terms of the	topics in terms of the
introduction, methodology,	introduction, methodology,
substantive section and the	substantive section and the
conclusion and the collection of	conclusion and the collection of
the appropriate artefacts and	the appropriate artefacts and
their organisation in the subject	their organisation in the subject
portfolio.	portfolio.
Note: The continuous assessment	Note: The continuous
components for both Arabic	assessment components for
communication skills and Arabic	both Arabic communication
Grammar in the course manual	skills and Arabic Grammar in the
include the subject portfolio and	course manual include the
subject project assessments. These	subject portfolio and subject
should be used to provide day-to-	project assessments. These
day feedback about the learning	should be used to provide day-
and teaching process, identify	to-day feedback about the
strengths and weaknesses in order	learning and teaching process,
to bridge the learning gaps among	identify strengths and
students.	weaknesses to bridge the
	learning gaps among students.
The assessment components	The assessment components
should be in line with the NTEAP.	should be in line with the NTEAP.

			1
	Remind tutors to ask student-	Remind tutors to ask student-	
	teachers for progress report on	teachers for progress report on	
	subject projects in the specific	subject projects in the specific	
	courses:	courses:	
	3.8 Request that tutors discuss	3.8 Request that tutors discuss	
	assessment instruments aside	assessment instruments aside	
	what is in their respective	what is in their respective	
	manuals.	manuals.	
	For example, ICT assessment tools	For example, ICT assessment	
	that can be used for assessment of	tools that can be used for	
	students. Assessment tools aid in	assessment of students.	
	assessing and evaluating student	Assessment tools aid in	
	learning and can provide different	assessing and evaluating	
	options to assess students beyond	student learning and can provide	
	the traditional examination.	different options to assess	
		students beyond the traditional	
		examination.	
	Note: Council to als and guardentia	Note: Coursel to als and musilable	
	Note: Several tools are available	Note: Several tools are available	
	including grading rubrics, canvas	including grading rubrics, canvas	
	assignments, plagiarism detection,	assignments, plagiarism	
	self-assessment, and peer	detection, self-assessment, and	
	assessment, surveys, and	peer assessment, surveys, and	
	classroom polling. quiz bot	classroom polling. quiz bot	
	N/B:	N/B:	
	Digital Assessment Tools for	Digital Assessment Tools for	
	Teachers	Teachers	
	Socrative - quizzes and questions	Socrative - quizzes and questions	
	with real-time grading.	with real-time grading.	
	Google Forms - easy to use.	Google Forms - easy to use.	
	Mentimeter - pre-built education	Mentimeter - pre-built education	
	templates.	templates.	
	Poll Everywhere - used by 300,000	Poll Everywhere - used by	
	teachers.	300,000 teachers.	
	Kahoot - game-based assessment	Kahoot - game-based	
	tool.	assessment tool.	
	i.e. (Assessment Of Learning	i.e. (Assessment Of Learning	
	(AOL)) of the course manual and	(AOL)) of the course manual and	
	compare with the components	compare with the components	
	prescribed by NTEAP and review	prescribed by NTEAP and review	
A Further th	as appropriate.	as appropriate.	4.5
4. Evaluation	4.1 Ask tutors to reflect on and	4.1 Reflect on what you have	15 mins
and review of	share what they have learnt in the	learn and how you have learnt	
session:		it. Share with the class, one	

a. Tutors need to	session which they will be using in	thing you have learnt in the
identify critical	their classrooms.	session that you will like to
friends to		practice in your classroom.
observe lessons		
and report at	4.2 Ask tutors to identify critical	4.2 Identify a critical friend who
next session.	friends who took part in the PD	took part in the PD session to sit
	session to sit in their class during	in your class during the lesson
b. Identifying	lesson and report on observation	and report on his/her
and addressing	made during next PD session.	observation during the next PD
any outstanding		session.
issues relating to		
the lesson/s for	4.3 Ask tutors to read lesson 2	4.3 Read lesson 2 to prepare for
clarification	from the PD manual in	next week's session.
	preparation for the next session.	

Tutor PD Session

Age Levels/s: Junior High School

Year 2

Semester 1

Name of Subject/s:

Arabic Grammar (JHS)

Arabic Communication Skills: (JHS

Arabic

Tutor PD Session for Lesson 12 in the Course Manual

Lesson Title:

Arabic:

Arabic Communication Skills: (JHS)

Summary of lessons on Arabic communication skills: Introduction, Preparation for supported teaching in school: Introduction, STS Concept, Check list of STS activities, Professional needs and challenges for supported teaching in schools, Put student teachers in groups for reflection on their previous STS. Task them to highlight on the new expressions in the text, The Rights of the Woman, Vocabulary instruction on women issues in pre-Islamic era, Vocabulary instruction on women issues in advent of Islam

Arabic Grammar: (JHS

Summary of lessons on Arabic grammar: Pronouns & Conjugations: The Incomplete Verbs: Kāna and its Sisters Class observation and report writing skills, Observations in real/ simulated class sessions, Introduction, The rudiments of class observation and report writing, Observations in real/ simulated class sessions, Report writing, Group presentation in class

Focus: the bullet	Guidance notes on Leading the	Guidance Notes on Tutor Activity	Time in
points provide	session. What the SL/HoDs will	during the PD Session. What PD	session
the frame for	have to say during each stage	Session participants (Tutors) will	
what is to be	of the session	do during each stage of the	
done in the		session.	
session. The SWL			
should use the			
bullets to guide			
what they write			
for the SL/HoD			
and tutors to do			
and say during			
each session.			
Each bullet needs			
to be addressed			
and specific			
reference should			
be made to the			
course manual/s.			
1 Introduction to	Review of Prior Knowledge	Review of Prior Knowledge	20 mins
the session	Use the 'snowballing' strategy	1.1 Recap the main issues raised	
Review prior	to recap the main issues raised	during the previous PD sessions.	
learning	during the previous PD sessions	Each person will recall one thing	

A critical friend to		and invite a friend to also say	
share findings for		another.	
a short discussion			
and lessons	1.2 Ask a tutor who observed a	1.2 Listen to the account of a	
learned	lesson the previous week to	colleague's observed lesson lesson	
Reading and	share his/her observation.	and contribute to the discussion	
discussion of the		that follow.	
introductory			
sections of the	Introduction Sections,	Introduction Sections, Purpose,	
lesson up to and	Purpose, Learning Outcomes and Indicators	Learning Outcomes and Indicators	
including learning outcomes and		Indicators	
indicators	1.2 Ask tutors to be in mixed	1.2 In your mixed pairs discuss the	
Overview of	pairs as appropriate and allow	1.2 In your mixed pairs discuss the main purpose of the current PD	
content and	them to discuss the main	Session and share your views.	
identification of	purpose of the current PD	Session and share your views.	
any distinctive	Session and share their views.		
aspects of the	Session and share their views.		
lesson/s,	Examples:	Examples:	
NB The guidance	Arabic communication skills:	Arabic communication skills:	
for SL/HoD			
should identify,	For example, one of the	For example, one of the purposes	
address and	purposes is to equip student	is to equip student teachers with	
provide	teachers with basic techniques	basic techniques of effective	
explanations for	of effective communicative	communicative skills and improve	
any areas where	skills and improve their ability	their ability to communicate,	
tutors might	to communicate, understand,	understand, speak and write short	
require	speak and write short passages	passages in Arabic	
clarification on an	in Arabic		
aspect of the			
lesson. SL/HoD	Arabic Grammar:	Arabic Grammar:	
take feedback to	One of the purposes is to	One of the purposes is to provide	
gauge	provide content and	content and pedagogical insights	
understanding	pedagogical insights into a key	into a key component of Arabic	
and support tutor	component of Arabic grammar.	grammar. It treats the incomplete	
engagement.	It treats the incomplete verbs,	verbs, specifically kāna and its	
NB SL/HoD should ask tutors	specifically kāna and its sisters	sisters	
to plan for their	1.3 Lead tutors to discuss the	1.3 Discuss the Learning	
teaching as they	Learning Outcomes (LOs) of	Outcomes (LOs) of lesson 9 and	
go through the	lesson 9 and their Learning	their Learning Indicators (LIS) by	
PD session	Indicators (LIs) by stating their	stating their relationship.	
	relationship.		

Examples:

Arabic communication skills:

(LO Demonstrate the ability to stimulate effective oral and written communication among learner about their hobbies and related issues. (NTS 1 f, g, & 2ab, 3 e, g, h, NTECF 1 & 2, pg. 21).

LIs

List vocabularies from orals conversation on preferred hobbies.

Design concept map of a set of tasks and activities to specific hobbies

Arabic Grammar:

(LO): Demonstrate ability to differentiate members of 'Kāna and its sisters' that are fully operational in the past, present, and future tenses

Lls:

Explain how to conjugate members of 'Kāna and its sisters' that are fully operational including those that are partial operational. Use correctly Kāna and its sisters' that are fully operational as well as those that are partially operational

Note: Refer tutors to lesson 9 of the course manual for the learning outcomes and indicators.

Overview of Content and Distinctive Features

1.4 Refer tutors to the lesson descriptions of lesson 9 of the course manual and ask them to read and discuss them by

Examples:

Arabic communication skills:

(LO Demonstrate the ability to stimulate effective oral and written communication among learner about their hobbies and related issues. (NTS 1 f, g, & 2ab, 3 e, g, h, NTECF 1 & 2, pg. 21).

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Note: *Refer to lesson 9 of the course manual for the learning outcomes and indicators.*

Overview of Content and Distinctive Features 1.4 Refer to the lesson

descriptions of lesson 9 and read and discuss those course descriptions.

bringing out the distinctive features of the lesson.	
Examples:	Examples:
Arabic communication:	Arabic communication:
Appreciating basic Arabic	Appreciating basic Arabic
communication strategies used	communication strategies used in
-	-
in daily routines.	daily routines.
Arabic Grammar:	Arabic Grammar:
Teaching Arabic grammar using	Teaching Arabic grammar using
an authentic text	an authentic text
1.5 Discuss with tutors the	1.5 Discuss the distinctive features
distinctive features of lesson 9	of lesson 9 and any challenging
of the course manual and any	areas or areas of misconceptions
challenging areas or areas of	that might need some
misconceptions that might	clarification.
need some clarification.	
Examples of distinctive	Examples of distinctive features:
features:	Arabic communication:
Arabic communication:	Basic Arabic communication
Basic Arabic communication	strategies in a daily routines
strategies in a daily routines	context
context	
Arabic Grammar:	Arabic Grammar:
using an authentic texts to	using an authentic texts to teach
teach Arabic Grammar	Arabic Grammar
Examples of Misconceptions or	Examples of Misconceptions or
Challenging Areas	Challenging Areas
Arabic Communication Skills	Arabic Communication Skills
Perception about the difficulties	Perception about the difficulties
associated with Arabic.	associated with Arabic.
Clarification:	Clarification:
Student teachers need to be	Student teachers need to be told
Student teachers need to be told that Arabic is a language	Student teachers need to be told that Arabic is a language and like
told that Arabic is a language	that Arabic is a language and like
told that Arabic is a language and like all other languages, it	that Arabic is a language and like all other languages,it has its
told that Arabic is a language and like all other languages, it has its unique structure that must learned	that Arabic is a language and like all other languages,it has its unique structure that must learned
told that Arabic is a language and like all other languages, it has its unique structure that must learned Arabic Grammar:	that Arabic is a language and like all other languages,it has its unique structure that must learned Arabic Grammar:
told that Arabic is a language and like all other languages, it has its unique structure that must learned Arabic Grammar: Perception about the difficulties	that Arabic is a language and like all other languages,it has its unique structure that must learned Arabic Grammar: Perception about the difficulties
told that Arabic is a language and like all other languages, it has its unique structure that must learned Arabic Grammar:	that Arabic is a language and like all other languages,it has its unique structure that must learned Arabic Grammar:
told that Arabic is a language and like all other languages, it has its unique structure that must learned Arabic Grammar: Perception about the difficulties	that Arabic is a language and like all other languages,it has its unique structure that must learned Arabic Grammar: Perception about the difficulties

	Clarification:	Clarification:	
	Student teachers need to be	Student teachers need to be told	
	told that Arabic is a language	that Arabic is a language and like	
	and like all other languages,it	all other languages,it has its	
	has its unique structure that	unique structure that must	
	must learned	learned	
2 Concept	2.1 Lead a discussion with	2.1 Discuss and focus on the	15 mins
Development	tutors and focus on the	identification of new concepts,	
(New learning	identification of new concepts,	new learnings and potential	
likely to arise in	new learnings and potential	barriers that are introduced into	
lesson/s) :	barriers that are introduced	the lesson which need to be	
Identification and	into the lesson which need to	explored.	
discussion of new	be explored.		
learning,			
potential barriers	Examples of New Concepts in	Examples of New Concepts in the	
to learning for	the Lesson	Lesson	
student teachers			
or students,	Arabic communication skills:	Arabic communication skills:	
concepts or	Themes on position of women	Themes on position of women	
pedagogy being	within Muslim communities in	within Muslim communities in	
introduced in the	Ghana	Ghana	
lesson, which	Arabic Grammar	Arabic Grammar:	
need to be	kāna and its sisters	kāna and its sisters	
explored with the			
SL/HoD	Examples of New Learnings:	Examples of New Learnings:	
NB The guidance	Arabic communication skills:	Arabic communication skills:	
for SL/HoD	consolidate the needed	consolidate the needed	
should set out	professional skills in teaching	professional skills in teaching	
what they need	Auchie Community	A subject of the second se	
to do to	Arabic Grammar:	Arabic Grammar:	
introduce and	consolidate the needed	consolidate the needed	
explain the	professional skills in teaching kana and its sisters	professional skills in teaching kana	
issues/s with tutors	kunu unu its sisters	and its sisters	
lutors	Examples of Potential Barriers	Examples of Potential Barriers	
	Arabic communication skills:	Arabic communication skills:	
	Student teachers may have	Student teachers may have	
	problem understanding the	problem understanding the	
	conversational text due to the	conversational text due to to the	
	complex tense and gender in	complex tense and gender in	
	Arabic	Arabic	
	Suggested Solution:	Suggested Solution:	
	Some key words before and due	Some key words before and due	
	reading of the text should be	reading of the text should be	
	taught	taught	

Arabic Grammar:	Arabic Grammar:	٦
Student teachers may not have	Student teachers may not have	
been exposed to the incomplete	been exposed to the incomplete	
Verbs: Kāna and its Sisters.	Verbs: Kāna and its Sisters.	
Suggested Solution:	Suggested Solution:	
Kana and its sisters are called	Kana and its sisters are called	
Incomplete Verbs because they	Incomplete Verbs because they	
always need a predicate;	always need a predicate; (Khabar),	
(Khabar), to complete the	to complete the meaning So,	
meaning So, the predicate of	the predicate of Kana and sisters	
Kana and sisters always has a	always has a Fat'ha (or Tanween)	
Fat'ha (or Tanween) on its	on its ending	
ending		
2.3 Ask tutors, in their course	2.3 Consider the suggested	
groups, to consider the	strategies in the manual and	
suggested strategies in the	examine the most appropriate	
manual and choose the most	ones that you can use for effective	
appropriate ones for teaching	learning.	
the topics in their respective		
manuals.		
Examples:	Examples:	
Group work, think-pair-share,	Group work, think-pair-share,	
school visits, discussion,	school visits, discussion, concept	
concept mapping, individual	mapping, individual work and	
work and presentation, teacher	presentation, teacher modelling,	
modelling, brainstorming and	brainstorming and questioning	
questioning techniques.	techniques.	
2.4 Discuss with tutors how the	2.4 Discuss how the suggested	
suggested teaching strategies	teaching strategies in lesson 10	
in lesson 10 will be used to	will be used to promote learning	
promote learning at the 4-Year	at the 4-Year B.Ed. and Basic	
B.Ed. and Basic levels.	levels.	
Examples:	Examples:	
Identifying the features of the	Identifying the features of the	
Basic School Curriculum and	Basic School Curriculum and those	
those of the B.Ed. programme	of the B.Ed. programme and	
and aligning them with the	aligning them with the suggested	
suggested teaching strategies	teaching strategies in the course	
in the course manual.	manual.	

3. Planning for	3.1 Lead discussion with tutors	3.1 discussion the various	in
teaching,	through questions and answers	suggested teaching and learning	s III
learning and	on the various suggested	activities to be used in the lesson	3
assessment	teaching and learning activities	delivery.	
activities for the	to be used in the lesson	denvery.	
lesson/s	delivery.		
Reading and	denvery.		
discussion of	Examples Teaching and	Examples Teaching and Learning	
the teaching	Learning Actvities:	Actvities:	
and learning	Arabic communication skills:	Activities. Arabic communication skills:	
activities	Ask students to observe a You	Ask students to observe a You	
Noting and	Tube content.	Tube content.	
addressing	Put them in groups and ask	Put them in groups and ask them	
areas where	them to write down new	to write down new vocabularies	
tutors may	vocabularies	Still in their groups, ask students	
require	Still in their groups, ask	to brainstorm the meaning of the	
clarification	students to brainstorm the	new vocabularies leant and use	
Noting	meaning of the new	them in different contexts	
opportunities	vocabularies leant and use		
for making	them in different contexts		
links to the			
Basic School	Arabic Grammar:	Arabic Grammar:	
Curriculum	Group student teachers into	Group student teachers into	
Noting	smaller groups and guide them	smaller groups and guide them to	
opportunities	to prepare LTMs and lesson	prepare LTMs and lesson plans for	
for integrating:	plans for teaching Kana and its	teaching Kana and its sisters in	
GESI	sisters in line with the JHS	line with the JHS Arabic	
responsiveness	Arabic curriculum/	curriculum/	
and ICT and			
21 st C skills	- Guide student teachers to	- Guide student teachers to	
Reading,	identify the semantic	identify the semantic connotations	
discussion, and	connotations of kana and its	of kana and its related sisters and	
identification	related sisters and use them	use them accordingly.	
of continuous	accordingly.		
assessment			
opportunities	Links to the Basic School	Links to the Basic School Curricula	
in the lesson.	Curricula and the Use of GESI,	and the Use of GESI, ICT and 21 st	
Each lesson	ICT and 21 st Century Skills	<u>Century Skills</u>	
should include	3.2 Discuss with tutors how	3.2 Discuss with tutors how GESI	
at least two	GESI responsivenes, ICT and	responsivenes, ICT and 21 st	
opportunities	21 st Century skills will help to	Century skills will help to promote	
to use	promote the delivery of English	the delivery of English lessons in	
continuous	lessons in both the B.Ed. and	both the B.Ed. and Basic School	
assessment to	Basic School Curricula.	Curricula.	
support student	Note: The delivery of the Arabic	Note: The delivery of the Arabic	
Student	lessons in both the B.Ed. and	lessons in both the B.Ed. and Basic	
<u> </u>			

teacher	Basic School curricula may be	School curricula may be enhanced	
learning	enhanced through the	through the integration of GESI,	
Resources:	integration of GESI, ICT and 21 st	ICT and 21 st century skills.	
links to the	century skills.		
existing PD			
Themes, for	Examples of 21 st century skills:	Examples of 21 st century skills:	
example,	Communication skills,	Communication skills,	
action	collaboration, observation and	collaboration, observation and	
research,	enquiry skills, digital literacy,	enquiry skills, digital literacy,	
questioning	creativity, persoonal	creativity, persoonal devlopment	
and to other	devlopment and global	and global citizenship.	
external	citizenship.	una giobai chizensnip.	
reference			
material:	Examples of GESI	Examples of GESI responsiveness:	
literature,	responsiveness:	Making reasonable adjustments	
on web,	Making reasonable	for physically challenged learners.	
Utube,	adjustmentsfor physically	Both male and female learners	
physical	challenged learners.	playing leading roles in a group	
resources,	Both male and female learners	task.	
power point;	playing leading roles in a group		
how they	task.		
should be	tusk.		
used.	The use of braille and audio	The use of braille and audio	
Consideratio	machines for orals, etc.	machines for orals, etc.	
n needs to			
be given to	Examples of ICT	Examples of ICT	
local	Office 365 vs G-suite for	Office 365 vs G-suite for	
availability	education, google meet for	education, google meet for online	
guidance	online teaching, google	teaching, google classroom	
on any	classroom for online	for online assignment	
power	assignment submissions,	submissions, plagiarism checking	
point	plagiarism checking softwares,	softwares, tools for checking	
presenta	tools for checking grammar	grammar errors online.	
tions,	errors online.		
TLM or			
other	Examples of linking to the	Examples of linking to the Basic	
resource	Basic School Curriculum:	School Curriculum:	
s which	Tasking student teachers to go	Tasking student teachers to go to	
need to	to partner schools to observe	partner schools to observe	
be	teaching and learning practices	teaching and learning practices in	
develope	in the basic school classroom	the basic school classroom (STS).	
d to	(STS).		
support			
learning	Again, referring student	Again, referring student teachers	
Tutors should be	teachers to the Basic School	to the Basic School Currriculum for	
expected to	Currriculum for some of the key	some of the key features, e.g. the	
have a plan for	features, e.g. the Core	Core Competencies, such as:	

the next lesson	Competencies, such as: critical	critical thinking and problem]
for student	thinking and problem solving	solving (CP), creativity and	
teachers	(CP), creativity and innovation	innovation (CI), communication	
	(CI), communication and	and collaboration (CC), cultural	
	collaboration (CC), cultural	identity and global citizenship	
	identity and global citizenship	(CG), personal development and	
	(CG), personal development	leadership (PL) and digital litearcy	
	and leadership (PL) and digital	(DL) (Ref. p.viii, English Language	
	litearcy (DL) (Ref. p.viii, English	Curriculum for Primary Schools -	
	Language Curriculum for	B4-B6)	
	Primary Schools - B4-B6)	3.4 Ask one tutor to model a	
	3.4 Ask one tutor to model a	selected activity in a teaching	
	selected activity in a teaching	situation.	
	situation.		
	Examples:	Examples:	
	Arabic communication skills:	Arabic communication skills:	
	Modelling the teaching of	Modelling the teaching of	
	dialogue using available and	dialogue using available and	
	appropriate ICT tools.	appropriate ICT tools.	
	Arabic Grammar:	Arabic Grammar:	
	Modelling the teaching kana	Modelling the teaching kana and	
	and its sisters, incomplete verb	its sisters, incomplete verb in	
	in Arabic	Arabic	
	Using Continuous Assessment	Using Continuous Assessment in	
	in Supporting Student Learning	Supporting Student Learning	
	3.7 Discuss with tutors the	3.7 Discuss with tutors the course	
	course assessment components	assessment components	
	(continuous assessment) in both courses (African Literature	(continuous assessment) in both courses (African Literature and	
	and Varieties of English) that	Varieties of English) that can be	
	can be used to support student	used to support student learning	
	learning bearing in mind the	bearing in mind the structure of	
	structure of the prospective	the prospective subject project	
	subject project topics in terms	topics in terms of the	
	of the introduction,	introduction, methodology,	
	methodology, substantive	substantive section and the	
	section and the conclusion and	conclusion and the collection of	
	the collection of the	the appropriate artefacts and	
	appropriate artefacts and their	their organisation in the subject	
	organisation in the subject	portfolio.	
	portfolio.		

Note: The continuous assessment components for both Arabic communication skills and Arabic Grammar in the course manual include the subject portfolio and subject project assessments. These should be used to provide day- to-day feedback about the learning and teaching process, identify strengths and weaknesses in order to bridge the learning gaps among students.	Note: The continuous assessment components for both Arabic communication skills and Arabic Grammar in the course manual include the subject portfolio and subject project assessments. These should be used to provide day-to- day feedback about the learning and teaching process, identify strengths and weaknesses in order to bridge the learning gaps among students.	
The assessment components should be in line with the NTEAP.	The assessment components should be in line with the NTEAP.	
Remind tutors to ask student- teachers for progress report on subject projects in the specific courses:	Remind tutors to ask student- teachers for progress report on subject projects in the specific courses:	
3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.	3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.	
For example, ICT assessment tools that can be used for assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.	For example, ICT assessment tools that can be used for assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.	
Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self- assessment, and peer assessment, surveys, and classroom polling. quiz bot	Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot	

	N/B: Digital Assessment Tools for Teachers Socrative - quizzes and questions with real-time grading. Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers. Kahoot - game-based assessment tool. i.e. (Assessment Of Learning	N/B: Digital Assessment Tools for Teachers Socrative - quizzes and questions with real-time grading. Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers. Kahoot - game-based assessment tool. i.e. (Assessment Of Learning	
4. Evaluation and review of session: a. Tutors need to identify critical friends to	 NTEAP and review as appropriate. 4.1 Ask tutors to reflect on and share what they have learnt in this session and the previous ones which they will be using in their classrooms. 	<i>as appropriate.</i> 4.1 Reflect on what you have learn and how you have learnt it. Share with the class, one thing you have learnt in the session that you will like to practice in your classroom.	15 mins
observe lessons and report at next session. b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification			

Appendix 1

The PD session check list: supporting B.Ed. implementation. In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions	
The first PD session of each semester introduces the course manual/s,	
course expectations and course assessment components	
The final PD session provides the opportunity to review student teachers'	
learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic	
School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	-
Interactive teaching PD sessions provide opportunities for SL/HOD to model	+
interactive approaches to teaching and learning that tutors will use to support	
student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is	
modelled in PD sessions through activities for tutors. Any potentially new	
concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the	-
PD sessions, tutors are guided to engage with activities in the subject course	
manuals to ensure the PD is subject specific. Where appropriate there is direct	
page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching	
and learning activities from the course manual/s which should be used to	
promote student teachers' understanding of GESI responsiveness and support	
the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices: PD sessions include	
at least two (2) continuous assessment opportunities which will support tutors	
in developing student teacher's understanding of, and ability to apply,	
assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in	
the course manuals for EG, UP and JHS. Tutors are advised to group student	
teachers according to the age they are training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for	
work in school and opportunities for tutors to draw on what student teachers	
are learning in school by, for example, targeting observations linked directly to	
the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular	
the use of ICT. The development of these is integrated into the PD sessions	

including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their	
learning. Resources /TLM. Where specific resources are required, it is clear where tutors	
can access them e.g., videos, online resources or readings.	

COMPONENT	urse Assessment Components br SUBJECT PROJECT	SUBJECT PORTFOLIO
	1 per course per semester,	1 per course per semester, individual or
	individual or collaborative	collaborative student teacher work.
	student teacher work.	
	The Subject project is an	The Subject Portfolio is the deliberate
	assignment designed to	collection of student teachers' work that
	enable student teachers to	has been selected and organized for a
	demonstrate achieving one or	particular subject to show student
	more of the CLOs, progress	teacher's learning and progress to
	towards achieving identified	achieving the CLOs through examples of
	NTS, development of	his or her best work.
2	knowledge and understanding	
WHAT IS IT?	of: the Basic School	
ATI	Curriculum, GESI	
HA I	responsiveness, using ICT	
>	mand 21stC skills	
	Introduction: a clear	3 items of work produced during the
	statement of aim and purpose	semester selected by student teachers
	Methodology: what the	with tutor support during the semester
	student teacher has done and	as best examples of their progress and
	why to achieve the aim and	200-word reflection on the items*
	purpose of the project	Or 2 items of work and
	Substantive or main section:	A mid semester assessment: case study,
	Presentation of any artifacts,	reflective note, quiz.
	experiments, TLMs created	* For each item they select, Student
	for the project; presentation,	teacher's need to reflect on
	analysis, and interpretation of	progress against identified NTS;
	what has been done, learned,	achieving CLOs; increased knowledge
VTS	or found out in relation to	and understanding of the Basic School
	focus of the project.	Curriculum, GESI responsiveness,
1 E	Conclusion: Statement of the	integration of ICT and how they could
ISN	key outcomes of the project; reflection on what the	have approached developing the item
CONSTITUENTS	student teacher has learnt	differently to achieve a better outcome

Appendix 2. Course Assessment Components briefly

	Overall weighting of project =	Overall weighting of project = 30%
	30%	Weighting of individual parts of
	Weighting of individual parts	portfolio out of 100
	of project out of 100	i(a). Each of the three (3) items selected
	✓ Introduction – 10	by the student teacher is 30 % (90%).
	✓ Methodology – 20	i(b) Presentation and organisation of
	✓ Substantive section –	portfolio 10%.
	40	OR
	✓ Conclusion – 30	ii(a). Each of the two (2) items selected
L		by the student teacher is 30 % (60%).
H		ii(b)Mid semester assessment 30%
WEIGHT		ii(c)Presentation and organisation of
3		portfolio 10%
	End of semester Exam, weight 40%. To assess: achievement of one or	
	more of the CLOs, progress towards achieving identified NTS,	
5	development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate IC	
EXAM		
Û	and 21 st C skills in teaching and learning	

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