

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

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Foreword

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

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

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

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

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

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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 student-teacher learning in each session
- ✓ The PD session template provides the frame for SWL to write the guidance for the Subject Leads (SL)/HoD on how to lead and support the professional development of tutors in the weekly sessions for student teachers
- ✓ Age level specialisms are introduced in Y2S1. To ensure appropriate subject and age level focus for the PD sessions:
 - 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

<p>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 references should be made to the course manual/s.</p>	<p>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1(a) Introduction to the semester – in session one ✓ Introduction to the purpose of the specialisms: EG, UP, and JHS ✓ Overview of subject/s age level/s to be covered in the PD sessions and</p>	<p>Icebreaker: Provide an icebreaker or ask a tutor to give an icebreaker, e.g., an anecdote related to teaching and learning 1.1 Discuss with tutors the purpose of the Year 2 Semester 1 of the Junior High School (JHS) programme (Arabic communication skills & Arabic grammar). Ask them to recount</p>	<p>Icebreaker: Listen to the fun by way of an icebreaker, e.g., an anecdote related to teaching and learning 1.1 Discuss the purpose of the two courses of the Year 2 Semester 1 of the Junior High School (JHS) programme. Recount how you coped with the groupings in subject areas</p>	<p>20 mins</p>

<p>guidance on grouping tutors according to the subject/s, age levels/s.</p> <p>✓ Introduction to the course manual/s</p> <p>✓ Overview of course learning outcomes</p> <p>✓ Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD.</p>	<p>how they coped with the groupings in subject areas in previous PD sessions and how these culminated in the practical content delivery in the class.</p> <p><i>E.g., the purpose of the courses is to give student-teachers the essential communication skills in Arabic to build their capacity and proficiency in Arabic.</i></p> <p>1.2 Discuss with tutors the difference between courses of the same specialism, e.g., Different Arabic courses in the Junior High school.</p> <p><i>For example, Arabic communication skills deal with the oral components and abilities, while Arabic Grammar focuses on the rules in speaking and writing.</i></p> <p><i>Note: Remind tutors that these Year 2 Semester 1 Arabic course with the same specialist concert, concepts, praxis, and methodological perspectives and that from time to time, the tutors will be asked to refer to activities in their respective courses.</i></p> <p>1.3 Refer tutors to the course description in their respective course manuals for Year 2 Semester 1 of Arabic. Ask them to read and discuss the structure and content of the course manuals, which comprise:</p> <p>i) The course information and vision for the new four-year B.Ed. Curriculum.</p>	<p>in previous PD sessions and how these culminated in the class's practical content delivery and learning.</p> <p>1.2 Discuss the difference between subjects of the same specialism, e.g., Different Arabic courses in the Junior High school.</p> <p><i>For example, Arabic communication skills deals with the oral components and abilities while Arabic Grammar focuses on the rules in speaking and writing.</i></p> <p><i>Note: You are to note that these Year 2 Semester 1 Arabic course have the same specialist concerts, concepts, praxis, and methodological perspectives, and from time to time, you will be referred to activities in your respective courses.</i></p> <p>1.3 Refer to your respective course manuals for Year 2 Semester 1 of Arabic and discuss the structure and content of the course manuals, which comprise:</p> <p>i) The course information and vision for the new four-year B.Ed. Curriculum.</p>	
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	<p>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</p> <p>iii) List of course learning outcomes and their related learning indicators.</p> <p>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.</p> <p>v) Course assessment components.</p> <p>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.</p> <p>Examples: <i>Arabic communication skills:</i></p> <p><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).</i> <i>Demonstrate knowledge of equipping learners with oral skills on daily cultural practices</i></p>	<p>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.</p> <p>iii) List of course learning outcomes and their related learning indicators.</p> <p>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.</p> <p>v) Course assessment components.</p> <p>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.</p> <p>Examples: <i>Arabic communication skills:</i></p> <p><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).</i> <i>Demonstrate knowledge of equipping learners with oral skills on daily cultural</i></p>	
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	<p><i>and rituals (NTECF PP.20, NTS 2C, PP, 13).</i></p> <p><i>(CLIs): can prepare a table containing vocabulary on a daily routine.</i></p> <p><i>Making basic expressions on daily routines.</i></p> <p><i>Peer review of small group dialogue on daily routines.</i></p> <p><i>Arabic Grammar: (CLO): Demonstrate knowledge and understanding of detached nominative and accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)</i></p> <p><i>(LIs): identify and explain the features of detached nominative and accusative pronouns.</i></p> <p><i>Produce a table showing the classification of nominative and accusative pronouns according to first, second and third persons.</i></p> <p>1.5 Discuss with tutors the two continuous assessment components in both courses of this Year 2 Semester 1.</p> <p><i>Examples: Subject Project: Overall weighting of project = 30% Weighting of individual parts of the subject project out of 100</i></p>	<p><i>practices and rituals (NTECF PP.20, NTS 2C, PP, 13).</i></p> <p><i>(CLIs): List of vocabularies prepared by student teachers on daily routines.</i></p> <p><i>Student teachers' tasks on basic expressions on daily routines.</i></p> <p><i>Peer review of small group dialogue on daily routines.</i></p> <p><i>Arabic Grammar: (CLO): Demonstrate knowledge and understanding of detached nominative and accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)</i></p> <p><i>(LIs): identify and explain the features of detached nominative and accusative pronouns.</i></p> <p><i>Produce a table showing the classification of nominative and accusative pronouns according to first, second and third persons.</i></p> <p>1. 5 Discuss the two continuous assessment components in both courses of this Year 2 Semester 1.</p> <p><i>Examples: Subject Project: Overall weighting of project = 30% Weighting of individual parts of the subject project out of 100</i></p>	
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	<ul style="list-style-type: none"> ✓ Introduction (10 marks): a clear statement of the aim and purpose of the project. ✓ Methodology (20 marks): what the student-teacher has done, why and how to achieve the aim and purpose of the project ✓ Substantive section (40): presentation, analysis, and interpretation of what has been done, learned or found. ✓ Conclusion (30): key outcomes of the project and reflection on what the student-teacher has learned. <p>Subject Portfolio: Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100 i(a). Each of the three (3) items selected by the student-teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 10%.</p> <p style="text-align: center;">OR</p> <p>ii(a). Each of the two (2) items selected by the student-teacher is 30 % (60%). ii(b) Mid-semester assessment 30% ii(c) Presentation and organisation of portfolio 10%</p> <p>NOTE: Refer tutors to appendix 2 in the PD manual and ask them to read on assessment in the appendix for a few minutes and ask each pair to take turns to talk to the larger group about their understanding of the two continuous assessment</p>	<ul style="list-style-type: none"> ✓ Introduction (10 marks): a clear statement of the aim and purpose of the project. ✓ Methodology (20 marks): what the student-teacher has done, why and how to achieve the aim and purpose of the project ✓ Substantive section (40): presentation, analysis, and interpretation of what has been done, learned, or found. ✓ Conclusion (30): key outcomes of the project and reflection on what the student-teacher has learned. <p>Subject Portfolio: Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100 i(a). Each of the three (3) items selected by the student-teacher is 30 % (90%). i(b) Presentation and organisation of portfolio 10%.</p> <p style="text-align: center;">OR</p> <p>ii(a). Each of the two (2) items selected by the student-teacher is 30 % (60%). ii(b) Mid-semester assessment 30% ii(c) Presentation and organisation of portfolio 10%</p> <p>NOTE: Refer to appendix 2 in the PD manual and read on assessment in the appendix for a few minutes and take turns to talk to the larger group about your understanding of the two continuous assessment</p>	
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<p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> ✓ Review prior learning ✓ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators ✓ Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify and address areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as</p>	<p><i>components (subject project and subject portfolio).</i></p> <p><i>Example:</i> <i>The subject project is mini classroom research on the course being taught ranging from content to pedagogy, and the subject portfolio is how well organized the student has gathered his/her artifacts and documented his/her lived experience and records and the selection of his/her two or three best assignments, quizzes, presentations, etc.</i></p> <p><i>Example of subject project:</i> <i>Arabic communication skills</i> <i>Write a report on how conversation lesson is taught in a class of your choice at the basic level</i> <i>Arabic Grammar</i> <i>Discuss how you will teach kana and its sisters, the incomplete verb in Arabic</i></p> <p>Review of Prior Knowledge 1.6 Use the ‘snowballing’ strategy to recap the main issues raised during the previous semester’s last PD session (thus, ask a tutor to recall one thing they learned in the last PD lesson/session).</p> <p>Introduction Sections, Purpose, Learning Outcomes, and Indicators 1.7 Ask tutors to be in mixed pairs as appropriate and allow them to discuss the main purpose of the current PD Session and share their views.</p>	<p><i>components (subject project and subject portfolio).</i></p> <p><i>Example:</i> <i>The subject project is mini classroom research on the course being taught ranging from content to pedagogy, and the subject portfolio is how well organised the student has gathered his/her artifacts and documented his/her lived experience and records and the selection of his/her two or three best assignments, quizzes, presentations, etc.</i></p> <p><i>Example of subject project:</i> <i>Arabic communication skills</i> <i>Write a report on how conversation lesson is taught in a class of your choice at the basic level</i> <i>Arabic Grammar</i> <i>Discuss how you will teach kana and its sisters, the incomplete verb in Arabic</i></p> <p>1.6 Get up from your tables and move to other tables to find someone who will tell you what they can recall from the previous semester’s last PD lesson/session.</p> <p>Introduction Sections, Purpose, Learning Outcomes, and Indicators 1.7 In your mixed pairs, discuss the main purpose of the current PD Session and share your views.</p>	
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<p>they go through the PD session</p>	<p><i>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.</i></p> <p>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</p> <p><i>Examples:</i> Arabic communication skills : <i>(LO): Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals (NTECF PP.20, NTS 2C, PP, 13)</i></p> <p><i>(LIs):</i> <i>can prepare a table containing vocabulary on a daily routine</i></p> <p><i>Making basic expressions on daily routines.</i></p> <p>Arabic Grammar: <i>(LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)</i></p> <p><i>(LIs):</i> <i>Construct a table showing how verbs are conjugated in connection with accusative pronouns.</i></p>	<p><i>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.</i></p> <p>1.8 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) and state their relationship.</p> <p><i>Examples:</i> Arabic communication skills : <i>(LO): Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals (NTECF PP.20, NTS 2C, PP, 13)</i></p> <p><i>(LIs):</i> <i>can prepare a table containing vocabulary on a daily routine</i></p> <p><i>Making basic expressions on daily routines.</i></p> <p>Arabic Grammar: <i>(LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)</i></p> <p><i>(LIs):</i> <i>Construct a table showing how verbs are conjugated in connection with accusative pronouns.</i></p>	
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	<p><i>Conjugate verbs to concord with accusative pronouns.</i></p> <p>Note: Refer tutors to lesson one of the course manuals for the learning outcomes and indicators.</p> <p>Overview of Content and Distinctive Features 1.9 Refer tutors to the lesson descriptions of lesson 1 of the course manual and ask them to read and discuss them by bringing out the distinctive features of the lesson.</p> <p>Examples: Arabic Communication Skills: <i>Arabic communication skills as a course is designed to enable student teachers to build a vocabulary stock on these activities to guide learners to understand, speak, read, and write in Arabic on daily activities with a reasonable level of fluency.</i></p> <p>Arabic Grammar: <i>Arabic Grammar as a course is designed to equip student teachers with different skills of conjugating Arabic verbs in line with detached or independent accusative pronouns. They will also develop skills of teaching the same content to JHS students. (NTS 2c, pg13, NTECF pg20, 23).</i></p> <p>1.10 Discuss with tutors the distinctive features of lesson 1 of the course manual and any challenging areas or areas of</p>	<p><i>Conjugate verbs to concord with accusative pronouns.</i></p> <p>Note: Refer to lesson one of the course manuals for the learning outcomes and indicators.</p> <p>Overview of Content and Distinctive Features 1.9 Refer to the lesson descriptions of lesson 1 and read and discuss those course descriptions.</p> <p>Examples: Arabic communication skills: <i>Arabic communication skills as a course is designed to enable student teachers to build a vocabulary stock on these activities so that they can guide learners to understand, speak, read, and write in Arabic on daily activities with a reasonable level of fluency</i></p> <p>Arabic Grammar: <i>Arabic Grammar as a course is designed to equip student teachers with different skills of conjugating Arabic verbs in line with detached or independent accusative pronouns. They will also develop skills of teaching the same content to JHS students. (NTS 2c, pg13, NTECF pg20, 23).</i></p> <p>1.10 Discuss the distinctive features of lesson 1 and any challenging areas or areas of</p>	
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	<p>misconceptions that might need some clarification.</p> <p>Examples of distinctive features: Arabic communication: <i>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</i></p> <p>Arabic Grammar: <i>Concept of conjugation of sound verbs to reflect detached nominative pronouns Concept of the form that pronouns assumed in the accusative case in Arabic.</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>Learning to speak Arabic is difficult because the language is very complex.</i></p> <p>1.10.1 Ask tutors to discuss how the above misconception can be addressed</p> <p>Clarification: <i>Arabic is a language like all other languages. However, the challenges learners face is not because of its complexity but rather due to some forms of obstacles, namely internal and external obstacles. Internal barriers refer to the limitations of the learners' selves, knowledge, and skills. In</i></p>	<p>misconceptions that might need some clarification.</p> <p>Examples of distinctive features: Arabic communication skills: <i>Concept of stimulating and sustaining individual and group conversations.</i></p> <p>Arabic Grammar: <i>Concept of conjugation of sound verbs to reflect detached nominative pronouns Concept of the form that pronouns assumed in the accusative case in Arabic.</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic communication skills: <i>Learning to speak Arabic is difficult because the language is very complex.</i></p> <p>1.10.1 Discuss how the above misconception can be addressed</p> <p>Clarification: <i>Arabic is a language like all other languages. However, the challenges learners face is not because of its complexity but rather due to some forms of obstacles, namely internal and external obstacles. Internal barriers refer to the limitations of the learners' selves, knowledge, and skills;</i></p>	
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	<p><i>contrast, external obstacles refer to the constraints that originate from the outside, such as the lack of a supportive environment and sufficient opportunity to speak Arabic. Both good and poor speakers of Arabic feel hampered more by internal problems than by external problems. However, studies show that good speakers face more language-related problems than other internal issues. In contrast, the poor speakers revealed more internal shortcomings such as lack of confidence and self-esteem.</i></p> <p>Arabic Grammar: <i>That the verb pattern and form in Arabic is the same as those of the English Language</i></p> <p>1.10.2 Ask the tutor to discuss how the above misconception can be addressed</p> <p>Clarification: <i>Person (third, second, and first): The third person is used when you are talking about 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 entities.</i></p>	<p><i>In contrast, external obstacles refer to the constraints that originate from the outside, such as the lack of a supportive environment and sufficient opportunity to speak Arabic. Both good and poor speakers of Arabic feel hampered more by internal problems than by external problems. However, studies show that good speakers face more language-related problems than other internal issues. In contrast, the poor speakers revealed more internal shortcomings such as lack of confidence and self-esteem.</i></p> <p>Arabic Grammar: <i>That the verb pattern and form in Arabic is the same as those of the English Language</i></p> <p>1.10.2 Discuss how the above misconception can be addressed</p> <p>Clarification: <i>Person (third, second, and first): The third person is used when you are talking about 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 uses the masculine and feminine genders with no neutrality. Furthermore, plurality in Arabic is of three types: singular, dual, and plural. Dual indicates two</i></p>	
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		<i>entities, and plural indicates three or more entities.</i>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>□ Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>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.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills: <i>how basic dialogue on a daily routine is treated in the JHS Arabic curriculum?</i></p> <p>Arabic Grammar: <i>Verb conjugation in Arabic</i></p> <p>Examples of New Learnings: Arabic communication skills: <i>Sociolinguistics of daily routine</i></p> <p>Arabic Grammar: <i>i. Arabic conjugation and the masculine and feminine without neutral are new learning.</i></p> <p>Examples of Potential Barriers</p> <p>Arabic communication skills : <i>linguistic background of student teachers</i></p> <p>Suggested Solution: <i>This background issue can be solved if student-teachers have in-depth knowledge of the subject matter.</i></p> <p>Arabic Grammar: <i>Arabic is a complex language</i></p>	<p>2.1 Discuss and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills: <i>how basic dialogue on a daily routine is treated in the JHS Arabic curriculum?</i></p> <p>Arabic Grammar: <i>Verb conjugation in Arabic</i></p> <p>Examples of New Learnings: Arabic communication skills: <i>Sociolinguistics of daily routine</i></p> <p>Arabic Grammar: <i>Arabic conjugation and the masculine and feminine without neutral are new learning.</i></p> <p>Examples of Potential Barriers</p> <p>Arabic communication skills : <i>linguistic background of student teachers</i></p> <p>Suggested Solution: <i>This background issue can be solved if student-teachers have in-depth knowledge of the subject matter.</i></p> <p>Arabic Grammar: <i>Arabic is a complex language</i></p>	15 mins

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

<ul style="list-style-type: none"> □ Reading and discussion of the teaching and learning activities □ Noting and addressing areas where tutors may require clarification <ul style="list-style-type: none"> □ Noting opportunities for making links to the Basic School Curriculum □ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills □ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student-teacher learning □ Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning, and to other external reference material: literature, on the web, 	<p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills: Ask students to form simple sentences using words in the flashcards. Discuss students' works and lead them to peer review them. Play the conversation audio between طارق and طاهر Lead discussion on the content of the audio.</p> <p>Arabic Grammar: Introduce and illustrate how sound verbs are conjugated and used with personal accusative pronouns bearing in mind the past, present, and future tenses.</p> <p>Links to the Basic School Curricula and the Use of GESI, ICT, and 21st Century Skills</p> <p>3.2 Discuss with tutors how GESI responsiveness, ICT, and 21st Century skills will help promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.</p> <p>Note: The delivery of the Arabic lessons in both the B.Ed. and Basic School curricula may be enhanced by integrating GESI, ICT, and 21st-century skills.</p> <p>Examples of 21st-century skills: Communication skills, collaboration, observation and inquiry skills, digital literacy, creativity, personal</p>	<p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills: Ask students to form simple sentences using words in the flashcards. Discuss students' works and lead them to peer review them. Play the conversation audio between طارق and طاهر Lead discussion on the content of the audio.</p> <p>Arabic Grammar: Introduce and illustrate how sound verbs are conjugated and used with personal accusative pronouns bearing in mind the past, present, and future tenses.</p> <p>Links to the Basic School Curricula and the Use of GESI, ICT, and 21st Century Skills</p> <p>3.2 Discuss how GESI responsiveness, ICT, and 21st Century skills will help promote the delivery of Arabic lessons in both the B.Ed. and Basic School Curricula.</p> <p>Note: The delivery of Arabic lessons in both the B.Ed. and Basic School curricula may be enhanced by integrating GESI, ICT, and 21st-century skills.</p> <p>Examples of 21st-century skills: Communication skills, collaboration, observation and inquiry skills, digital literacy, creativity, personal</p>	
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<p>Utube, physical resources, PowerPoint; how they should be used. Consideration needs to be given to local availability guidance on any PowerPoint presentations, TLM, or other resources which need to be developed to support learning</p> <p>□ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>development, and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners play leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <i>Office 365 vs. G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism-checking software, tools for checking grammar errors online.</i></p> <p>Examples of linking to the Basic School Curriculum: <i>Tasking student teachers to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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 literacy (DL) (Ref. p.viii, English</i></p>	<p><i>development, and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners play leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <i>Office 365 vs. G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism-checking software, tools for checking grammar errors online.</i></p> <p>Examples of linking to the Basic School Curriculum: <i>You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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</i></p>	
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	<p><i>Language Curriculum for Primary Schools - B4-B6)</i></p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modeling the daily teaching routine in a conversation using a text</i></p> <p>Arabic Grammar: <i>Modeling the teaching of conjugation in Arabic</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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 artifacts and their organization in the subject portfolio.</p> <p>Note: <i>The course manual's continuous assessment components for Arabic communication skills and grammar 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</i></p>	<p><i>Curriculum for Primary Schools - B4-B6)</i></p> <p>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modeling the daily teaching routine in a conversation using a text</i></p> <p>Arabic Grammar: <i>Modeling the teaching of conjugation in Arabic</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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 organization in the subject portfolio.</p> <p>Note: <i>The course manual's continuous assessment components for Arabic communication skills and grammar 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</i></p>	
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	<p><i>strengths and weaknesses to bridge the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p><i>Example of subject project: Arabic communication skills Write a report on how conversation lesson is taught in a class of your choice at the basic level</i></p> <p><i>Arabic Grammar Discuss how you will teach kana and its sisters, the incomplete verb in Arabic</i></p> <p>3.8 Request that tutors discuss assessment instruments aside from what is in their respective manuals.</p> <p><i>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 evaluate students beyond the traditional examination.</i></p> <p>Note: <i>Several tools are available, including grading rubrics, canvas assignments, plagiarism detection, self-assessment, peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p>	<p><i>strengths and weaknesses to bridge the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p><i>Example of subject project: Arabic communication skills Write a report on how conversation lesson is taught in a class of your choice at the basic level</i></p> <p><i>Arabic Grammar Discuss how you will teach kana and its sisters, the incomplete verb in Arabic</i></p> <p>3.8 Discuss assessment instruments aside from what is in your respective manuals.</p> <p><i>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 evaluate students beyond the traditional examination.</i></p> <p>Note: <i>Several tools are available, including grading rubrics, canvas assignments, plagiarism detection, self-assessment, peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p>	
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	<p>1. Socrative - quizzes and questions with real-time grading.</p> <p>2. Google Forms - easy to use.</p> <p>3. Mentimeter - pre-built education templates.</p> <p>4. Poll Everywhere - used by 300,000 teachers.</p> <p>5. Kahoot - game-based assessment tool.</p> <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	<p>6. Socrative - quizzes and questions with real-time grading.</p> <p>7. Google Forms - easy to use.</p> <p>8. Mentimeter - pre-built education templates.</p> <p>9. Poll Everywhere - used by 300,000 teachers.</p> <p>10. Kahoot - game-based assessment tool.</p> <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate</i></p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at the next session.</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Ask tutors to reflect on and share what they have learned in the session, which they will be using in their classrooms.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their class during a lesson and report on the observation made during the next PD session.</p> <p>4.3 Ask tutors to read lesson 2 from the PD manual in preparation for the next session.</p>	<p>4.1 Reflect on what you have learned and how you learned it. Then, share one thing you have learned in the session that you would like to practice in your classroom with the class.</p> <p>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.</p> <p>4.3 Read lesson 2 to prepare for next week's session.</p>	15 mins

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 2 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 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.

<p>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 references should be made to the course manual/s.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ✓ Review prior learning ✓ A critical friend to share findings for a short discussion and lessons learned ✓ Reading and discussion of the 	<p>Review of Prior Knowledge</p> <p>1.1 Use the ‘snowballing’ strategy to recap the main issues raised during the previous PD session.</p> <p><i>N/B: snowballing is where a person gives a response/information and invites a friend to do the same consecutively.</i></p>	<p>Review of Prior Knowledge</p> <p>1.1 Recap the main issues raised during the previous week’s PD session. Each person will recall one thing and invite a friend to say another.</p>	<p>20 mins</p>

<p>introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>✓ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address, and explain any areas where tutors might require clarification on any aspect of the lesson. SL/HoD takes feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.2 Ask a critical friend to share their observations of lessons for the whole group discussion.</p> <p>Introduction Sections, Purpose, Learning Outcomes, and Indicators</p> <p>1.2 Ask tutors to be in mixed pairs (<i>where applicable</i>) and allow them to discuss the main purpose of the current lesson and share their views.</p> <p>For example: <i>The purpose is to equip student teachers with the requisite skills to teach learners the right vocabulary to tell or describe their everyday activities.</i></p> <p>1.3 Lead tutors to discuss the relationship between the Learning Outcomes (LOs) and the Learning Indicators (LIs) of lesson two for each course.</p> <p>Examples: Arabic communication skills : <i>(LO): Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals. (NTECF PP.20, NTS 2C, PP, 13).</i></p> <p>(LIs): <i>(i) Student teachers engage in conversation in pairs and small groups on daily cultural routines.</i> <i>(ii) Student teachers engage in conversations in small groups on daily cultural routines among Ghanaian societies, including how cultural issues</i></p>	<p>1.2 Listen to the account of a colleague’s observed lesson and contribute to the following discussion.</p> <p>Introduction Sections, Purpose, Learning Outcomes, and Indicators</p> <p>1.2 In your mixed pairs, discuss the main purpose of the current PD session and share your views.</p> <p>For example: <i>The purpose is to equip student teachers with the requisite skills to teach learners the right vocabulary to tell or describe their everyday activities.</i></p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship.</p> <p>Examples: Arabic communication skills : <i>(LO): Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals. (NTECF PP.20, NTS 2C, PP, 13).</i></p> <p>(LIs): <i>(i) Student teachers engage in conversation in pairs and small groups on daily cultural routines.</i> <i>(ii) Student teachers engage in conversations in small groups on daily cultural routines among Ghanaian societies, including how cultural issues are barriers to learning Arabic in schools.</i></p>	
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	<p><i>are barriers to learning Arabic in schools.</i></p> <p>Arabic Grammar I: <i>(LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)</i> <i>(LIs): Examples</i></p> <p>(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.</p> <p>Note: Refer tutors to lesson two of the course manuals for the learning outcomes and indicators.</p> <p>Overview of Content and Distinctive Features 1.4 Refer tutors to read and discuss lesson 2 descriptions and distinctive features of each course.</p> <p>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.</p>	<p>Arabic Grammar I: <i>(LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)</i> <i>(LIs): Examples:</i></p> <p>(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.</p> <p>Note: Refer to lesson two of the course manuals for the learning outcomes and indicators.</p> <p>1.4 Read and discuss lesson 2 descriptions and distinctive features of each course.</p> <p>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.</p>	
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	<p>Arabic Grammar I: The lesson's distinctiveness lies in the skills acquisition processes and conjugation of verbs with accusative pronouns.</p> <p>1.5 Discuss with tutors the distinctive features of lesson 2 of the course manual and any challenging areas or misconceptions that need clarification.</p> <p>Examples of distinctive features for: (i) Arabic communication skills: <i>(i) Use of complex/advanced vocabulary in the correct sequence</i> <i>(ii) Use of the appropriate vocabulary in the right context.</i></p> <p>(ii) Arabic Grammar I: (i) Identifying and explaining the features of detached nominative and accusative pronouns. (ii) Classification of nominative and accusative pronouns according to first, second and third persons.</p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>Learning to speak Arabic is difficult because the language is very complex.</i></p> <p>Clarification: <i>Arabic is a language like all other languages. However, the challenges learners face are</i></p>	<p>Arabic Grammar I: The lesson's distinctiveness lies in the skills acquisition processes and conjugation of verbs with accusative pronouns.</p> <p>1.5 Discuss the distinctive features of lesson 2 and any challenging areas or areas of misconceptions that need clarification.</p> <p>Examples of distinctive features: Arabic communication skills : <i>(i) Use of complex/advanced vocabulary in the correct sequence</i> <i>(ii) Use of the appropriate vocabulary in the right context.</i></p> <p>Arabic Grammar I: (i) Identifying and explaining the features of detached nominative and accusative pronouns. (ii) Classification of nominative and accusative pronouns according to first, second and third persons.</p> <p>Examples of Misconceptions or Challenging Areas Arabic communication skills: <i>Learning to speak Arabic is difficult because the language is very complex.</i></p> <p>Clarification: <i>Arabic is a language like all other languages. However, the challenges learners face are not</i></p>	
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	<p><i>not because of its complexity but rather due to some forms of obstacles, namely internal and external obstacles. Internal barriers refer to the limitations of the learners' selves, knowledge, and skills. In contrast, external barriers refer to the constraints that originate from the outside, such as the lack of a supportive environment and sufficient opportunity to speak Arabic. Both good and poor speakers of Arabic feel hampered more by internal problems than by external problems. However, studies show that good speakers face more language-related problems than other internal issues. In contrast, the poor speakers revealed more internal shortcomings such as lack of confidence and self-esteem. Arabic is a language like all other languages. However, the challenges learners face are not because of its complexity but rather due to some forms of obstacles, namely internal and external obstacles. Internal barriers refer to the limitations of the learners' selves, knowledge, and skills. In contrast, external barriers refer to the constraints that originate from the outside, such as the lack of a supportive environment and sufficient opportunity to speak Arabic. Both good and poor speakers of Arabic feel hampered more by internal problems than by external problems. However, studies</i></p>	<p><i>because of its complexity but rather due to some forms of obstacles, namely internal and external obstacles. Internal barriers refer to the limitations of the learners' selves, knowledge, and skills. In contrast, external barriers refer to the constraints that originate from the outside, such as the lack of a supportive environment and sufficient opportunity to speak Arabic. Both good and poor speakers of Arabic feel hampered more by internal problems than by external problems. However, studies show that good speakers face more language-related problems than other internal issues. In contrast, the poor speakers revealed more internal shortcomings such as lack of confidence and self-esteem. Arabic is a language like all other languages. However, the challenges learners face are not because of its complexity but rather due to some forms of obstacles, namely internal and external obstacles. Internal barriers refer to the limitations of the learners' selves, knowledge, and skills. In contrast, external barriers refer to the constraints that originate from the outside, such as the lack of a supportive environment and sufficient opportunity to speak Arabic. Both good and poor speakers of Arabic feel hampered more by internal problems than by external problems. However, studies show that good speakers face</i></p>	
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	<p><i>show that good speakers face more language-related problems than other internal issues. In contrast, the poor speakers revealed more internal shortcomings such as lack of confidence and self-esteem.</i></p> <p><i>Arabic is a language like all other languages. However, the challenges learners face are not because of its complexity but rather due to some forms of obstacles, namely internal and external obstacles. Internal barriers refer to the limitations of the learners' selves, knowledge, and skills. In contrast, external barriers refer to the constraints that originate from the outside, such as the lack of a supportive environment and sufficient opportunity to speak Arabic. Both good and poor speakers of Arabic feel hampered more by internal problems than by external problems. However, studies show that good speakers face more language-related problems than other internal issues. In contrast, the poor speakers revealed more internal shortcomings such as lack of confidence and self-esteem.</i></p> <p>Arabic Grammar: <i>That the verb pattern and form in Arabic is the same as those of the English Language</i></p> <p>Clarification: <i>Person (third, second, and first): The third person is used when you are talking about</i></p>	<p><i>more language-related problems than other internal issues. In contrast, the poor speakers revealed more internal shortcomings such as lack of confidence and self-esteem. Arabic is a language like all other languages. However, the challenges learners face are not because of its complexity but rather due to some forms of obstacles, namely internal and external obstacles. Internal barriers refer to the limitations of the learners' selves, knowledge, and skills. In contrast, external obstacles refer to the constraints that originate from the outside, such as the lack of a supportive environment and sufficient opportunity to speak Arabic. Both good and poor speakers of Arabic feel hampered more by internal problems than by external problems. However, studies show that good speakers face more language-related problems than other internal issues. In contrast, the poor speakers revealed more internal shortcomings such as lack of confidence and self-esteem.</i></p> <p>Arabic Grammar: <i>That the verb pattern and form in Arabic is the same as those of the English Language</i></p> <p>Clarification: <i>Person (third, second, and first): The third person is used when you are talking about the</i></p>	
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	<p><i>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 entities.</i></p>	<p><i>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.</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>✓ Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>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.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills: Definitions and meanings of some Arabic vocabularies</p> <p>Examples of New Learnings:</p> <p>(i) <i>developing oral skills</i> (ii) <i>demonstrating knowledge of daily cultural practices and rituals.</i></p> <p>Arabic Grammar I: Examples of New Concepts in the Lesson</p> <p>Examples of New Learnings (i) <i>Identifying features of detached nominative and accusative pronouns.</i> (ii) <i>nominative and accusative pronouns are classified</i></p>	<p>2.1 Discuss and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills : Definitions and meanings of some Arabic vocabularies</p> <p>Examples of New Learnings:</p> <p>(i) <i>developing oral skills</i> (ii) <i>demonstrating knowledge of daily cultural practices and rituals.</i></p> <p>Arabic Grammar I: Examples of New Concepts in the Lesson</p> <p>Examples of New Learnings (i) <i>Identifying features of detached nominative and accusative pronouns.</i> (ii) <i>nominative and accusative pronouns are classified</i></p>	15 mins

	<p><i>according to first, second, and third persons.</i></p> <p>Examples of Potential Barriers Arabic communication skills : <i>Student teachers may not have enough stock of the Arabic vocabulary to facilitate accessible communication.</i></p> <p>Suggested Solution: <i>Student teachers should be encouraged to read more and practice speaking Arabic</i></p> <p>Arabic Grammar: <i>Student teachers may incorrectly use the different pronouns in the Arabic language.</i></p> <p>Suggested Solution: <i>There is a need to read and practice to improve one’s spoken and written Arabic language ability.</i></p> <p>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.</p> <p><i>Examples:</i> <i>Group work, group discussion, individual work, presentation, brainstorming, and questioning techniques</i></p> <p>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.</p>	<p><i>according to first, second, and third persons.</i></p> <p>Examples of Potential Barriers Arabic communication skills : <i>Student teachers may not have enough stock of the Arabic vocabulary to facilitate accessible communication.</i></p> <p>Suggested Solution: <i>Student teachers should be encouraged to read more and practice speaking Arabic</i></p> <p>Arabic Grammar: <i>You may be deficient incorrectly using the different pronouns in the Arabic language.</i></p> <p>Suggested Solution: <i>There is a need to read and practice to improve one’s spoken and written Arabic language ability.</i></p> <p>2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.</p> <p><i>Examples:</i> <i>Group work, group discussion, individual work, presentation, brainstorming, and questioning techniques</i></p> <p>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.</p>	
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	<p><i>Examples:</i> 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.</p>	<p><i>Examples:</i> 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.</p>	
<p>3. Planning for teaching, learning, and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ✓ Reading and discussion of the teaching and learning activities ✓ Noting and addressing areas where tutors may require clarification <ul style="list-style-type: none"> ✓ Noting opportunities for making links to the Basic School Curriculum ✓ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ✓ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two options to use continuous assessment to support student-teacher learning 	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills: (i) Preparing wall charts on dialogue (daily routines) (ii) Roleplay (iii) Discussion on the content of the audio</p> <p>Arabic Grammar: (i) Teacher-led discussion of the content of audio played. (ii) Independent and group reflection on the content of the audio.</p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT, and 21st Century Skills</u></p> <p>3.2 Discuss with tutors how GESI responsiveness, ICT, and 21st Century skills will help promote the delivery of the lessons in both the B.Ed. and Basic School Curricula.</p> <p>Note: The delivery of the Arabic lessons in both the B.Ed. and Basic School curricula may be enhanced by</p>	<p>3.1 Discussion through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills: (i) Preparing wall charts on dialogue (daily routines) (ii) Roleplay (iii) Discussion on the content of the audio</p> <p>Arabic Grammar: (i) Teacher-led discussion of the content of audio played. (ii) Independent and group reflection on the content of the audio.</p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT, and 21st Century Skills</u></p> <p>3.2 Discuss how GESI responsiveness, ICT, and 21st Century skills will help promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.</p> <p>Note: The delivery of Arabic lessons in both the B.Ed. and Basic School curricula may be enhanced by integrating GESI, ICT, and 21st-century skills.</p>	

<p>✓ Resources:</p> <ul style="list-style-type: none"> ○ Links to the existing PD Themes, for example, action research, questioning, and to other external reference material: literature, on the web, Utube, physical resources, PowerPoint; how they should be used. Consideration needs to be given to local availability <p>guidance on any PowerPoint presentations, TLM, or other resources which need to be developed to support learning</p> <p>✓ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>integrating GESI, ICT, and 21st-century skills.</i></p> <p>Examples of 21st-century skills: <i>Communication skills, collaboration, observation and inquiry skills, digital literacy, creativity, personal development, and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners play leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>Office 365 vs. G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism-checking software, tools for checking grammar errors online.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>Tasking student teachers to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>Again, referring student teachers to the Basic School Curriculum for some of the key features, e.g., the Core Competencies, such as critical</i></p>	<p>Examples of 21st-century skills: <i>Communication skills, collaboration, observation and inquiry skills, digital literacy, creativity, personal development, and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners play leading roles in a group task. The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>Office 365 vs. G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism-checking software, tools for checking grammar errors online.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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</i></p>	
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	<p><i>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)</i></p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modeling the preparation of wall charts involving dialogue among tutors. Modelling role play based on the text played.</i></p> <p>Arabic Grammar: <i>Modelling the use of the various pronouns discussed in the audio.</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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 artifacts and their organisation in the subject portfolio.</p>	<p><i>(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)</i></p> <p>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modelling the preparation of wall charts involving dialogue among tutors. Modelling role play based on the text played.</i></p> <p>Arabic Grammar: <i>Modelling the use of the various pronouns discussed in the audio.</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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.</p>	
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	<p>Note: The course manual's continuous assessment components for Arabic communication skills and grammar include the subject portfolio and subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process and identify strengths and weaknesses to bridge the learning gaps among students.</p> <p>The assessment components should be in line with the NTEAP.</p> <p>Examples of subject projects in the specific courses:</p> <p>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.</p> <p>Arabic Grammar: Refer tutors to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.</p> <p>3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals.</p> <p>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</p>	<p>Note: The course manual's continuous assessment components for Arabic communication skills and grammar include the subject portfolio and subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process and identify strengths and weaknesses to bridge the learning gaps among students.</p> <p>The assessment components should be in line with the NTEAP.</p> <p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills: Refer to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.</p> <p>Arabic Grammar: Refer to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.</p> <p>3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals.</p> <p>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</p>	
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	<p><i>students beyond the traditional examination.</i></p> <p>Note: <i>Several tools are available, including grading rubrics, canvas assignments, plagiarism detection, self-assessment, peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p> <ol style="list-style-type: none"> <i>1. Socrative - quizzes and questions with real-time grading.</i> <i>2. Google Forms - easy to use.</i> <i>3. Mentimeter - pre-built education templates.</i> <i>4. Poll Everywhere - used by 300,000 teachers.</i> <i>5. Kahoot - game-based assessment tool.</i> <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	<p><i>students beyond the traditional examination.</i></p> <p>Note: <i>Several tools are available, including grading rubrics, canvas assignments, plagiarism detection, self-assessment, peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p> <ol style="list-style-type: none"> <i>6. Socrative - quizzes and questions with real-time grading.</i> <i>7. Google Forms - easy to use.</i> <i>8. Mentimeter - pre-built education templates.</i> <i>9. Poll Everywhere - used by 300,000 teachers.</i> <i>10. Kahoot - game-based assessment tool.</i> <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate</i></p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at the next session.</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Ask tutors to reflect on and share what they have learned in the session, which they will be using in their classrooms.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their class during the lesson and report on the observation made during the next PD session.</p> <p>4.3 Ask tutors to read lesson 2 from the PD manual in</p>	<p>4.1 Reflect on what you have learned and how you have learned it. Then, share with the class one thing you have learned in the session that you would like to practice in your classroom.</p> <p>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.</p> <p>4.3 Read lesson 2 to prepare for next week's session.</p>	15 mins

	preparation for the next session.		
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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 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

<p>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 references should be made to the course manual/s.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session ✓ Review prior learning ✓ A critical friend to share findings for a short discussion and</p>	<p>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.</p>	<p>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.</p>	<p>20 mins</p>

<p>lessons learned</p> <p>✓ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>✓ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address, and explain any areas where tutors might require clarification on any aspect of the lesson. SL/HoD takes feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>Introduction Sections, Purpose, Learning Outcomes, and Indicators</p> <p>1.2 Ask tutors to be in mixed pairs (<i>where applicable</i>) and allow them to discuss the main purpose of the current lesson and share their views.</p> <p><i>For example:</i> <i>This lesson aims at equipping student teachers with the requisite skills to teach learners the right vocabulary to be able to tell or describe their everyday activities.</i></p> <p>1.3 Lead tutors to discuss the relationship between the Learning Outcomes (LOs) and the Learning Indicators (LIs) of lesson two for each course.</p> <p><i>Examples:</i> Arabic communication skills: <i>(LO): Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals. (NTECF PP.20, NTS 2C, PP, 13).</i></p> <p><i>(LIs):</i> <i>(i) Student teachers engage in conversation in pairs and small groups on daily cultural routines.</i> <i>(ii) Student teachers engage in conversations in small groups on daily cultural routines among Ghanaian societies, including how cultural issues serve as barriers to learning Arabic in schools.</i></p>	<p>Introduction Sections, Purpose, Learning Outcomes, and Indicators</p> <p>1.2 In your mixed pairs, discuss the main purpose of the current PD Session and share your views.</p> <p><i>For example:</i> <i>This lesson aims at equipping student teachers with the requisite skills to teach learners the right vocabulary to be able to tell or describe their everyday activities.</i></p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship.</p> <p><i>Examples:</i> Arabic communication skills: <i>(LO): Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals. (NTECF PP.20, NTS 2C, PP, 13).</i></p> <p><i>(LIs):</i> <i>(i) Student teachers engage in conversation in pairs and small groups on daily cultural routines.</i> <i>(ii) Student teachers engage in conversations in small groups on daily cultural routines among Ghanaian societies, including how cultural issues serve as barriers to learning Arabic in schools.</i></p>	
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	<p>Arabic Grammar I: (LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)</p> <p>(LIs): (i) Tables produced by student teachers classifying various forms of nominal sentences in Arabic. (ii) Student teachers' assignments highlight how diverse and complex nominal sentences are formed and applied.</p> <p>Note: Refer tutors to lesson 3 of the course manuals for the learning outcomes and indicators.</p> <p>Overview of Content and Distinctive Features 1.4 Refer tutors to read and discuss lesson 3 of the respective manuals for the courses and the distinctive features of the lesson.</p> <p>Arabic communication: E.g. 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.</p> <p>Arabic Grammar I: The lesson exposes student teachers to identifying, using, and formulating Nominal sentences through the following sub-topics:</p>	<p>Arabic Grammar I: (LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)</p> <p>(LIs): (i) Tables produced by student teachers classifying various forms of nominal sentences in Arabic. (ii) Student teachers' assignments highlight how diverse and complex nominal sentences are formed and applied.</p> <p>Note: Refer to lesson 3 of the course manual for the learning outcomes and indicators.</p> <p>1.4 Refer to the lesson descriptions of lesson 1 and read and discuss those course descriptions.</p> <p>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.</p> <p>Arabic Grammar I: The lesson exposes student teachers to identifying, using, and formulating Nominal sentences through the following sub-topics:</p>	
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	<p>(i) Nominal simple sentence. (ii) Compound sentences with multiple adjectives. (iii) Compound sentences with multiple predicates. (iv) Compound sentences varying predicates.</p> <p>1.5 Discuss with tutors the distinctive features of lesson 3 of the course manual and any challenging areas or misconceptions that need clarification.</p> <p>Examples of distinctive features for: (i) Arabic communication: <i>Use of complex/advanced vocabulary in the correct sequence</i> <i>Use of the appropriate vocabulary in the right context.</i></p> <p>(ii) Arabic Grammar I: (i) Nominal simple sentence. (ii) Compound sentences with multiple adjectives. (iii) Compound sentences with multiple predicates. (iv) Compound sentences varying predicates.</p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>That good oral communication ability is equivalent to good—written communication skills.</i> <i>That weather and climate have the same meaning.</i></p> <p>Clarification: <i>A person’s ability to fluently express himself/herself in a</i></p>	<p>(i) Nominal simple sentence. (ii) Compound sentences with multiple adjectives. (iii) Compound sentences with multiple predicates. (iv) Compound sentences varying predicates.</p> <p>1.5 Discuss the distinctive features of lesson 3 and any challenging areas or areas of misconceptions that need some clarification.</p> <p>Examples of distinctive features: (i)Arabic communication skills: <i>Use of complex/advanced vocabulary in the correct sequence</i> <i>Use of the appropriate vocabulary in the right context.</i></p> <p>Arabic Grammar I: (i) Nominal simple sentence. (ii) Compound sentences with multiple adjectives. (iii) Compound sentences with multiple predicates. (iv) Compound sentences varying predicates.</p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>That good oral communication ability is equivalent to good—written communication skills.</i> <i>That weather and climate have the same meaning.</i></p> <p>Clarification: <i>A person’s ability to fluently express himself/herself in a</i></p>	
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	<p><i>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></p> <p><i>Weather refers to the hourly or daily changes in atmospheric conditions concerning temperature, rainfall, humidity, etc. On the other hand, Climate is the average weather condition studied for a long time.</i></p> <p>Arabic Grammar: <i>That Arabic has similar grammatical rules as in the case of English, and other languages are known to learners.</i></p> <p>Clarification: <i>There are some similarities, for example, between English and Arabic because both use linguistic forms, such as nouns, verbs, sentences, etc. However, extreme varieties in the phonemic, morphological, syntactical, and semantic systems affect learning Arabic as a second language.</i></p>	<p><i>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></p> <p><i>Weather refers to the hourly or daily changes in atmospheric conditions concerning temperature, rainfall, humidity, etc. On the other hand, Climate is the average weather condition studied for a long time.</i></p> <p>Arabic Grammar: <i>That Arabic has similar grammatical rules as in the case of English, and other languages are known to learners.</i></p> <p>Clarification: <i>There are some similarities, for example, between English and Arabic because both use linguistic forms, such as nouns, verbs, sentences, etc. However, extreme varieties in the phonemic, morphological, syntactical and semantic systems affect learning Arabic as a second language.</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>✓ Identification and discussion of new learning, potential barriers to learning for student teachers or</p>	<p>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.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills: Definitions and meanings of some Arabic vocabularies</p>	<p>2.1 Discuss and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills : Definitions and meanings of some Arabic vocabularies</p>	<p>15 mins</p>

<p>students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>Arabic Grammar I <i>Nominal simple sentence.</i> <i>Compound sentences with multiple adjectives.</i> <i>Compound sentences with multiple predicates.</i> <i>Compound sentences varying predicates.</i></p> <p>Examples of New Learnings:</p> <p>(i) developing oral skills (ii) demonstrating knowledge of daily cultural practices and rituals.</p> <p>Arabic Grammar: (i)Nominal simple sentence. (ii) Compound sentences with multiple adjectives. (iii) Compound sentences with multiple predicates. (iv) Compound sentences varying predicates.</p> <p>Examples of Potential Barriers Arabic communication skills : <i>Student teachers may not have enough storage of the Arabic vocabulary to facilitate accessible communication.</i></p> <p>Suggested Solution: <i>Student teachers should be encouraged to read more and practice speaking Arabic</i></p> <p>Arabic Grammar: <i>Deficiency or limited opportunities to practise both the spoken and written the Arabic language</i> Suggested Solution: <i>Provision and creating opportunities for student teachers to practice both the</i></p>	<p>Arabic Grammar: <i>Nominal simple sentence.</i> <i>Compound sentences with multiple adjectives.</i> <i>Compound sentences with multiple predicates.</i> <i>Compound sentences varying predicates.</i></p> <p>Examples of New Learnings:</p> <p>Arabic communication skills : (i) developing oral skills (ii) demonstrating knowledge of daily cultural practices and rituals.</p> <p>Arabic Grammar: (i)Nominal simple sentence. (ii) Compound sentences with multiple adjectives. (iii) Compound sentences with multiple predicates. (iv) Compound sentences varying predicates</p> <p>Examples of Potential Barriers Arabic communication skills : <i>Student teachers may not have enough storage of the Arabic vocabulary to facilitate accessible communication.</i></p> <p>Suggested Solution: <i>Student teachers should be encouraged to read more and practice speaking Arabic</i></p> <p>Arabic Grammar: <i>Deficiency or limited opportunities to practise both the spoken and written the Arabic language</i> Suggested Solution: <i>Provision and creating opportunities for student teachers to practice both the</i></p>	
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	<p><i>spoken and written Arabic language.</i></p> <p>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.</p> <p>Examples: <i>Individual work and presentation Group work, group discussion, teacher modelling, brainstorming and questioning techniques</i></p> <p>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.</p> <p>Examples: <i>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.</i></p>	<p><i>spoken and written Arabic language.</i></p> <p>2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.</p> <p>Examples: <i>Individual work and presentation Group work, group discussion, teacher modelling, brainstorming and questioning techniques</i></p> <p>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.</p> <p>Examples: <i>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.</i></p>	
<p>3. Planning for teaching, learning, and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ✓ Reading and discussion of the teaching and learning activities ✓ Noting and addressing areas where tutors may 	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills: <i>(i)Preparing wall charts on dialogue (daily routines)</i> <i>(ii)Roleplay</i></p>	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills: <i>(i)Preparing wall charts on dialogue (daily routines)</i> <i>(ii)Roleplay</i></p>	

<p>require clarification</p> <p>✓ Noting opportunities for making links to the Basic School Curriculum</p> <p>✓ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>✓ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student-teacher learning</p> <p>✓ Resources:</p> <ul style="list-style-type: none"> ○ Links to the existing PD Themes, for example, action research, questioning, and to other external reference material: literature, on the web, Utube, physical 	<p>(iii) Discussion on the content of the audio</p> <p>Arabic Grammar I: Group work on the recall of nouns Watching and discussing YouTube videos on nominal sentences (simple & with multiple predicates)</p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT, and 21st Century Skills</u></p> <p>3.2 Discuss with tutors how GESI responsiveness, ICT, and 21st Century skills will help promote the delivery of the lessons in both the B.Ed. and Basic School Curricula.</p> <p><i>Note The delivery of the Arabic lessons in both the B.Ed. and Basic School curricula may be enhanced by integrating GESI, ICT, and 21st-century skills.</i></p> <p>Examples of 21st-century skills: <i>Communication skills, collaboration, observation and inquiry skills, digital literacy, creativity, personal development, and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners play leading roles in a group task.</i></p>	<p>(iii) Discussion on the content of the audio</p> <p>Arabic Grammar I: Group work on the recall of nouns Watching and discussing YouTube videos on nominal sentences (simple & with multiple predicates)</p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT, and 21st Century Skills</u></p> <p>3.2 Discuss how GESI responsiveness, ICT, and 21st Century skills will help promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.</p> <p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p>	
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<p>resources, PowerPoint; how they should be used. Consideration needs to be given to local availability guidance on any PowerPoint 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</p>	<p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>Office 365 vs. G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism-checking software, tools for checking grammar errors online.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>Tasking student teachers to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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 literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)</i></p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modelling the preparation of wall charts involving dialogue among tutors.</i> <i>Modelling role play based on the text played.</i></p>	<p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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)</i></p> <p>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills : <i>Modelling the preparation of wall charts involving dialogue among tutors.</i> <i>Modelling role play based on the text played.</i></p>	
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	<p>Arabic Grammar I: <i>Modelling the use of nominal sentences (simple & with multiple predicates)</i></p> <p>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 artifacts and their organisation in the subject portfolio.</p> <p><i>Note: The course manual's continuous assessment components for Arabic communication skills and grammar include the subject portfolio and subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process and identify strengths and weaknesses to bridge the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p>	<p>Arabic Grammar I: <i>Modelling the use of nominal sentences (simple & with multiple predicates)</i></p> <p>Using Continuous Assessment in Supporting Student Learning 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.</p> <p><i>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 to bridge the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p>	
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	<p>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.</p> <p>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.</p> <p>3.8 Request that tutors discuss assessment instruments aside from what is in their respective manuals.</p> <p><i>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.</i></p> <p>Note: Several tools are available, including grading rubrics, canvas assignments, plagiarism detection, self-assessment, peer assessment, surveys, and classroom polling. quiz bot</p> <p>N/B: <i>Digital Assessment Tools for Teachers</i> 11. Socrative - quizzes and questions with real-time grading. 12. Google Forms - easy to use. 13. Mentimeter - pre-built education templates.</p>	<p>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.</p> <p>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.</p> <p>3.8 Discuss assessment instruments aside what is in your respective manuals.</p> <p><i>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.</i></p> <p>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</p> <p>N/B: <i>Digital Assessment Tools for Teachers</i> 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.</p>	
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	<p><i>14. Poll Everywhere - used by 300,000 teachers.</i></p> <p><i>15. Kahoot - game-based assessment tool.</i></p> <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	<p><i>20. Kahoot - game-based assessment tool.</i></p> <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate</i></p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session.</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their classrooms.</p> <p>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.</p> <p>4.3 Ask tutors to read lesson 2 from the PD manual in preparation for the next session.</p>	<p>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.</p> <p>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.</p> <p>4.3 Read lesson 2 to prepare for next week's session.</p>	15 mins

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

Arabic Grammar I (JHS)

Verbal Sentence: Verbal Sentence with intransitive verbs محمدٌ جلسَ, Verbal Sentences with transitive verbs بقلمٍ كتبْتُ, الكيسَ الحمائلَ حملَ, Verbal Sentences with verbs that require prepositions,

<p>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.</p>	<p>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session ✓ Review prior learning ✓ A critical friend to share findings</p>	<p>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.</p>	<p>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.</p>	<p>20 mins</p>

<p>for a short discussion and lessons learned</p> <p>✓ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>✓ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address, and explain any areas where tutors might require clarification on any aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>Introduction Sections, Purpose, Learning Outcomes, and Indicators</p> <p>1.2 Ask tutors to be in mixed pairs (<i>where applicable</i>) and allow them to discuss the main purpose of the current lesson and share their views.</p> <p>For example: Arabic Communication Skills <i>The purpose of the Arabic Communication Skills is to equip student teachers with the requisite skills to teach learners the right vocabulary to be able to tell their everyday activities about studies and knowledge.</i></p> <p>Arabic communication skills: <i>The purpose of the lesson is to expose student teachers to identifying, using and formulating Verbal Sentence through the following sub-topic:</i></p> <p>(i) Verbal Sentence with intransitive verbs. (ii) Verbal Sentences with transitive verbs. (iii) Verbal Sentences with verbs that require prepositions</p> <p>1.3 Lead tutors to discuss the relationship between the Learning Outcomes (LOs) and the Learning Indicators (LIs) of lesson two for each course.</p> <p>Examples: Arabic communication skills: <i>(LO): Demonstrate ability to stimulate learners to engage actively in oral and written communication in Arabic language and create awareness</i></p>	<p>Introduction Sections, Purpose, Learning Outcomes, and Indicators</p> <p>1.2 In your mixed pairs discuss the main purpose of the current PD session and share your views.</p> <p>For example: Arabic Communication Skills <i>The purpose of the Arabic Communication Skills is to equip student teachers with the requisite skills to teach learners the right vocabulary to be able to tell their everyday activities about studies and knowledge.</i></p> <p>Arabic communication skills: <i>The purpose of the lesson is to expose student teachers to identifying, using and formulating Verbal Sentence through the following sub-topic:</i></p> <p>(i) Verbal Sentence with intransitive verbs. (ii) Verbal Sentences with transitive verbs. (iii) Verbal Sentences with verbs that require prepositions</p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship.</p> <p>Examples: Arabic communication skills : <i>(LO): Demonstrate ability to stimulate learners to engage actively in oral and written communication in Arabic language and create awareness</i></p>	
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	<p>of crosscutting issues and barriers associated with studies such as gender, ethnicity and class. (NTS 2 b, c and NTECF pg. 20).</p> <p><i>(LIs):</i> <i>(i) List of vocabularies produced by student teachers to aid learners in their conversation on studies and knowledge.</i> <i>(ii) Student teachers engage in small group conversation and in pairs on conversation on studies and pursuit of knowledge.</i> <i>(iii) Peer reviews of illustrative dialogue by student teachers on knowledge in pairs and in groups seeking to demonstrate how dialogue can be developed in schools.</i> <i>(iv) Student teachers undertake group presentations highlighting crosscutting cultural issues on studies and knowledge and proffer suggestions for dealing with intercultural barriers impeding the learning of Arabic.</i></p> <p>Arabic Grammar I: Develop skills in forming and using diverse verbal sentences in basic expression. (NTS 2c, pg. 13, NTECF pg. 20) <i>(LIs):</i> <i>Examples</i> (i) Tables produced by student teachers classifying various forms of verbal sentences in Arabic. (ii) Student teachers' assignments highlighting how complex verbal sentences are formed and applied.</p>	<p>of crosscutting issues and barriers associated with studies such as gender, ethnicity and class. (NTS 2 b, c and NTECF pg. 20).</p> <p><i>(LIs):</i> <i>(i) List of vocabularies produced by student teachers to aid learners in their conversation on studies and knowledge.</i> <i>(ii) Student teachers engage in small group conversation and in pairs on conversation on studies and pursuit of knowledge.</i> <i>(iii) Peer reviews of illustrative dialogue by student teachers on knowledge in pairs and in groups seeking to demonstrate how dialogue can be developed in schools.</i> <i>(iv) Student teachers undertake group presentations highlighting crosscutting cultural issues on studies and knowledge and proffer suggestions for dealing with intercultural barriers impeding the learning of Arabic.</i></p> <p>Arabic Grammar I: Develop skills in forming and using diverse verbal sentences in basic expression. (NTS 2c, pg. 13, NTECF pg. 20) <i>(LIs):</i> <i>Examples</i> (i) Tables produced by student teachers classifying various forms of verbal sentences in Arabic. (ii) Student teachers' assignments highlighting how complex verbal sentences are formed and applied.</p>	
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	<p>Note: Refer tutors to lesson four of the course manuals for the learning outcomes and indicators.</p> <p>Overview of Content and Distinctive Features</p> <p>1.4 Refer tutors to read and discuss lesson 4 descriptions and distinctive features of each course.</p> <p>Arabic communication: Examples. <i>This lesson aims at equipping student teachers with the requisite skills to teach learners the right vocabulary to be able to tell their everyday activities about studies and knowledge.</i></p> <p>Arabic Grammar I: The lesson exposes student teachers to identifying, using and formulating Verbal Sentence through the following sub-topic: (i) Verbal Sentence with intransitive verbs (ii) Verbal Sentences with transitive verbs. (iii) Verbal Sentences with verbs that require prepositions.</p> <p>1.5 Discuss with tutors the distinctive features of lesson 4 of the course manual and any challenging areas or misconceptions that need clarification.</p> <p>Examples of distinctive features for: (i) Arabic communication: <i>(i) Acquisition of right skills to teach learners the right vocabulary to be able to tell</i></p>	<p>Note: Refer to lesson four of the course manuals for the learning outcomes and indicators.</p> <p>1.4 Read and discuss lesson 24 descriptions and distinctive features of each course.</p> <p>Examples: Arabic communication skills: <i>This lesson aims at equipping student teachers with the requisite skills to teach learners the right vocabulary to be able to tell their everyday activities about studies and knowledge.</i></p> <p>Arabic Grammar I: The lesson exposes student teachers to identifying, using and formulating Verbal Sentence through the following sub-topic: (i) Verbal Sentence with intransitive verbs (ii) Verbal Sentences with transitive verbs. (iii) Verbal Sentences with verbs that require prepositions.</p> <p>1.5 Discuss the distinctive features of lesson 4 and any challenging areas or areas of misconceptions that need clarification.</p> <p>Examples of distinctive features: Arabic communication skills : <i>(i) Use of complex/advanced vocabulary in the correct sequence</i></p>	
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	<p><i>their everyday activities about studies and knowledge.</i></p> <p>(ii) Arabic Grammar I: i) Verbal Sentence with intransitive verbs (ii) Verbal Sentences with transitive verbs. (iii) Verbal Sentences with verbs that require prepositions.</p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>There is the misconception that Arabic is Islam.</i></p> <p>Clarification: <i>Arabs are people who speak Arabic as a native language and identify themselves as Arabs; Muslims are those who practice the religion of Islam. ... The confusion between these terms may stem from the fact that Arabic is the primary language of the Islamic faith, just as Latin was for Catholicism until recently.</i></p> <p>Arabic Grammar: <i>The sociolinguistic and culture of Arabic has insignificant role in understanding of Arabic Grammar</i></p> <p>Clarification: <i>The knowledge of the grammatical system of Arabic language [grammatical competence] has to be complemented by understanding of culture-specific meanings</i></p>	<p><i>(ii) Use of the appropriate vocabulary in the right context.</i></p> <p>Arabic Grammar I: (i) Identifying and explaining the features of detached nominative and accusative pronouns. (ii) Classification of nominative and accusative pronouns according to first, second and third persons.</p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>There is the misconception that Arabic is Islam.</i></p> <p>Clarification: <i>Arabs are people who speak Arabic as a native language and identify themselves as Arabs; Muslims are those who practice the religion of Islam. ... The confusion between these terms may stem from the fact that Arabic is the primary language of the Islamic faith, just as Latin was for Catholicism until recently.</i></p> <p>Arabic Grammar: <i>The sociolinguistic and culture of Arabic has insignificant role in understanding of Arabic Grammar</i></p> <p>Clarification: <i>The knowledge of the grammatical system of Arabic language [grammatical competence] has to be complemented by understanding of culture-specific meanings</i></p>	
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<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>✓ Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>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.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills: Definitions and meanings of some Arabic vocabularies</p> <p>Examples of New Learnings:</p> <p>(i) developing oral skills (ii) demonstrating knowledge of daily cultural practices and rituals.</p> <p>Arabic Grammar I: Examples of New Concepts in the Lesson</p> <p>Examples of New Learnings</p> <p>(i) Identifying features of detached nominative and accusative pronouns. (ii) classification of nominative and accusative pronouns according to first, second and third persons.</p> <p>Examples of Potential Barriers</p> <p>Arabic communication skills: Student teachers may not have enough stock of the Arabic vocabulary to facilitate easy communication.</p> <p>Suggested Solution: Student teachers should be encouraged to read more and practise speaking Arabic</p>	<p>2.1 Discuss and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills : Definitions and meanings of some Arabic vocabularies</p> <p>Examples of New Learnings:</p> <p>(i) developing oral skills (ii) demonstrating knowledge of daily cultural practices and rituals.</p> <p>Arabic Grammar I: Examples of New Concepts in the Lesson</p> <p>Examples of New Learnings</p> <p>(i) Identifying features of detached nominative and accusative pronouns. (ii) classification of nominative and accusative pronouns according to first, second and third persons.</p> <p>Examples of Potential Barriers</p> <p>Arabic communication skills: Student teachers may not have enough stock of the Arabic vocabulary to facilitate easy communication.</p> <p>Suggested Solution: Student teachers should be encouraged to read more and practise speaking Arabic</p>	<p>15 mins</p>
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	<p>Arabic Grammar: <i>Student teachers may be deficient in the correct usage of the different pronouns in the Arabic language.</i></p> <p>Suggested Solution: <i>There is a need to read and practice to improve one’s spoken and written Arabic language ability.</i></p> <p>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.</p> <p><i>Examples:</i> <i>Group work, group discussion, individual work, presentation, brainstorming and questioning techniques.</i></p> <p>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.</p> <p><i>Examples:</i> <i>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.</i></p>	<p>Arabic Grammar: <i>You may be deficient in the correct usage of the different pronouns in the Arabic language.</i></p> <p>Suggested Solution: <i>There is a need to read and practice to improve one’s spoken and written Arabic language ability.</i></p> <p>2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.</p> <p><i>Examples:</i> <i>Group work, group discussion, individual work, presentation, brainstorming and questioning techniques.</i></p> <p>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.</p> <p><i>Examples:</i> <i>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.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p>	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p>	

<ul style="list-style-type: none"> ✓ Reading and discussion of the teaching and learning activities ✓ Noting and addressing areas where tutors may require clarification ✓ Noting opportunities for making links to the Basic School Curriculum ✓ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ✓ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning ✓ Resources: <ul style="list-style-type: none"> ○ Links to the existing PD Themes, for example, 	<p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills :</p> <p>(i)Preparing wall charts on dialogue (daily routines)</p> <p>(ii)Roleplay</p> <p>(iii) Discussion on the content of the audio</p> <p>Arabic Grammar:</p> <p>(i) Teacher-led discussion of the content of audio played.</p> <p>(ii) Independent and group reflection on the content of the audio.</p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>3.2 Discuss with tutors how GESI responsiveness, ICT and 21st Century skills will help to promote the delivery of the lessons in both the B.Ed. and Basic School Curricula.</p> <p><i>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.</i></p> <p>Examples of 21st century skills:</p> <p>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</p>	<p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills:</p> <p>(i)Preparing wall charts on dialogue (daily routines)</p> <p>(ii)Roleplay</p> <p>(iii) Discussion on the content of the audio</p> <p>Arabic Grammar:</p> <p>(i) Teacher-led discussion of the content of audio played.</p> <p>(ii) Independent and group reflection on the content of the audio.</p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>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.</p> <p><i>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.</i></p> <p>Examples of 21st century skills:</p> <p>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</p>	
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<p>action research, questioning 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</p>	<p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>Tasking student teachers to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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 literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)</i></p>	<p>Examples of GESI responsiveness: <i>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.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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)</i></p>	
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	<p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modelling the preparation of wall charts involving dialogue among tutors.</i> <i>Modelling role play based on the text played.</i></p> <p>Arabic Grammar: <i>Modelling the use of the various pronouns discussed in the audio.</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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.</p> <p><i>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</i></p>	<p>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills : <i>Modelling the preparation of wall charts involving dialogue among tutors.</i> <i>Modelling role play based on the text played.</i></p> <p>Arabic Grammar: <i>Modelling the use of the various pronouns discussed in the audio.</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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.</p> <p><i>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</i></p>	
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	<p><i>day-to-day feedback about the learning and teaching process, identify strengths and weaknesses in order to bridge the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills: <i>Refer tutor to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.</i></p> <p>Arabic Grammar: <i>Refer tutors to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.</i></p> <p>3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals.</p> <p><i>For example, ICT assessment tools that can be used for the assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.</i></p> <p>Note: Several tools are available, including grading rubrics, canvas assignments,</p>	<p><i>learning and teaching process, identify strengths and weaknesses to bridge the learning gaps among students. The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills: <i>Refer to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.</i></p> <p>Arabic Grammar: <i>Refer to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.</i></p> <p>3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals.</p> <p><i>For example, ICT assessment tools that can be used for the assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.</i></p> <p>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism</p>	
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	<p><i>plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p> <p>21. Socrative - quizzes and questions with real-time grading.</p> <p>22. Google Forms - easy to use.</p> <p>23. Mentimeter - pre-built education templates.</p> <p>24. Poll Everywhere - used by 300,000 teachers.</p> <p>25. Kahoot - game-based assessment tool. <i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	<p><i>detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p> <p>26. Socrative - quizzes and questions with real-time grading.</p> <p>27. Google Forms - easy to use.</p> <p>28. Mentimeter - pre-built education templates.</p> <p>29. Poll Everywhere - used by 300,000 teachers.</p> <p>30. Kahoot - game-based assessment tool. <i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate</i></p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session.</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their classrooms.</p> <p>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.</p> <p>4.3 Ask tutors to read lesson 2 from the PD manual in preparation for the next session.</p>	<p>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.</p> <p>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.</p> <p>4.3 Read lesson 2 to prepare for next week's session.</p>	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.

<p>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.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p> <ul style="list-style-type: none"> ✓ Review prior learning ✓ A critical friend to share findings for a short discussion and lessons learned 	<p>Review of Prior Knowledge</p> <p>1.1 Use the ‘snowballing’ strategy to recap the main issues raised during the previous semester’s PD session</p> <p><i>N/B: in snowballing, one person is invited who turns to invite a friend and the friend</i></p>	<p>Review of Prior Knowledge</p> <p>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.</p>	<p>20 mins</p>

<p>✓ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>✓ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><i>also invite another and a chain of invitation in that order.</i></p> <p>1.2 Ask a tutor who observed a lesson the previous week to share his/her observation.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 Ask tutors to be in mixed pairs as appropriate and allow them to discuss the main purpose of the current PD Session and share their views.</p> <p><i>For example, the purpose of the lesson is to equip student teachers with the requisite skills to teach learners the right vocabulary to be able to tell their everyday activities about occupation (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).</i></p> <p>1.3 Lead tutors to discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship.</p> <p><i>Examples:</i> Arabic communication skills: <i>(LO): Demonstrate ability to stimulate learners to engage actively in oral and written communication in Arabic language and create awareness of the crosscutting intercultural issues and stereotypes relating to occupations and jobs (NTS 2 b, c and NTECF pg. 20).</i></p>	<p>1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 Mixed pairs discuss the main purpose of the current PD Session and share your views.</p> <p><i>For example, the purpose of the lesson is to equip student teachers with the requisite skills to teach learners the right vocabulary to be able to tell their everyday activities about occupation (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).</i></p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship.</p> <p><i>Examples:</i> Arabic communication skills: <i>(LO): Demonstrate ability to stimulate learners to engage actively in oral and written communication in Arabic language and create awareness of the crosscutting intercultural issues and stereotypes relating to occupations and jobs (NTS 2 b, c and NTECF pg. 20).</i></p>	
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	<p>(LIs):</p> <ul style="list-style-type: none"> <i>i. Student teachers prepare list of vocabularies covering the range of tasks they undertake in class and school.</i> <i>ii. Student teachers engage in routine conversations in pairs and in groups on their roles and responsibilities as JHS teachers.</i> <i>iii. Lists of perceptions, misconception and biases associated with the teaching and other profession.</i> <i>iv. Peer review of small group presentations highlighting the main suggestions to overcome these misconceptions and prejudices.</i> <p>Arabic Grammar: <i>(LO): Demonstrate knowledge and understanding of how various forms of trilateral and quadrilateral, verbs are formed.</i></p> <p>(LIs):</p> <ul style="list-style-type: none"> <i>i. Show the differences between trilateral and quadrilateral verbs.</i> <i>ii. Identify major types of trilateral and quadrilateral verbs.</i> <i>iii. Extract trilateral and quadrilateral verbs from texts.</i> <i>iv. Use trilateral & quadrilateral verbs</i> 	<p>(LIs):</p> <ul style="list-style-type: none"> <i>i. Student teachers prepare list of vocabularies covering the range of tasks they undertake in class and school.</i> <i>ii. Student teachers engage in routine conversations in pairs and in groups on their roles and responsibilities as JHS teachers.</i> <i>iii. Lists of perceptions, misconception and biases associated with the teaching and other profession</i> <i>iv. Peer review of small group presentations highlighting the main suggestions to overcome these misconceptions and prejudices.</i> <p>Arabic Grammar: <i>(LO): Demonstrate knowledge and understanding of how various forms of trilateral and quadrilateral, verbs are formed.</i></p> <p>LIs):</p> <ul style="list-style-type: none"> <i>i. Show the differences between trilateral and quadrilateral verbs.</i> <i>ii. Identify major types of trilateral and quadrilateral verbs.</i> <i>iii. Extract trilateral and quadrilateral verbs from texts.</i> <i>iv. Use trilateral & quadrilateral verbs</i> 	
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	<p><i>considering gender and number.</i></p> <p>Note: Refer tutors to lesson one of the course manuals for the learning outcomes and indicators.</p> <p>Overview of Content and Distinctive Features</p> <p>1.4 Refer tutors to the lesson descriptions of lesson 5 of the course manual and ask them to read and discuss them by bringing out the distinctive features of the lesson.</p> <p>Arabic communication Skills: <i>E.g., the lesson has been designed to equip student teachers with the requisite skills to teach learners the right vocabulary to be able to tell their everyday activities about occupation. (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).</i></p> <p>Arabic Grammar: <i>E.g., The lesson aims to improve student teachers understanding of Arabic and the requisite skills for teaching it. It focuses on fundamental features of Arabic verbs: root, transitivity and voice. It treats simple trilateral and quadrilateral verbs, transitive and intransitive verbs, active and passive voices.</i></p> <p>1.5 Discuss with tutors the distinctive features of lesson 5 of the course manual and any challenging areas or areas of misconceptions that might need some clarification.</p>	<p><i>considering gender and number.</i></p> <p>Note: Refer to lesson one of the course manuals for the learning outcomes and indicators.</p> <p>1.4 Refer to the lesson descriptions of lesson 5 and read and discuss those course descriptions.</p> <p>Examples: Arabic communication skills: <i>E.g., the lesson has been designed to equip student teachers with the requisite skills to teach learners the right vocabulary to be able to tell their everyday activities about occupation. (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).</i></p> <p>Arabic Grammar: <i>E.g., The lesson aims to improve student teachers understanding of Arabic and the requisite skills for teaching it. It focuses on fundamental features of Arabic verbs: root, transitivity and voice. It treats simple trilateral and quadrilateral verbs, transitive and intransitive verbs, active and passive voices.</i></p> <p>1.5 Discuss the distinctive features of lesson 5 and any challenging areas or areas of misconceptions that might need some clarification.</p>	
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	<p>Examples of distinctive features:</p> <p>Arabic communication: The distinctive feature of this lesson is about helping student teachers to acquire the knowledge and techniques of teaching effective communicative skills through their understandings about various occupations in the community.</p> <p>Arabic Grammar: The distinctive features of this lesson include:</p> <ul style="list-style-type: none"> i. Its ability to introduce students to trilateral and quadrilateral verbs. ii. Is ability to help students to identify the distinguishing features of trilateral and quadrilateral verbs. iii. Its ability to elicit from students the constituents of Intransitive and Transitive verbs, and how they are used in conversations. <p>Examples of Misconceptions or Challenging Areas</p> <p>Arabic Communication Skills</p> <ul style="list-style-type: none"> i. A challenge to this lesson could be that, some student teachers might have poor Arabic communicative skills background. ii. A misconception to this lesson could be the view that “some occupations are meant solely for either males or females”. 	<p>Examples of distinctive features:</p> <p>Arabic communication skills: The distinctive feature of this lesson is about helping student teachers to acquire the knowledge and techniques of teaching effective communicative skills through their understandings about various occupations in the community.</p> <p>Arabic Grammar: The distinctive features of this lesson include:</p> <ul style="list-style-type: none"> v. Its ability to introduce students to trilateral and quadrilateral verbs. vi. Is ability to help students to identify the distinguishing features of trilateral and quadrilateral verbs. vii. Its ability to elicit from students the constituents of Intransitive and Transitive verbs, and how they are used in conversations. <p>Examples of Misconceptions or Challenging Areas</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> i. A challenge to this lesson could be that, some student teachers might have poor Arabic communicative skills background. ii. A misconception to this lesson could be the view that “some occupations are meant solely for either males or females”. 	
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	<p>Clarification:</p> <p>i. Since Arabic is not the native language of the student teachers, their entry behaviour regarding oral and written communicative abilities might be poor. This could make it difficult for them to acquire adequate content and pedagogical knowledge for onward transmission to their pupils.</p> <p>ii. The title of the lesson is occupation. In many Ghanaian societies males and females have been assigned some specific roles about various occupations. For example, the misconception that doctors are supposed to be males whilst nurses must be females.</p> <p>Arabic Grammar:</p> <p>i. That Arabic has the same verb forms as English Language.</p> <p>ii. That Arabic and English have the same sentence patterns.</p> <p>Clarification:</p> <p>i. Arabic has only two verbal forms, a prefix conjugation and a suffix conjugation. However, the English Language has sixteen tense forms.</p> <p>ii. Arabic has verbal and nominal sentences. Arabic's nominal sentences do not need verbs and typically comprise two nouns only. On the other hand, English has only verbal</p>	<p>Clarification:</p> <p>i. Since Arabic is not the native language of the student teachers, their entry behaviour regarding oral and written communicative abilities might be poor. This could make it difficult for them to acquire adequate content and pedagogical knowledge for onward transmission to their pupils.</p> <p>ii. The title of the lesson is occupation. In many Ghanaian societies males and females have been assigned some specific roles about various occupations. For example, the misconception that doctors are supposed to be males whilst nurses must be females.</p> <p>Arabic Grammar:</p> <p>iii. That Arabic has the same verb forms as English Language.</p> <p>iv. That Arabic and English have the same sentence patterns.</p> <p>Clarification:</p> <p>☐ Arabic has only two verbal forms, a prefix conjugation and a suffix conjugation. However, the English Language has sixteen tense forms.</p> <p>☐ Arabic has verbal and nominal sentences. Arabic's nominal sentences do not need verbs and typically comprise two nouns only.</p>	
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	<p><i>sentences. A complete and grammatically correct English sentence contains a subject, verb and object.</i></p>	<p><i>On the other hand, English has only verbal sentences. A complete and grammatically correct English sentence contains a subject, verb and object.</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) :</p> <p>✓ Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>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.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills:</p> <p>i. <i>Meaning of the concept occupation.</i></p> <p>ii. <i>Forms of occupations</i></p> <p>iii. <i>Benefits of occupational forms</i></p> <p>iv. <i>Occupational hazards</i></p> <p>Arabic Grammar:</p> <p>i. <i>The concept of trilateral and quadrilateral verbs.</i></p> <p>ii. <i>The concept of root and non-root letters.</i></p> <p>iii. <i>The concept of transitive and intransitive verbs.</i></p> <p>Examples of New Learnings:</p> <p>Arabic communication skills:</p> <p>i. <i>Student teachers' ability to explain the meaning of the concept occupation.</i></p> <p>ii. <i>Student teachers' ability to identify the various forms of occupations.</i></p> <p>iii. <i>Student teachers' ability to discuss the benefits of occupational forms</i></p> <p>iv. <i>Student teachers' ability to list and explain some occupational hazards in different professions.</i></p>	<p>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.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills:</p> <p>v. <i>Meaning of the concept occupation.</i></p> <p>vi. <i>Forms of occupations</i></p> <p>vii. <i>Benefits of occupational forms</i></p> <p>viii. <i>Occupational hazards</i></p> <p>Arabic Grammar:</p> <p>i. <i>The concept of trilateral and quadrilateral verbs.</i></p> <p>ii. <i>The concept of root and non-root letters.</i></p> <p>iii. <i>The concept of transitive and intransitive verbs.</i></p> <p>Examples of New Learnings:</p> <p>Arabic communication skills:</p> <p>i. <i>Student teachers' ability to explain the meaning of the concept occupation.</i></p> <p>ii. <i>Student teachers' ability to identify the various forms of occupations.</i></p> <p>iii. <i>Student teachers' ability to discuss the benefits of occupational forms</i></p> <p>iv. <i>Student teachers' ability to list and explain some occupational hazards in different professions.</i></p>	15 mins

	<p>Arabic Grammar:</p> <ol style="list-style-type: none"> i. <i>Students' ability to identify trilateral and quadrilateral verbs from a given text.</i> ii. <i>Students' ability to distinguish between the features of Trilateral and Quadrilateral verbs.</i> iii. <i>Students' ability to form meaningful sentences with trilateral and quadrilateral verbs.</i> iv. <i>Students' ability to identify the differences between intransitive and transitive verbs.</i> v. <i>Students' ability to use intransitive and transitive verbs in meaning sentences reflecting gender and number.</i> <p>Examples of Potential Barriers</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> ☐ <i>Reluctance of student teachers to speak Arabic for fear of making mistakes and being mocked.</i> ☒ <i>Inadequate teaching and learning materials.</i> <p>Suggested Solution:</p> <ul style="list-style-type: none"> ☐ <i>Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language.</i> ☒ <i>Tutors should improvise TLMs and encourage student teachers to do same where possible.</i> 	<p>Arabic Grammar:</p> <ol style="list-style-type: none"> i. <i>Students' ability to identify trilateral and quadrilateral verbs from a given text.</i> ii. <i>Students' ability to distinguish between the features of Trilateral and Quadrilateral verbs.</i> iii. <i>Students' ability to form meaningful sentences with trilateral and quadrilateral verbs.</i> iv. <i>Students' ability to identify the differences between intransitive and transitive verbs.</i> v. <i>Students' ability to use intransitive and transitive verbs in meaning sentences reflecting gender and number.</i> <p>Examples of Potential Barriers</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> ☐ <i>Reluctance of student teachers to speak Arabic for fear of making mistakes and being mocked.</i> ☒ <i>Inadequate teaching and learning materials.</i> <p>Suggested Solution:</p> <ul style="list-style-type: none"> ☐ <i>Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language.</i> ☒ <i>Tutors should improvise TLMs and encourage student teachers to do same where possible.</i> 	
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	<p>Arabic Grammar: <i>Interference from students' L1 and the conventions of other languages such as English grammar.</i></p> <p>Suggested Solution: <i>Teachers ought to clearly explain the distinctions between Arabic verb forms or sentences and other languages such as the English.</i></p> <p>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.</p> <p><i>Examples:</i> <i>Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>2.4 Discuss with tutors how the suggested teaching strategies in lesson 5 will be used to promote learning at the 4-Year B.Ed. and Basic levels.</p> <p><i>Examples:</i> <i>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.</i></p>	<p>Arabic Grammar: <i>Interference from students' L1 and the conventions of other languages such as English grammar.</i></p> <p>Suggested Solution: <i>Teachers ought to clearly explain the distinctions between Arabic verb forms or sentences and other languages such as the English.</i></p> <p>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.</p> <p><i>Examples:</i> <i>Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>2.4 Discuss with tutors how the suggested teaching strategies in lesson 5 will be used to promote learning at the 4-Year B.Ed. and Basic levels.</p> <p><i>Examples:</i> <i>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.</i></p>	
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<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> ✓ Reading and discussion of the teaching and learning activities ✓ Noting and addressing areas where tutors may require clarification ✓ Noting opportunities for making links to the Basic School Curriculum ✓ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills ✓ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning ✓ Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action 	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> ✓ <i>Reflect with student teachers' reports on different types of occupations and jobs.</i> ✓ <i>Play the conversation audio between the following:</i> <p style="text-align: center;">علي + عثمان الطالب الأول + الطالب الثاني الطالب الثالث + الطالب الرابع الطالب الخامس + الطالب السادس</p> ✓ <i>facilitate discussions on the content of the audio</i> ✓ <i>Share task cards among student teachers to play roles based on the text.</i> ✓ <i>Put students in small groups to highlight on any three misconceptions associated with the teaching and other professions and suggest ways to overcome these misconceptions.</i> <p>Arabic Grammar:</p> <ol style="list-style-type: none"> <i>Use questions and answers to help students recall what they already know about verbs.</i> <i>Introduce students to trilateral and quadrilateral verbs.</i> <i>Guide students to identify trilateral and quadrilateral</i> 	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills:</p> <p><i>Student teachers reflect and peer review reports on</i></p> <p style="text-align: right;">التدريس الطب الهندسة</p> <ul style="list-style-type: none"> ✓ <i>Student listen attentively to the audio and take notes.</i> ✓ <i>Student reflect the content of the text.</i> ✓ ✓ <i>Students tasked to role play</i> ✓ <i>Student teachers undertake group presentations highlighting on misconceptions associated with the teaching and other professions and suggesting ways to overcome these misconceptions.</i> <p>Arabic Grammar:</p> <ol style="list-style-type: none"> <i>Use questions and answers to help students recall what they already know about verbs.</i> <i>Introduce students to trilateral and quadrilateral verbs.</i> <i>Guide students to identify trilateral and quadrilateral</i> 	
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<p>research, questioning 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</p> <p>✓ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>verbs in each text or video from YouTube.</i></p> <p><i>iv. Assist students to brainstorm on the distinguishing features of trilateral and quadrilateral verbs.</i></p> <p><i>v. Help students to form meaningful sentences with trilateral and quadrilateral verbs.</i></p> <p><i>vi. Guide students to discuss transitive and intransitive verbs.</i></p> <p><i>vii. Assist students to construct sentences involving transitive and intransitive verbs.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>3.2 Discuss with tutors 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.</p> <p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p>	<p><i>verbs in each text or video from YouTube.</i></p> <p><i>iv. Assist students to brainstorm on the distinguishing features of trilateral and quadrilateral verbs.</i></p> <p><i>v. Help students to form meaningful sentences with trilateral and quadrilateral verbs.</i></p> <p><i>vi. Guide students to discuss transitive and intransitive verbs.</i></p> <p><i>vii. Assist students to construct sentences involving transitive and intransitive verbs.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>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.</p> <p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p>	
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	<p>Examples of GESI responsiveness: <i>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.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>Tasking student teachers to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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 literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)</i> 3.4 Ask one tutor to model a selected activity in a teaching situation.</p>	<p>Examples of GESI responsiveness: <i>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.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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)</i> 3.4 Pay attention as the tutor models a selected activity in a teaching situation.</p>	
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	<p>Examples: Arabic communication skills: <i>Modeling the teaching of various types of occupations and jobs.</i></p> <p>Arabic Grammar: <i>Modeling the teaching of intransitive and Transitive verbs and how they are used in conversations.</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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.</p> <p><i>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 to bridge the learning gaps among students.</i></p>	<p>Examples: Arabic communication skills: <i>Modeling the teaching of various types of occupations and jobs.</i></p> <p>Arabic Grammar: <i>Modeling the teaching of intransitive and Transitive verbs and how they are used in conversations.</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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.</p> <p><i>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 to bridge the learning gaps among students.</i></p>	
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	<p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills: <i>Assign student teachers into different groups based on various occupations. Task them to give oral and written reports about the activities of various occupations based on their interactions with members of the communities.</i></p> <p>Arabic Grammar: <i>Task students to make presentations on the features of verbs, root, transitivity, and voice.</i></p> <p>3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.</p> <p><i>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.</i></p> <p>Note: <i>Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p>	<p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills: <i>Assign student teachers into different groups based on various occupations. Task them to give oral and written reports about the activities of various occupations based on their interactions with members of the communities.</i></p> <p>Arabic Grammar: <i>Task students to make presentations on the features of verbs, root, transitivity, and voice.</i></p> <p>3.8 Discuss assessment instruments aside what is in your respective manuals.</p> <p><i>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.</i></p> <p>Note: <i>Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p>	
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	<p>N/B: <i>Digital Assessment Tools for Teachers</i> 1. Socrative - quizzes and questions with real-time grading. 2. Google Forms - easy to use. 3. Mentimeter - pre-built education templates. 4. Poll Everywhere - used by 300,000 teachers. 5. 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.</p>	<p>N/B: <i>Digital Assessment Tools for Teachers</i> 6. Socrative - quizzes and questions with real-time grading. 7. Google Forms - easy to use. 8. Mentimeter - pre-built education templates. 9. Poll Everywhere - used by 300,000 teachers. 10. 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</p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session.</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their classrooms.</p> <p>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.</p> <p>4.3 Ask tutors to read lesson 5 from the PD manual in preparation for the next session.</p>	<p>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</p> <p>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.</p> <p>4.3 Read lesson 5 to prepare for next week’s session.</p>	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 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.

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	Review of Prior Knowledge 1.1 Use the 'snowballing' strategy to recap the main issues raised during the previous semester's PD session	Review of Prior Knowledge 1.1 Recap the main issues raised during the previous semester's PD session. Each person will recall	20 mins

<p>✓ A critical friend to share findings for a short discussion and lessons learned</p> <p>✓ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>✓ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding</p>	<p><i>N/B: in snowballing, one person is invited who turns to invite a friend and the friend also invite another and a chain of invitation in that order.</i></p> <p>1.2 Ask a tutor who observed a lesson the previous week to share his/her observation.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 Ask tutors to be in mixed pairs as appropriate and allow them to discuss the main purpose of the current PD Session and share their views.</p> <p><i>E.g., the purpose of the PD 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.).</i></p> <p>1.3 Lead tutors to discuss the Learning Outcomes (LOs) of lesson six and their Learning Indicators (LIs) by stating their relationship.</p> <p><i>Examples:</i> Arabic communication skills: <i>(LO): Demonstrate ability and skills to guide students to engage</i></p>	<p>one thing and invite a friend to also say another.</p> <p>1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 In your mixed pairs discuss the main purpose of the current PD Session and share your views.</p> <p><i>E.g., the purpose of the PD 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.).</i></p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson six and their Learning Indicators (LIs) by stating their relationship.</p> <p><i>Examples:</i> Arabic communication skills: <i>(LO): Demonstrate ability and skills to guide students to engage</i></p>	
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<p>and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><i>in effective oral and written communication on weather issues affecting humankind in Ghana and across the globe (NTS 2b, pg13, NTECFpg20).</i></p> <p><i>(LIs):</i></p> <ul style="list-style-type: none"> <i>i. List of vocabularies prepared by student teachers on weather and climate.</i> <i>ii. Student teachers engage in small group conversation and in pairs on conversation on weather issues affecting humankind.</i> <i>iii. Peer Review of student teachers' oral conversation on weather issues.</i> <p>Arabic Grammar: (LO): <i>Demonstrate knowledge and skills of using transitive and intransitive verbs in Arabic (NTS 2abc, pg.13, NTECF pg. 20).</i></p> <p>(LIs):</p> <ul style="list-style-type: none"> <i>i. Identify the difference between active and passive voices.</i> <i>ii. Show how passive voices are formed from trilateral and quadrilateral active verbs.</i> <i>iii. Carry out basic passing and grammatical analysis of active and passive voices.</i> <i>iv. Use active and passive voices in oral and written expression.</i> <p>Note: <i>Refer tutors to lesson six of the course manual for the learning outcomes and indicators.</i></p>	<p><i>in effective oral and written communication on weather issues affecting humankind in Ghana and across the globe (NTS 2b, pg13, NTECFpg20).</i></p> <p><i>(LIs):</i></p> <ul style="list-style-type: none"> <i>i. List of vocabularies prepared by student teachers on weather and climate.</i> <i>ii. Student teachers engage in small group conversation and in pairs on conversation on weather issues affecting humankind.</i> <i>iii. Peer Review of student teachers' oral conversation on weather issues.</i> <p>Arabic Grammar: (LO): <i>Demonstrate knowledge and skills of using transitive and intransitive verbs in Arabic (NTS 2abc, pg.13, NTECF pg. 20).</i></p> <p>(LIs):</p> <ul style="list-style-type: none"> <i>i. Identify the difference between active and passive voices.</i> <i>ii. Show how passive voices are formed from trilateral and quadrilateral active verbs.</i> <i>iii. Carry out basic passing and grammatical analysis of active and passive voices.</i> <i>iv. Use active and passive voices in oral and written expression.</i> <p>Note: <i>Refer tutors to lesson six of the course manual for the learning outcomes and indicators.</i></p>	
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	<p>Overview of Content and Distinctive Features</p> <p>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.</p> <p>Arabic communication: <i>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.).</i></p> <p>Arabic Grammar: <i>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.).</i></p> <p>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.</p>	<p>1.4 Refer to the lesson descriptions of lesson 6 and read and discuss those course descriptions.</p> <p>Examples: Arabic communication skills: <i>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.).</i></p> <p>Arabic Grammar: <i>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.).</i></p> <p>1.5 Discuss the distinctive features of lesson 6 and any challenging areas or areas of misconceptions that might need some clarification.</p>	
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	<p>Examples of distinctive features:</p> <p>Arabic communication:</p> <ul style="list-style-type: none"> 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. <p>Arabic Grammar:</p> <ul style="list-style-type: none"> i. Identification of the differences between active and passive voices. ii. The formation of passive voices from trilateral and quadrilateral active verbs. iii. The grammatical analysis of active and passive voices. iv. Using active and passive voices in oral and written expressions. <p>Examples of Misconceptions or Challenging Areas</p> <p>Arabic Communication Skills</p> <ul style="list-style-type: none"> i. That good oral communication ability is equivalent to good written communication skills. ii. That weather and climate have the same meaning. <p>Clarification:</p> <ul style="list-style-type: none"> 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, 	<p>Examples of distinctive features:</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> 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. <p>Arabic Grammar:</p> <ul style="list-style-type: none"> i. Identification of the differences between active and passive voices. ii. The formation of passive voices from trilateral and quadrilateral active verbs. iii. The grammatical analysis of active and passive voices. iv. Using active and passive voices in oral and written expressions. <p>Examples of Misconceptions or Challenging Areas</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> i. That good oral communication ability is equivalent to good written communication skills. ii. That weather and climate have the same meaning. <p>Clarification:</p> <ul style="list-style-type: none"> 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 	
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	<p><i>some good writers are not fluent and vice versa.</i></p> <p><i>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.</i></p> <p>Arabic Grammar: <i>That Arabic has similar grammatical rules as in the case of English and other languages known to learners.</i></p> <p>Clarification: <i>There are some similarities, for example, between English and Arabic because, both use lingual forms, such as nouns, verbs, sentences etc. However, there are extreme varieties in the phonemic, morphological, syntactical, and semantic system, which affect learning Arabic as a second language.</i></p>	<p><i>writers are not fluent and vice versa.</i></p> <p><i>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.</i></p> <p>Arabic Grammar: <i>That Arabic has similar grammatical rules as in the case of English and other languages known to learners.</i></p> <p>Clarification: <i>There are some similarities, for example, between English and Arabic because, both use lingual forms, such as nouns, verbs, sentences etc. However, there are extreme varieties in the phonemic, morphological, syntactical, and semantic system, which affect learning Arabic as a second language.</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <p>✓ Identification and discussion of new learning, potential barriers to learning for student teachers or students,</p>	<p>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.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills:</p> <p><i>i. The concept of weather</i></p> <p><i>ii. The concept of climate</i></p> <p><i>iii. Relationships amongst weather, climate, and various occupations.</i></p>	<p>2.1 Discuss and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills:</p> <p><i>i. The concept of weather</i></p> <p><i>ii. The concept of climate</i></p> <p><i>iii. Relationships amongst weather, climate, and various occupations.</i></p>	<p>15 mins</p>

<p>concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>Arabic Grammar:</p> <ul style="list-style-type: none"> <i>i. The concept of active and passive voices in Arabic Grammar.</i> <i>ii. Grammatical functions of active and passive voices.</i> <i>iii. The concept of verbs and agents.</i> <p>Examples of New Learnings:</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> <i>i. Students’ ability to explain the distinctions between weather and climate in oral and written forms.</i> <i>ii. Students’ ability to write about the relationships amongst weather, climatic conditions, and occupational performances.</i> <i>iii. Students’ ability to discuss the importance of weather and climate to different occupations.</i> <p>Arabic Grammar:</p> <ul style="list-style-type: none"> <i>i. Student teachers’ ability to explain the concept of active and passive voices in Arabic Grammar.</i> <i>ii. Student teachers’ ability to list some features of active and passive voices.</i> <i>iii. Student teachers’ ability to state grammatical functions of active and passive voices.</i> <i>iv. Student teachers’ ability to construct sentences in active and passive voices.</i> <i>v. Student teachers’ ability to analyse the grammatical functions of active voices in sampled sentences.</i> <p>Examples of Potential Barriers</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> <i>i. Inadequate/Lack of</i> 	<p>Arabic Grammar:</p> <ul style="list-style-type: none"> <i>i. The concept of active and passive voices in Arabic Grammar.</i> <i>ii. Grammatical functions of active and passive voices.</i> <i>iii. The concept of verbs and agents.</i> <p>Examples of New Learnings:</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> <i>i. Students’ ability to explain the distinctions between weather and climate in oral and written forms.</i> <i>ii. Students’ ability to write about the relationships amongst weather, climatic conditions, and occupational performances.</i> <i>iii. Students’ ability to discuss the importance of weather and climate to different occupations.</i> <p>Arabic Grammar:</p> <ul style="list-style-type: none"> <i>i. Student teachers’ ability to explain the concept of active and passive voices in Arabic Grammar.</i> <i>ii. Student teachers’ ability to list some features of active and passive voices.</i> <i>iii. Student teachers’ ability to state grammatical functions of active and passive voices.</i> <i>iv. Student teachers’ ability to construct sentences in active and passive voices.</i> <i>v. Student teachers’ ability to analyse the grammatical functions of active voices in sampled sentences.</i> <p>Examples of Potential Barriers</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> <i>i. Lack of learning and teaching</i> 	
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	<p><i>learning and teaching materials (Text books).</i></p> <p>ii. <i>Inadequate/Lack of effective communicative competency in Arabic among the learners.</i></p> <p>Suggested Solution:</p> <p>i. <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.</i></p> <p>ii. <i>In the case of weak communicative skills, teachers are encouraged to organize some remedial lessons for the students where applicable.</i></p> <p>Arabic Grammar: <i>Lack of Arabic Grammar textbooks at the basic schools.</i></p> <p>Suggested Solution: <i>Teachers are encouraged to search for online textbooks that are suitable for their lessons.</i></p> <p>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.</p> <p><i>Examples:</i> <i>Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p>	<p><i>materials (Text books).</i></p> <p>ii. <i>Lack of effective communicative competency in Arabic among the learners.</i></p> <p>Suggested Solution:</p> <p><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.</i></p> <p>ii. <i>In the case of weak communicative skills, teachers are encouraged to organize some remedial lessons for the students where applicable.</i></p> <p>Arabic Grammar: <i>Lack of Arabic Grammar textbooks at the basic schools.</i></p> <p>Suggested Solution: <i>Teachers are encouraged to search for online textbooks that are suitable for their lessons.</i></p> <p>2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.</p> <p><i>Examples:</i> <i>Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p>	
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	<p>2.4 Discuss with tutors how the suggested teaching strategies in lesson 6 will be used to promote learning at the 4-Year B.Ed. and Basic levels.</p> <p><i>Examples:</i> <i>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.</i></p>	<p>2.4 Discuss how the suggested teaching strategies in lesson 6 will be used to promote learning at the 4-Year B.Ed. and Basic levels.</p> <p><i>Examples:</i> <i>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.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <p>✓ Reading and discussion of the teaching and learning activities</p> <p>✓ Noting and addressing areas where tutors may require clarification</p> <p>✓ Noting opportunities for making links to the Basic School Curriculum</p> <p>✓ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>✓ Reading, discussion,</p>	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills:</p> <ol style="list-style-type: none"> i. <i>Reflect with students on the importance of weather and climate to farming in Ghana.</i> ii. <i>Use Flashcards and games to help student teachers to internalize the relevant vocabularies about weather and climate.</i> iii. <i>Use the prescribed CDs on al-Arabiya bayna yadayka, and pictures to stimulate and sustain conversations on weather, climate and occupations.</i> <p>Arabic Grammar:</p> <ol style="list-style-type: none"> i. <i>Revise the previous knowledge of learners about verbs through questions and answers.</i> ii. <i>Introduce the concept of active and passive voice verbs to</i> 	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills:</p> <ol style="list-style-type: none"> i. <i>Reflect with students on the importance of weather and climate to farming in Ghana.</i> ii. <i>Use Flashcards and games to help student teachers to internalize the relevant vocabularies about weather and climate.</i> iii. <i>Use the prescribed CDs on al-Arabiya bayna yadayka, and pictures to stimulate and sustain conversations on weather, climate and occupations.</i> <p>Arabic Grammar:</p> <ol style="list-style-type: none"> i. <i>Revise the previous knowledge of learners about verbs through questions and answers.</i> ii. <i>Introduce the concept of active and passive voice verbs</i> 	

<p>and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</p> <p>✓ Resources:</p> <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. <p>Considerat</p>	<p><i>learners using different types of agents.</i></p> <p><i>iii. Task learners in groups, to compose sentences consisting of active and passive voice verb forms (trilateral quadrilateral) verbs using different types of agents.</i></p> <p><i>iv. Guide students to analyse the grammatical functions of active and passive voices in sampled sentences.</i></p> <p><i>v. Guide student teachers to reflect and summarize features of active and passive voices.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>3.2 Discuss with tutors 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.</p> <p><i>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.</i></p> <p><i>Examples of 21st century skills:</i> <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p> <p><i>Examples of GESI responsiveness:</i> <i>Making reasonable adjustments for physically challenged learners.</i></p>	<p><i>to learners using different types of agents.</i></p> <p><i>iii. Task learners in groups, to compose sentences consisting of active and passive voice verb forms (trilateral quadrilateral) verbs using different types of agents.</i></p> <p><i>iv. Guide students to analyse the grammatical functions of active and passive voices in sampled sentences.</i></p> <p><i>v. Guide student teachers to reflect and summarize features of active and passive voices</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>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.</p> <p><i>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.</i></p> <p><i>Examples of 21st century skills:</i> <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p> <p><i>Examples of GESI responsiveness:</i> <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p>	
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<p>ion 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</p> <p>✓ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>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 literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)</i> 3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modelling the teaching of the topic “the importance of weather and climate for farming activities”.</i></p>	<p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>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)</i> 3.4 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modelling the teaching of the topic “the importance of weather and climate for farming activities”.</i></p>	
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	<p>Arabic Grammar: <i>Modelling the teaching of active and passive voices with the aid of appropriate ICT tools.</i></p> <p>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.</p> <p><i>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.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills: <i>Individual/Group oral and written presentations about the effects of weather and climate on human existence.</i></p>	<p>Arabic Grammar: <i>Modelling the teaching of active and passive voices with the aid of appropriate ICT tools.</i></p> <p>Using Continuous Assessment in Supporting Student Learning 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.</p> <p><i>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.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills: <i>Individual/Group oral and written presentations about the effects of weather and climate on human existence.</i></p>	
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	<p>Arabic Grammar: <i>Task students to compare the key features of verbs (Active and Passive voices) in Arabic and any other language of their choice.</i></p> <p>3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p> <ol style="list-style-type: none"> 1. Socrative - quizzes and questions with real-time grading. 2. Google Forms - easy to use. 3. Mentimeter - pre-built education templates. 4. Poll Everywhere - used by 300,000 teachers. 5. Kahoot - game-based assessment tool. <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	<p>Arabic Grammar: <i>Task students to compare the key features of verbs (Active and Passive voices) in Arabic and any other language of their choice.</i></p> <p>3.8 Discuss assessment instruments aside what is in your respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p> <ol style="list-style-type: none"> 6. Socrative - quizzes and questions with real-time grading. 7. Google Forms - easy to use. 8. Mentimeter - pre-built education templates. 9. Poll Everywhere - used by 300,000 teachers. 10. Kahoot - game-based assessment tool. <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate</i></p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Ask tutors to reflect on and share what they have learnt in</p>	<p>4.1 Reflect on what you have learn and how you have learnt it. Share with the class, one thing you have</p>	<p>15 mins</p>

<p>a. Tutors need to identify critical friends to observe lessons and report at next session.</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>the session which they will be using in their classrooms.</p> <p>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.</p> <p>4.3 Ask tutors to read lesson 6 from the PD manual in preparation for the next session.</p>	<p>learnt in the session that you will like to practice in your classroom.</p> <p>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.</p> <p>4.3 Read lesson 6 to prepare for next week's session.</p>	
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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.

<p>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.</p>	<p>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session</p>	<p>Review of Prior Knowledge 1.1 Use the 'snowballing' strategy to recap the main issues raised</p>	<p>Review of Prior Knowledge 1.1 Recap the main issues raised during the previous semester's PD</p>	<p>20 mins</p>

<p>✓ Review prior learning</p> <p>✓ A critical friend to share findings for a short discussion and lessons learned</p> <p>✓ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>✓ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take</p>	<p>during the previous semester's PD session</p> <p><i>N/B: in snowballing, one person is invited who turns to invite a friend and the friend also invite another and a chain of invitation in that order.</i></p> <p>1.2 Ask a tutor who observed a lesson the previous week to share his/her observation.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 Ask tutors to be in mixed pairs as appropriate and allow them to discuss the main purpose of the current PD Session and share their views.</p> <p><i>E.g., the purpose of the PD is to equip teachers with the knowledge and techniques of teaching effective communicative skills regarding weather in everyday life in Ghana. (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).</i></p> <p>1.3 Lead tutors to discuss the Learning Outcomes (LOs) of lesson seven and their Learning Indicators (LIs) by stating their relationship.</p> <p><i>Examples:</i> Arabic communication skills: <i>(LO): Demonstrate ability and skills to guide students to engage in effective oral and written communication on weather issues affecting humankind in Ghana and across the globe (NTS 2b, pg13, NTECFpg20).</i></p>	<p>session. Each person will recall one thing and invite a friend to also say another.</p> <p>1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 In your mixed pairs discuss the main purpose of the current PD Session and share your views.</p> <p><i>E.g., the purpose of the PD is to equip teachers with the knowledge and techniques of teaching effective communicative skills regarding weather in everyday life in Ghana. (NTS2c:13; NTS3k:14, and NTECF pp 25-26.).</i></p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson seven and their Learning Indicators (LIs) by stating their relationship.</p> <p><i>Examples:</i> Arabic communication skills: <i>(LO): Demonstrate ability and skills to guide students to engage in effective oral and written communication on weather issues affecting humankind in Ghana and across the globe (NTS 2b, pg13, NTECFpg20).</i></p>	
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<p>feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>(LIs):</p> <ul style="list-style-type: none"> <i>i. List of vocabularies prepared by student teachers on weather and climate.</i> <i>ii. Student teachers engage in small group conversation and in pairs on conversation on weather issues affecting humankind.</i> <i>iii. Peer Review of student teachers' oral conversation on weather issues.</i> <p>Arabic Grammar: (LOs):</p> <ul style="list-style-type: none"> <i>i. Demonstrate knowledge and skills of how to use primary markers and secondary markers to represent the three Arabic cases.</i> <i>ii. Demonstrate knowledge and understanding of the various contexts where nouns assume nominative cases.</i> <i>iii. Demonstrate knowledge and understanding of the various contexts where nouns assume accusative cases.</i> <i>iv. Demonstrate knowledge and understanding of the various contexts where nouns assume genitive cases.</i> <p>(LIs): Mention the key differences between the primary and secondary markers.</p> <ul style="list-style-type: none"> ✓ <i>Separate nouns that possess primary markers from those that have secondary markers.</i> <ul style="list-style-type: none"> <i>i.</i> ✓ <i>Identify instances where nouns possess nominative cases (with examples).</i> 	<p>(LIs):</p> <ul style="list-style-type: none"> <i>i. List of vocabularies prepared by student teachers on weather and climate.</i> <i>ii. Student teachers engage in small group conversation and in pairs on conversation on weather issues affecting humankind.</i> <i>iii. Peer Review of student teachers' oral conversation on weather issues.</i> <p>Arabic Grammar: (LOs):</p> <ul style="list-style-type: none"> <i>i. Demonstrate knowledge and skills of how to use primary markers and secondary markers to represent the three Arabic cases.</i> <i>ii. Demonstrate knowledge and understanding of the various contexts where nouns assume nominative cases.</i> <i>iii. Demonstrate knowledge and understanding of the various contexts where nouns assume accusative cases.</i> <i>iv. Demonstrate knowledge and understanding of the various contexts where nouns assume genitive cases.</i> <p>(LIs): Mention the key differences between the primary and secondary markers.</p> <ul style="list-style-type: none"> ✓ <i>Separate nouns that possess primary markers from those that have secondary markers.</i> <ul style="list-style-type: none"> <i>ii.</i> ✓ <i>Identify instances where nouns possess nominative cases (with examples).</i> 	
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	<ul style="list-style-type: none"> ✓ Explain why selected nouns from a text possess nominative cases. ✓ Produce a meaningful sentence and mark a nominative case. <p>ii.</p> <ul style="list-style-type: none"> ✓ 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 <p>iii.</p> <ul style="list-style-type: none"> ✓ 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 <p>Note: Refer tutors to lesson seven of the course manual for the learning outcomes and indicators.</p> <p>Overview of Content and Distinctive Features</p> <p>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.</p> <p>Arabic communication: The purpose of the lesson is to equip teachers with the knowledge and techniques of teaching effective communicative skills on</p>	<ul style="list-style-type: none"> ✓ Explain why selected nouns from a text possess nominative cases. ✓ Produce a meaningful sentence and mark a nominative case. <p>iii.</p> <ul style="list-style-type: none"> ✓ 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 <p>iii</p> <ul style="list-style-type: none"> ✓ 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 <p>Note: Refer to lesson seven of the course manual for the learning outcomes and indicators.</p> <p>1.4 Refer to the lesson descriptions of lesson 7 and read and discuss those course descriptions.</p> <p>Examples: Arabic communication skills: The purpose of the lesson is to equip teachers with the knowledge and techniques of teaching effective communicative</p>	
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	<p><i>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.).</i></p> <p>Arabic Grammar: <i>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.</i></p> <p>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.</p> <p>Examples of distinctive features: Arabic communication:</p> <ul style="list-style-type: none"> <i>i. The nature of oral and written communications.</i> <i>ii. Using observations and group works as instruments for oral and written communications.</i> <i>iii. The nature of weather conditions in Ghana.</i> <i>iv. The nature of climatic conditions in Ghana.</i> <p>Arabic Grammar:</p> <ul style="list-style-type: none"> <i>i. Identification of the key differences between primary and secondary markers.</i> 	<p><i>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.).</i></p> <p>Arabic Grammar: <i>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.</i></p> <p>1.5 Discuss the distinctive features of lesson 7 and any challenging areas or areas of misconceptions that might need some clarification.</p> <p>Examples of distinctive features: Arabic communication skills:</p> <ul style="list-style-type: none"> <i>i. The nature of oral and written communications.</i> <i>ii. Using observations and group works as instruments for oral and written communications.</i> <i>iii. The nature of weather conditions in Ghana.</i> <i>iv. The nature of climatic conditions in Ghana.</i> <p>Arabic Grammar:</p> <ul style="list-style-type: none"> <i>i. Identification of the key differences between primary and secondary markers.</i> 	
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	<p>ii. <i>Separation of nouns that possess primary markers from those that have secondary markers.</i></p> <p>iii. <i>Explanations about why some selected nouns from a text possess nominative cases.</i></p> <p>iv. <i>Identification of the contexts in which nouns assume accusative cases and genitive cases respectively.</i></p> <p>Examples of Misconceptions or Challenging Areas</p> <p>Arabic Communication Skills</p> <p>i. <i>That good oral communication ability is equivalent to good written communication skills.</i></p> <p>ii. <i>That weather and climate have the same meaning.</i></p> <p>Clarification:</p> <p>i. <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></p> <p>ii. <i>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.</i></p>	<p>ii. <i>Separation of nouns that possess primary markers from those that have secondary markers.</i></p> <p>iii. <i>Explanations about why some selected nouns from a text possess nominative cases.</i></p> <p>iv. <i>Identification of the contexts in which nouns assume accusative cases and genitive cases respectively.</i></p> <p>Examples of Misconceptions or Challenging Areas</p> <p>Arabic communication skills:</p> <p>i. <i>That good oral communication ability is equivalent to good written communication skills.</i></p> <p>ii. <i>That weather and climate have the same meaning.</i></p> <p>Clarification:</p> <p>i. <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></p> <p>ii. <i>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.</i></p>	
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	<p>Arabic Grammar: That Arabic grammar is difficult because of the inflected nature of Arabic morpho-syntax.</p> <p>Clarification: True, Arabic is a highly inflected language. Nouns, adjectives and pronouns inflect for number, gender, and definiteness, while verbs show person, number, tense or aspect, and voice. The inflectional systems of Arabic, however, are no more complex than many other languages including German and Russian. Arabic has two noun genders and three grammatical cases, with only two true (or morphological) verb tenses. It should be pointed out, however, that the inflectional system of Arabic carries a relatively low communicative load.</p>	<p>Arabic Grammar: That Arabic grammar is difficult because of the inflected nature of Arabic morpho-syntax.</p> <p>Clarification: True, Arabic is a highly inflected language. Nouns, adjectives and pronouns inflect for number, gender, and definiteness, while verbs show person, number, tense or aspect, and voice. The inflectional systems of Arabic, however, are no more complex than many other languages including German and Russian. Arabic has two noun genders and three grammatical cases, with only two true (or morphological) verb tenses. It should be pointed out, however, that the inflectional system of Arabic carries a relatively low communicative load.</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) : ✓ Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be</p>	<p>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.</p> <p>Examples of New Concepts in the Lesson Arabic communication skills: i. The concept of weather ii. The concept of climate iii. Relationships amongst weather, climate and various occupations.</p> <p>Arabic Grammar: i. The concept of nominative cases of nouns. ii. The concept of accusative cases of nouns iii. The concept of genitive cases of nouns.</p> <p>Examples of New Learnings:</p>	<p>2.1 Discuss and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored.</p> <p>Examples of New Concepts in the Lesson Arabic communication skills: i. The concept of weather ii. The concept of climate iii. Relationships amongst weather, climate and various occupations.</p> <p>Arabic Grammar: i. The concept of nominative cases of nouns. ii. The concept of accusative cases of nouns iii. The concept of genitive cases of nouns.</p> <p>Examples of New Learnings:</p>	15 mins

<p>explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>Arabic communication skills:</p> <ul style="list-style-type: none"> i. <i>Students’ ability to explain the distinctions between weather and climate in oral and written forms.</i> ii. <i>Students’ ability to write about the relationships amongst weather, climatic conditions and occupational performances.</i> iii. <i>Students’ ability to discuss the importance of weather and climate to different occupations.</i> 	<p>Arabic communication skills:</p> <ul style="list-style-type: none"> i. <i>Students’ ability to explain the distinctions between weather and climate in oral and written forms.</i> ii. <i>Students’ ability to write about the relationships amongst weather, climatic conditions and occupational performances.</i> iii. <i>Students’ ability to discuss the importance of weather and climate to different occupations.</i> 	
	<p>Arabic Grammar:</p> <ul style="list-style-type: none"> i. <i>Students’ ability to form simple sentences in which the nouns assume nominative cases.</i> ii. <i>Students’ ability to form simple sentences in which the nouns assume accusative cases.</i> iii. <i>Students’ ability to form simple sentences whereby the nouns assume genitive cases.</i> 	<p>Arabic Grammar:</p> <ul style="list-style-type: none"> i. <i>Students’ ability to form simple sentences in which the nouns assume nominative cases.</i> ii. <i>Students’ ability to form simple sentences in which the nouns assume accusative cases.</i> iii. <i>Students’ ability to form simple sentences whereby the nouns assume genitive cases.</i> 	
	<p>Examples of Potential Barriers</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> i. <i>Inadequate/Lack of learning and teaching materials (Text books).</i> ii. <i>Inadequate/Lack of effective communicative competency in Arabic among the learners.</i> 	<p>Examples of Potential Barriers</p> <p>Arabic communication skills:</p> <ul style="list-style-type: none"> i. <i>Lack of learning and teaching materials (Text books).</i> ii. <i>Lack of effective communicative competency in Arabic among the learners.</i> 	
	<p>Suggested Solution:</p> <p><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.</i></p>	<p>Suggested Solution:</p> <p><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.</i></p>	

	<p><i>ii. In the case of weak communicative skills, teachers are encouraged to organize some remedial lessons for the students where applicable.</i></p> <p>Arabic Grammar: <i>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.</i></p> <p>Suggested Solution: <i>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.</i></p> <p>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, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>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.</p>	<p><i>ii. In the case of weak communicative skills, teachers are encouraged to organize some remedial lessons for the students where applicable.</i></p> <p>Arabic Grammar: <i>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.</i></p> <p>Suggested Solution: <i>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.</i></p> <p>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> <i>Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>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.</p>	
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	<p><i>Examples:</i> 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.</p>	<p><i>Examples:</i> 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.</p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <p>✓ Reading and discussion of the teaching and learning activities</p> <p>✓ Noting and addressing areas where tutors may require clarification</p> <p>✓ Noting opportunities for making links to the Basic School Curriculum</p> <p>✓ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>✓ Reading, discussion, and identification of continuous assessment opportunities</p>	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills:</p> <ol style="list-style-type: none"> i. Review students' knowledge on the concepts weather and climate. ii. Use the CDs on <i>al-Arabiya bayna yadayka</i>, and pictures to stimulate and sustain conversations on climate. iii. Engage students to use their learnt vocabularies on weather and climate to form sentences. iv. Let students make power point presentations on their new vocabularies and sentences. <p>Arabic Grammar:</p> <ol style="list-style-type: none"> i. Review learners' previous knowledge about nouns (singular, dual and plural. feminine and masculine forms, etc.). ii. Introduce the concepts of nominative, accusative and genitive cases of nouns taking into consideration (types, grammatical positions, and case endings). iii. Guide learners to discuss texts that have nouns with 	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills:</p> <ol style="list-style-type: none"> i. Review students' knowledge on the concepts weather and climate. ii. Use the CDs on <i>al-Arabiya bayna yadayka</i>, and pictures to stimulate and sustain conversations on climate. iii. Engage students to use their learnt vocabularies on weather and climate to form sentences. iv. Let students make power point presentations on their new vocabularies and sentences. <p>Arabic Grammar:</p> <ol style="list-style-type: none"> i. Review learners' previous knowledge about nouns (singular, dual and plural. feminine and masculine forms, etc.). ii. Introduce the concepts of nominative, accusative and genitive cases of nouns taking into consideration (types, grammatical positions, and case endings). iii. Guide learners to discuss texts that have nouns with 	

<p>s in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</p> <p>✓ Resources:</p> <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning 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 	<p><i>nominative, accusative, and genitive cases, with respect to the type of nouns, grammatical position, and case ending or appropriate substitute.</i></p> <p>iv. <i>Discuss the grammatical rule with learners.</i></p> <p>v. <i>In groups, task student teachers to form simple sentences, whereby the noun assumes a nominative case, an accusative case or genitive case.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>3.2 Discuss with tutors 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.</p> <p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development, and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i> <i>The use of braille and audio machines for orals, etc.</i></p>	<p><i>nominative, accusative, and genitive cases, with respect to the type of nouns, grammatical position, and case ending or appropriate substitute.</i></p> <p>iv. <i>Discuss the grammatical rule with learners.</i></p> <p>v. <i>In groups, task student teachers to form simple sentences, whereby the noun assumes a nominative case, an accusative case or genitive case.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>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.</p> <p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development, and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i> <i>The use of braille and audio machines for orals, etc.</i></p>	
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<p>guidance on any power point presentations, TLM or other resources which need to be developed to support learning</p> <p>✓ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>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 literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)</i></p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modeling the teaching of the topic “the impacts of weather and climate on economic activities”.</i></p> <p>Arabic Grammar: <i>Modeling the teaching of nominative cases of nouns with emphasis on the noun, type of nouns, grammatical position, and case ending or appropriate substitute.</i></p>	<p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>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)</i></p> <p>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modeling the teaching of the topic “the impacts of weather and climate on economic activities”.</i></p> <p>Arabic Grammar: <i>Modeling the teaching of nominative cases of nouns with emphasis on the noun, type of nouns, grammatical position, and case ending or appropriate substitute.</i></p>	
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	<p>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.</p> <p><i>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.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills : <i>Individual/Group oral and written presentations about the effects of weather and climate on human existence.</i></p> <p>Arabic Grammar: <i>Task each learner to give oral submissions on the three grammatical cases of nouns</i></p>	<p>Using Continuous Assessment in Supporting Student Learning 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.</p> <p><i>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.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills : <i>Individual/Group oral and written presentations about the effects of weather and climate on human existence.</i></p> <p>Arabic Grammar: <i>Task each learner to give oral submissions on the three grammatical cases of nouns</i></p>	
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	<p><i>(nominative, accusative, and genitive), within a given period.</i></p> <p>3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p> <ol style="list-style-type: none"> 1. Socrative - quizzes and questions with real-time grading. 2. Google Forms - easy to use. 3. Mentimeter - pre-built education templates. 4. Poll Everywhere - used by 300,000 teachers. 5. Kahoot - game-based assessment tool. <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	<p><i>(nominative, accusative, and genitive), within a given period.</i></p> <p>3.8 Discuss assessment instruments aside what is in your respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i></p> <ol style="list-style-type: none"> 6. Socrative - quizzes and questions with real-time grading. 7. Google Forms - easy to use. 8. Mentimeter - pre-built education templates. 9. Poll Everywhere - used by 300,000 teachers. 10. Kahoot - game-based assessment tool. <p><i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate</i></p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe</p>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their classrooms.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their class during</p>	<p>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.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and</p>	15 mins

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

Lesson Title:

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 1-7 in line with (JHS Arabic Curriculum)

<p>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.</p>	<p>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and</p>	<p>Review of Prior Knowledge Use the ‘snowballing’ strategy to recap the main issues raised during the previous semester’s PD session <i>N/B: in snowballing, one person is invited who turns to invite a friend and the friend also invite another and a chain of invitation in that order.</i></p>	<p>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.</p>	<p>20 mins</p>

<p>lessons learned Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.2 Ask a tutor who observed a lesson the previous week to share his/her observation.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 Ask tutors to be in mixed pairs as appropriate and allow them to discuss the main purpose of the current PD Session and share their views.</p> <p>Examples: Arabic communication:</p> <p><i>For example, one of the purposes is to discuss key features of the school curriculum, including issues of continuity and progression both within their Arabic and across all the subjects they will teach.</i></p> <p>Arabic Grammar: <i>One of the purposes is to provide students with the opportunities to practice the teaching of the grammar course they have learnt from Unit 1 to Unit 7.</i></p> <p>1.3 Lead tutors to discuss the Learning Outcomes (LOs) of lesson 8 and their Learning Indicators (LIs) by stating their relationship.</p> <p>Examples: Arabic communication skills: <i>(LO): Demonstrate an understanding of Preparation and engagement in supported teaching in school in the field of Arabic</i></p>	<p>1.2 Listen to the account of a colleague’s observed lesson lesson and contribute to the discussion that follow.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 In your mixed pairs discuss the main purpose of the current PD Session and share your views.</p> <p>Examples: Arabic communication:</p> <p><i>For example, one of the purposes is to discuss key features of the school curriculum, including issues of continuity and progression both within their Arabic and across all the subjects they will teach.</i></p> <p>Arabic Grammar: <i>One of the purposes is to provide students with the opportunities to practice the teaching of the grammar course they have learnt from Unit 1 to Unit 7.</i></p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson 8 and their Learning Indicators (LIs) by stating their relationship.</p> <p>Examples: Arabic communication skills: <i>(LO): Demonstrate an understanding of preparation and engagement in supported teaching in school in the field of Arabic</i></p>	
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	<p><i>(LIs):</i> 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</p> <p>Arabic Grammar: <i>(LO): Demonstrate knowledge of how the grammar items addressed in CLO 5 are taught as outlined in the JHS Arabic Curriculum.</i></p> <p><i>(LIs):</i> 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</p> <p>Note: Refer tutors to lesson 8 of the course manual for the learning outcomes and indicators.</p> <p>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.</p> <p>Examples: Arabic communication: <i>E.g. Arabic communication skills, as a course, is designed to help</i></p>	<p><i>(LIs):</i> 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</p> <p>Arabic Grammar: <i>(LO): Demonstrate knowledge of how the grammar items addressed in CLO 5 are taught as outlined in the JHS Arabic Curriculum.</i></p> <p><i>(LIs):</i> 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</p> <p>Note: Refer to lesson 8 of the course manual for the learning outcomes and indicators.</p> <p>Overview of Content and Distinctive Features 1.4 Refer to the lesson descriptions of lesson 8 and read and discuss those course descriptions.</p> <p>Examples: Arabic communication: <i>E.g. Arabic communication skills, as a course, is designed to help</i></p>	
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	<p><i>learners identify, assess, and analyze the needs of children, taking into account any issues of background and experience as well as discuss key features of the Arabic curriculum(GESI)</i></p> <p>Arabic Grammar: <i>Arabic Grammar as a course, is designed to help student consolidate the content of the previous lessons and to equip students with the needed professional skills in teaching this Arabic Grammar in context.</i></p> <p>1.5 Discuss with tutors the distinctive features of lesson 8 of the course manual and any challenging areas or areas of misconceptions that might need some clarification.</p> <p>Examples of distinctive features: Arabic communication: <i>The role varied linguistic background play in the learning of Arabic (GESI)</i></p> <p>Arabic Grammar: <i>The teaching of Arabic grammar in context</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>There is the misconception that Arabic is Islam.</i></p> <p>Clarification: <i>Arabs are people who speak Arabic as a native language and identify themselves as Arabs; Muslims are those who practice the religion of Islam. ... The confusion between these terms may stem from the fact that Arabic is the primary language of</i></p>	<p><i>learners identify, assess, and analyze the needs of children, taking into account any issues of background and experience as well as discuss key features of the Arabic curriculum(GESI)</i></p> <p>Arabic Grammar: <i>Arabic Grammar as a course, is designed to help student consolidate the content of the previous lessons and to equip students with the needed professional skills in teaching this Arabic Grammar in context.</i></p> <p>1.5 Discuss the distinctive features of lesson 8 and any challenging areas or areas of misconceptions that might need some clarification.</p> <p>Examples of distinctive features: Arabic communication: <i>The role varied linguistic background play in the learning of Arabic (GESI)</i></p> <p>Arabic Grammar: <i>The teaching of Arabic grammar in context</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>There is the misconception that Arabic is Islam.</i></p> <p>Clarification: <i>Arabs are people who speak Arabic as a native language and identify themselves as Arabs; Muslims are those who practice the religion of Islam. ... The confusion between these terms may stem from the fact that Arabic is the primary language of</i></p>	
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	<p><i>the Islamic faith, just as Latin was for Catholicism until recently.</i></p> <p>Arabic Grammar: <i>The sociolinguistic and culture of Arabic has insignificant role in understanding of Arabic Grammar</i></p> <p>Clarification: <i>The knowledge of the grammatical system of Arabic language [grammatical competence] must be complemented by understanding of culture-specific meanings.</i></p>	<p><i>the Islamic faith, just as Latin was for Catholicism until recently.</i></p> <p>Arabic Grammar: <i>The sociolinguistic and culture of Arabic has insignificant role in understanding of Arabic Grammar</i></p> <p>Clarification: <i>The knowledge of the grammatical system of Arabic language [grammatical competence] has to be complemented by understanding of culture-specific meanings.</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s):</p> <p>Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to</p>	<p>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.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills: <i>key features of the basic school curriculum, including issues of continuity and progression within Arabic specialism</i></p> <p>Arabic Grammar: <i>practicing the teaching of Arabic grammar</i></p> <p>Examples of New Learnings: Arabic communication skills: <i>issues of continuity and progression within Arabic specialism</i></p> <p>Arabic Grammar: <i>Preparation of TLRs and the opportunities to practice the teaching of Arabic grammar</i></p> <p>Examples of Potential Barriers Arabic communication skills: <i>Student teachers may not know much about contemporary issues</i></p>	<p>2.1 Discuss and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills: <i>key features of the basic school curriculum, including issues of continuity and progression within Arabic specialism</i></p> <p>Arabic Grammar: <i>practicing the teaching of Arabic grammar</i></p> <p>Examples of New Learnings: Arabic communication skills: <i>issues of continuity and progression within Arabic specialism</i></p> <p>Arabic Grammar: <i>Preparation of TLRs and the opportunities to practice the teaching of Arabic grammar.</i></p> <p>Examples of Potential Barriers Arabic communication skills: <i>Student teachers may not know much about contemporary issues</i></p>	15 mins

<p>introduce and explain the issues/s with tutors</p>	<p><i>of the world.</i></p> <p>Suggested Solution: <i>This can be solved by exposing students to contemporary issues</i></p> <p>Arabic Grammar: <i>Student teachers linguistic background maybe a hinderance to their learning of Arabic grammar (GESI).</i></p> <p>Suggested Solution: <i>This can be solved by drawing their attention to what is similar and generic to all known languages, including Arabic and sharing in-depth knowledge of what is unique about Arabic with students (GESI).</i></p> <p>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: Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>2.4 Discuss with tutors how the suggested teaching strategies in lesson 8 be used to promote learning at the 4-Year B.Ed. and Basic levels. <i>Examples: Identifying the features of the Basic School Curriculum and those of the B.Ed. programme and aligning them with the</i></p>	<p><i>of the world.</i></p> <p>Suggested Solution: <i>This can be solved by exposing students to contemporary issues</i></p> <p>Arabic Grammar: <i>Student teachers linguistic background maybe a hinderance to their learning of Arabic grammar (GESI).</i></p> <p>Suggested Solution: <i>This can be solved by drawing their attention to what is similar and generic to all known languages, including Arabic and sharing in-depth knowledge of what is unique about Arabic with students (GESI).</i></p> <p>2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning. <i>Examples: Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>2.4 Discuss how the suggested teaching strategies in lesson 8 will be used to promote learning at the 4-Year B.Ed. and Basic levels. <i>Examples: Identifying the features of the Basic School Curriculum and those of the B.Ed. programme and aligning them with the suggested</i></p>	
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	<i>suggested teaching strategies in the course manual.</i>	<i>teaching strategies in the course manual.</i>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <p>Reading and discussion of the teaching and learning activities</p> <p>Noting and addressing areas where tutors may require clarification</p> <p>Noting opportunities for making links to the Basic School Curriculum</p> <p>Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities</p>	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills : <i>Task student-teachers in their small group to brainstorm the possible activities for managing daily routines with specific references of how cultural specific issue are manage. Ask learners to present their ideas to the larger groups in turns</i></p> <p>Arabic Grammar: <i>Discuss the procedure and guidelines for the teaching enactment with student-teachers Ask students to take turn to do a teaching demonstration of their preferred grammar topic Ask student-teachers to peer review the teaching demonstration carried out by their colleagues.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>3.2 Discuss with tutors 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.</p>	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills : <i>Task student-teachers in their small group to brainstorm the possible activities for managing daily routines with specific references of how cultural specific issue are manage. Ask learners to present their ideas to the larger groups in turns</i></p> <p>Arabic Grammar: <i>Discuss the procedure and guidelines for the teaching enactment with student-teachers Ask students to take turn to do a teaching demonstration of their preferred grammar topic Ask student-teachers to peer review the teaching demonstration carried out by their colleagues.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>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.</p>	i n s

<p>to use continuous assessment to support student teacher learning</p> <p>Resources: links to the existing PD Themes, for example, action research, questioning 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</p>	<p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>Tasking student teachers to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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</i></p>	<p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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),</i></p>	
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	<p><i>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)</i></p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills : <i>Modelling how to elicit the challenges of school visit</i></p> <p>Arabic Grammar: <i>Modelling the teaching of any previously taught grammatical item in Arabic.</i></p> <p>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.</p> <p><i>Note: The continuous assessment components for both Arabic communication skills and Arabic Grammar in the course manual include the subject portfolio and</i></p>	<p><i>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)</i></p> <p>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills : <i>Modelling how to elicit the challenges of school visit</i></p> <p>Arabic Grammar: <i>Modelling the teaching of any previously taught grammatical item in Arabic.</i></p> <p>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.</p> <p><i>Note: The continuous assessment components for both Arabic communication skills and Arabic Grammar in the course manual include the subject portfolio and</i></p>	
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	<p><i>subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process, identify strengths and weaknesses to bridge the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills: <i>A project work on conceptualising and providing contextual features of daily routine in Arabic conversation lesson</i></p> <p>Arabic Grammar: <i>Designing, a conjugation table of verbs in Arabic</i></p> <p>3.6 Request that tutors discuss assessment instruments aside what is in their respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p>	<p><i>subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process, identify strengths and weaknesses to bridge the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills: <i>A project work on conceptualising and providing contextual features of daily routine in Arabic conversation lesson</i></p> <p>Arabic Grammar: <i>Designing, a conjugation table of verbs in Arabic</i></p> <p>3.6 Discuss assessment instruments aside what is in your respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p>	
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	<p>N/B: <i>Digital Assessment Tools for Teachers</i> <i>Socrative - quizzes and questions with real-time grading.</i> <i>Google Forms - easy to use.</i> <i>Mentimeter - pre-built education templates.</i> <i>Poll Everywhere - used by 300,000 teachers.</i> <i>Kahoot - game-based assessment tool.</i> <i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	<p>N/B: <i>Digital Assessment Tools for Teachers</i> <i>Socrative - quizzes and questions with real-time grading.</i> <i>Google Forms - easy to use.</i> <i>Mentimeter - pre-built education templates.</i> <i>Poll Everywhere - used by 300,000 teachers.</i> <i>Kahoot - game-based assessment tool.</i> <i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate</i></p>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session.</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their classrooms.</p> <p>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.</p> <p>4.3 Ask tutors to read lesson 9 from the PD manual in preparation for the next session.</p>	<p>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.</p> <p>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.</p> <p>4.3 Read lesson 9 to prepare for next week's session.</p>	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 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: Kāna and its Sisters

<p>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.</p>	<p>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the introductory</p>	<p>Review of Prior Knowledge Use the ‘snowballing’ strategy to recap the main issues raised during the previous semester’s PD session <i>N/B: in snowballing, one person is invited who turns to invite a friend and the friend also invite another and a chain of invitation in that order.</i></p>	<p>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. 1.2 Listen to the account of a colleague’s observed lesson and contribute to the discussion that follow.</p>	<p>20 mins</p>

<p>sections of the lesson up to and including learning outcomes and indicators</p> <p>Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.4 Ask a tutor who observed a lesson the previous week to share his/her observation.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 Ask tutors to be in mixed pairs as appropriate and allow them to discuss the main purpose of the current PD Session and share their views.</p> <p>Examples: Arabic communication skills: <i>For example, one of the purposes is to equip student teachers with basic techniques of effective communicative skills and improve their ability to communicate, understand, speak, and write short passages in Arabic.</i></p> <p>Arabic Grammar: <i>One of the purposes is to provide content and pedagogical insights into a key component of Arabic grammar. It treats the incomplete verbs, specifically kāna and its sisters</i></p> <p>1.3 Lead tutors to discuss the Learning Outcomes (LOs) of lesson 9 and their Learning Indicators (LIs) by stating their relationship.</p> <p>Examples: Arabic communication skills : <i>(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).</i></p>	<p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 In your mixed pairs discuss the main purpose of the current PD Session and share your views.</p> <p>Examples: Arabic communication skills: <i>For example, one of the purposes is to equip student teachers with basic techniques of effective communicative skills and improve their ability to communicate, understand, speak, and write short passages in Arabic.</i></p> <p>Arabic Grammar: <i>One of the purposes is to provide content and pedagogical insights into a key component of Arabic grammar. It treats the incomplete verbs, specifically kāna and its sisters</i></p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson 9 and their Learning Indicators (LIs) by stating their relationship.</p> <p>Examples: Arabic communication skills : <i>(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).</i></p>	
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	<p><i>LIs</i> <i>List vocabularies from orals conversation on preferred hobbies.</i> <i>Design concept map of a set of tasks and activities to specific hobbies</i></p> <p>Arabic Grammar: <i>(LO): Demonstrate ability to differentiate members of ‘Kāna and its sisters’ that are fully operational in the past, present, and future tenses</i></p> <p><i>LIs:</i> <i>Explain how to conjugate members of ‘Kāna and its sisters’ that are fully operational including those that are partial operational.</i> <i>Use correctly Kāna and its sisters’ that are fully operational as well as those that are partially operational</i></p> <p>Note: <i>Refer tutors to lesson 9 of the course manual for the learning outcomes and indicators.</i></p> <p>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.</p> <p>Examples: Arabic communication: <i>Appreciating basic Arabic communication strategies used in daily routines.</i></p>	<p><i>LIs</i> <i>List vocabularies from orals conversation on preferred hobbies.</i> <i>Design concept map of a set of tasks and activities to specific hobbies</i></p> <p>Arabic Grammar: <i>(LO): Demonstrate ability to differentiate members of ‘Kāna and its sisters’ that are fully operational in the past, present, and future tenses</i></p> <p><i>LIs:</i> <i>Explain how to conjugate members of ‘Kāna and its sisters’ that are fully operational including those that are partial operational.</i> <i>Use correctly Kāna and its sisters’ that are fully operational as well as those that are partially operational</i></p> <p>Note: <i>Refer to lesson 9 of the course manual for the learning outcomes and indicators.</i></p> <p>Overview of Content and Distinctive Features 1.4 Refer to the lesson descriptions of lesson 9 and read and discuss those course descriptions.</p> <p>Examples: Arabic communication: <i>Appreciating basic Arabic communication strategies used in daily routines.</i></p>	
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	<p><i>Arabic Grammar: Teaching Arabic grammar using an authentic text</i></p> <p>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.</p> <p>Examples of distinctive features: Arabic communication: <i>Basic Arabic communication strategies in a daily routines context</i></p> <p>Arabic Grammar: <i>using an authentic texts to teach Arabic Grammar</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>Perception about the difficulties associated with Arabic.</i></p> <p>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></p> <p>Arabic Grammar: <i>Perception about the difficulties associated with Arabic.</i></p> <p>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></p>	<p><i>Arabic Grammar: Teaching Arabic grammar using an authentic text</i></p> <p>1.5 Discuss the distinctive features of lesson 9 and any challenging areas or areas of misconceptions that might need some clarification.</p> <p>Examples of distinctive features: Arabic communication: <i>Basic Arabic communication strategies in a daily routines context</i></p> <p>Arabic Grammar: <i>using an authentic texts to teach Arabic Grammar</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>Perception about the difficulties associated with Arabic.</i></p> <p>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></p> <p>Arabic Grammar: <i>Perception about the difficulties associated with Arabic.</i></p> <p>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></p>	
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<p>2 Concept Development (New learning likely to arise in lesson/s) : Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>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.</p> <p>Examples of New Concepts in the Lesson Arabic communication skills : <i>Identification of the lexicon in a conversational text</i> Arabic Grammar: <i>The concept of Arabic word structure</i> <i>The concept Arabic sentence structure</i></p> <p>Examples of New Learnings: Arabic communication skills : <i>Identification of the lexicon in a conversational text</i></p> <p>Arabic Grammar: <i>The concept of Arabic word structure</i> <i>The concept Arabic sentence structure</i></p> <p>Examples of Potential Barriers Arabic communication skills : <i>Student teachers may have problem understanding the conversational text due to to the complex tense and gender in Arabic</i></p> <p>Suggested Solution: <i>Some key words before and due reading of the text should be taught</i></p> <p>Arabic Grammar: <i>Student teachers may not have been exposed to the incomplete Verbs: Kāna and its Sisters.</i></p>	<p>2.1 Discuss and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored.</p> <p>Examples of New Concepts in the Lesson Arabic communication skills : <i>Identification of the lexicon in a conversational text</i> Arabic Grammar: <i>The concept of Arabic word structure</i> <i>The concept Arabic sentence structure</i></p> <p>Examples of New Learnings: Arabic communication skills : <i>Identification of the lexicon in a conversational text</i></p> <p>Arabic Grammar: <i>The concept of Arabic word structure</i> <i>The concept Arabic sentence structure</i></p> <p>Examples of Potential Barriers Arabic communication skills : <i>Student teachers may have problem understanding the conversational text due to to the complex tense and gender in Arabic</i></p> <p>Suggested Solution: <i>Some key words before and due reading of the text should be taught</i></p> <p>Arabic Grammar: <i>Student teachers may not have been exposed to the incomplete Verbs: Kāna and its Sisters.</i></p>	<p>15 mins</p>
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	<p>Suggested Solution: <i>Kana and its sisters are called Incomplete Verbs because they always need a predicate; (Khabar), to complete the meaning. ... So, the predicate of Kana and sisters always has a Fat'ha (or Tanween) on its ending</i></p> <p>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.</p> <p><i>Examples:</i> <i>Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>2.4 Discuss with tutors how the suggested teaching strategies in lesson 9 will be used to promote learning at the 4-Year B.Ed. and Basic levels.</p> <p><i>Examples:</i> <i>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.</i></p>	<p>Suggested Solution: <i>Kana and its sisters are called Incomplete Verbs because they always need a predicate; (Khabar), to complete the meaning. ... So, the predicate of Kana and sisters always has a Fat'ha (or Tanween) on its ending</i></p> <p>2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.</p> <p><i>Examples:</i> <i>Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>2.4 Discuss how the suggested teaching strategies in lesson 9 will be used to promote learning at the 4-Year B.Ed. and Basic levels.</p> <p><i>Examples:</i> <i>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.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the</p>	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p>	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p>	<p>ins</p>

<p>teaching and learning activities</p> <p>Noting and addressing areas where tutors may require clarification</p> <p>Noting opportunities for making links to the Basic School Curriculum</p> <p>Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</p> <p>Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they</p>	<p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills : <i>Guide them to analyse the text focusing on descriptive expressions used to describe their “hobbies”.</i></p> <p><i>Facilitate discussion among student teachers on the stated misconceptions and prejudices through Questions and Answers (QAs)</i></p> <p>Arabic Grammar: <i>Explains the concepts of incomplete verbs and divide students into smaller groups to compare complete and incomplete verbs in Arabic</i> <i>Guide student teachers to identify the semantic connotations of kana and its related sisters and use them accordingly.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u> 3.2 Discuss with tutors 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.</p> <p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal</i></p>	<p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills : <i>Guide them to analyse the text focusing on descriptive expressions used to describe their “hobbies”.</i></p> <p><i>Facilitate discussion among student teachers on the stated misconceptions and prejudices through Questions and Answers (QAs)</i></p> <p>Arabic Grammar: <i>Explains the concepts of incomplete verbs and divide students into smaller groups to compare complete and incomplete verbs in Arabic</i> <i>Guide student teachers to identify the semantic connotations of kana and its related sisters and use them accordingly.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u> 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.</p> <p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal</i></p>	
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<p>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</p>	<p><i>development, and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>Tasking student teachers to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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 literacy (DL) (Ref. p.viii, English</i></p>	<p><i>development, and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>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)</i></p>	
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	<p><i>Language Curriculum for Primary Schools - B4-B6)</i> 3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p>Examples a teaching situation Examples: Arabic communication skills : <i>Modelling the teaching of conversation or dialogue</i></p> <p>Arabic Grammar: <i>Modelling the teaching of the incomplete verb in Arabic</i></p> <p>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.</p> <p><i>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</i></p>	<p>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples a teaching situation Examples: Arabic communication skills : <i>Modelling the teaching of conversation or dialogue</i></p> <p>Arabic Grammar: <i>Modelling the teaching of the incomplete verb in Arabic</i></p> <p>Using Continuous Assessment in Supporting Student Learning 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.</p> <p><i>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</i></p>	
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	<p><i>the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p><i>Remind tutors to ask student-teachers for progress report on subject projects in the specific courses:</i></p> <p>3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i> <i>Socrative - quizzes and questions with real-time grading.</i> <i>Google Forms - easy to use.</i> <i>Mentimeter - pre-built education templates.</i> <i>Poll Everywhere - used by 300,000 teachers.</i> <i>Kahoot - game-based assessment tool.</i> <i>i.e. (Assessment Of Learning (AOL)) of the course manual and</i></p>	<p><i>the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p><i>Ask student-teachers for progress report on subject projects in the specific courses:</i></p> <p>3.8 Discuss assessment instruments aside what is in your respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i> <i>Socrative - quizzes and questions with real-time grading.</i> <i>Google Forms - easy to use.</i> <i>Mentimeter - pre-built education templates.</i> <i>Poll Everywhere - used by 300,000 teachers.</i> <i>Kahoot - game-based assessment tool.</i> <i>i.e. (Assessment Of Learning (AOL)) of the course manual and</i></p>	
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	<i>compare with the components prescribed by NTEAP and review as appropriate.</i>	<i>compare with the components prescribed by NTEAP and review as appropriate</i>	
<p>4. Evaluation and review of session:</p> <p>a. Tutors need to identify critical friends to observe lessons and report at next session.</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their classrooms.</p> <p>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.</p> <p>4.3 Ask tutors to read lesson 10 from the PD manual in preparation for the next session.</p>	<p>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.</p> <p>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.</p> <p>4.3 Read lesson 10 to prepare for next week's session.</p>	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 10 in the Course Manual

Lesson Title:

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

<p>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.</p>	<p>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session Review prior learning</p>	<p>Review of Prior Knowledge Use the 'snowballing' strategy to recap the main issues raised during the previous semester's PD session</p>	<p>Review of Prior Knowledge 1.1 Recap the main issues raised during the previous semester's PD session. Each person will</p>	<p>20 mins</p>

<p>A critical friend to share findings for a short discussion and lessons learned</p> <p>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson.</p> <p>SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as</p>	<p><i>N/B: in snowballing, one person is invited who turns to invite a friend and the friend also invite another and a chain of invitation in that order.</i></p> <p>1.2 Ask a tutor who observed a lesson the previous week to share his/her observation.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.3 Ask tutors to be in mixed pairs as appropriate and allow them to discuss the main purpose of the current PD Session and share their views.</p> <p>Examples: Arabic communication skills: <i>The purpose of this session is to equip student teachers with the knowledge and techniques of teaching effective communicative skills using the theme position of women within Muslim communities in Ghana.</i></p> <p>Arabic Grammar: <i>One purpose of this PD session is to provide students with the opportunities to practice the teaching of kana and its sisters that they learned in Unit 9</i></p> <p>1.4 Lead tutors to discuss the Learning Outcomes (LOs) of lesson 10 and their Learning Indicators (LIs) by stating their relationship.</p> <p>Examples: Arabic communication skills: <i>(LO On successful completion of the course, student teachers will be able to: Demonstrate ability and skills to guide learners to engage in effective oral and written communication on issues</i></p>	<p>recall one thing and invite a friend to also say another.</p> <p>1.2 Listen to the account of a colleague’s observed lesson and contribute to the discussion that follow.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.3 In your mixed pairs discuss the main purpose of the current PD Session and share your views.</p> <p>Examples: Arabic communication skills: <i>The purpose of this session is to equip student teachers with the knowledge and techniques of teaching effective communicative skills using the theme position of women within Muslim communities in Ghana.</i></p> <p>Arabic Grammar: <i>One purpose of this PD session is to provide students with the opportunities to practice the teaching of kana and its sisters that they learned in Unit 9</i></p> <p>1.4 Discuss the Learning Outcomes (LOs) of lesson 10 and their Learning Indicators (LIs) by stating their relationship.</p> <p>Examples: Arabic communication skills: <i>(LO On successful completion of the course, student teachers will be able to: Demonstrate ability and skills to guide learners to engage in effective oral and written communication on issues</i></p>	
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<p>they go through the PD session</p>	<p><i>affecting women across the globe (NTS 2b, pg13, NTECFpg20).</i> <i>(LIs):</i> <i>Vocabulary list compiled by student teachers to stimulate discussion on women affairs</i> <i>Peer Review of student teachers' oral conversation on women affairs across the globe in pairs and small groups.</i></p> <p>Arabic Grammar: <i>(LO): Demonstrate knowledge of how the grammar items addressed in CLO 5 are taught as outlined in the JHS Arabic Curriculum.</i></p> <p><i>LIs</i> <i>Conduct research in small groups on how Kana and its sisters is taught and proposed related TLRs to support teaching aspects of this using ICT as appropriate</i> <i>Create formative assessment toolkits to monitor the students learning progress of Kana and its sisters/</i> <i>Formulate a set of prompts for discussion with teacher during STS regarding how to teach and improve students understanding of Kana and its sisters. This should cater for barriers to students learning and possible misconceptions</i></p> <p>Note: <i>Refer tutors to lesson 10 of the course manual for the learning outcomes and indicators.</i></p> <p>Overview of Content and Distinctive Features 1.5 Refer tutors to the lesson descriptions of lesson 10 of the</p>	<p><i>affecting women across the globe (NTS 2b, pg13, NTECFpg20).</i> <i>(LIs):</i> <i>Vocabulary list compiled by student teachers to stimulate discussion on women affairs</i> <i>Peer Review of student teachers' oral conversation on women affairs across the globe in pairs and small groups.</i></p> <p>Arabic Grammar: <i>(LO): Demonstrate knowledge of how the grammar items addressed in CLO 5 are taught as outlined in the JHS Arabic Curriculum.</i></p> <p><i>LIs</i> <i>Conduct research in small groups on how Kana and its sisters is taught and proposed related TLRs to support teaching aspects of this using ICT as appropriate</i> <i>Create formative assessment toolkits to monitor the students learning progress of Kana and its sisters/</i> <i>Formulate a set of prompts for discussion with teacher during STS regarding how to teach and improve students understanding of Kana and its sisters. This should cater for barriers to students learning and possible misconceptions</i></p> <p>Note: <i>Refer to lesson 10 of the course manual for the learning outcomes and indicators.</i></p> <p>1.5 Refer to the lesson descriptions of lesson 10 and</p>	
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	<p>course manual and ask them to read and discuss them by bringing out the distinctive features of the lesson.</p> <p>1.6 Discuss with tutors the distinctive features of lesson 10 of the course manual and any challenging areas or areas of misconceptions that might need some clarification.</p> <p>Examples of distinctive features: Arabic communication: <i>The techniques of teaching effective communicative skills using the themes</i></p> <p>Arabic Grammar: <i>Preparing TLM and lesson plan for teaching kāna and its sisters</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>There is the misconception that Arabic is Islam.</i></p> <p>Clarification: <i>Arabs are people who speak Arabic as a native language and identify themselves as Arabs; Muslims are those who practice the religion of Islam. ... The confusion between these terms may stem from the fact that Arabic is the primary language of the Islamic faith, just as Latin was for Catholicism until recently.</i></p> <p>Arabic Grammar: <i>The sociolinguistic and culture of Arabic has insignificant role in understanding of Arabic Grammar</i></p>	<p>read and discuss those course descriptions.</p> <p>1.6 Discuss the distinctive features of lesson 10 and any challenging areas or areas of misconceptions that might need some clarification.</p> <p>Examples of distinctive features: Arabic communication: <i>The techniques of teaching effective communicative skills using the themes</i></p> <p>Arabic Grammar: <i>Preparing TLM and lesson plan for teaching kāna and its sisters</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>There is the misconception that Arabic is Islam.</i></p> <p>Clarification: <i>Arabs are people who speak Arabic as a native language and identify themselves as Arabs; Muslims are those who practice the religion of Islam. ... The confusion between these terms may stem from the fact that Arabic is the primary language of the Islamic faith, just as Latin was for Catholicism until recently.</i></p> <p>Arabic Grammar: <i>The sociolinguistic and culture of Arabic has insignificant role in understanding of Arabic Grammar</i></p>	
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	<p>Clarification: The knowledge of the grammatical system of Arabic language [grammatical competence] must be complemented by understanding of culture-specific meanings.</p>	<p>Clarification: The knowledge of the grammatical system of Arabic language [grammatical competence] must be complemented by understanding of culture-specific meanings.</p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) : Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>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>Themes on position of women within Muslim communities in Ghana</i></p> <p>Varieties of English: <i>kāna and its sisters</i></p> <p>Examples of New Learnings: Arabic communication skills : <i>consolidate the needed professional skills in teaching</i></p> <p>Arabic Grammar: <i>consolidate the needed professional skills in teaching kana and its sisters</i></p> <p>Examples of Potential Barriers Arabic communication skills: <i>Student teachers may have problem understanding the conversational text due to the complex tense and gender in Arabic</i></p> <p>Suggested Solution: <i>Some key words before and due reading of the text should be taught</i></p>	<p>2.1 Discuss 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>Themes on position of women within Muslim communities in Ghana</i></p> <p>Varieties of English: <i>kāna and its sisters</i></p> <p>Examples of New Learnings: Arabic communication skills: <i>consolidate the needed professional skills in teaching</i></p> <p>Arabic Grammar: <i>consolidate the needed professional skills in teaching kana and its sisters</i></p> <p>Examples of Potential Barriers Arabic communication skills: <i>Student teachers may have problem understanding the conversational text due to to the complex tense and gender in Arabic</i></p> <p>Suggested Solution: <i>Some key words before and due reading of the text should be taught</i></p>	15 mins

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

<p>activities for the lesson/s</p> <p>Reading and discussion of the teaching and learning activities</p> <p>Noting and addressing areas where tutors may require clarification</p> <p>Noting opportunities for making links to the Basic School Curriculum</p> <p>Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</p> <p>Resources: links to the existing PD</p>	<p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills: <i>Ask students to observe a You Tube content. Put them in groups and ask them to write down new vocabularies Still in their groups, ask students to brainstorm the meaning of the new vocabularies learnt and use them in different contexts</i></p> <p>Arabic Grammar: <i>Group student teachers into smaller groups and guide them to prepare LTM and lesson plans for teaching Kana and its sisters in line with the JHS Arabic curriculum/ - Guide student teachers to identify the semantic connotations of kana and its related sisters and use them accordingly.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u> 3.2 Discuss with tutors 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.</p> <p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy,</i></p>	<p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills: <i>Ask students to observe a You Tube content. Put them in groups and ask them to write down new vocabularies Still in their groups, ask students to brainstorm the meaning of the new vocabularies learnt and use them in different contexts</i></p> <p>Arabic Grammar: <i>Group student teachers into smaller groups and guide them to prepare LTM and lesson plans for teaching Kana and its sisters in line with the JHS Arabic curriculum/ - Guide student teachers to identify the semantic connotations of kana and its related sisters and use them accordingly.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u> 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.</p> <p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy,</i></p>	
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<p>Themes, for example, action research, questioning 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</p>	<p><i>creativity, personal development, and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>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 literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)</i></p>	<p><i>creativity, personal development, and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>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)</i></p>	
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	<p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills : <i>Modeling the teaching of The Rights of the Woman</i></p> <p>Arabic Grammar: <i>Modelling the teaching of the incomplete verb in Arabic</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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.</p> <p><i>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 to bridge the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p>	<p>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills : <i>Modeling the teaching of The Rights of the Woman</i></p> <p>Arabic Grammar: <i>Modelling the teaching of the incomplete verb in Arabic</i></p> <p>Using Continuous Assessment in Supporting Student Learning</p> <p>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.</p> <p><i>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 to bridge the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p>	
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	<p><i>Remind tutors to ask student-teachers for progress report on subject projects in the specific courses:</i></p> <p>3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i> <i>Socrative - quizzes and questions with real-time grading.</i> <i>Google Forms - easy to use.</i> <i>Mentimeter - pre-built education templates.</i> <i>Poll Everywhere - used by 300,000 teachers.</i></p>	<p>Examples of subject projects in the specific courses:</p> <p>Arabic communication skills : <i>A project work on conceptualising and providing contextual features that clearly distinguish African literature from European literature.</i></p> <p>Arabic Grammar: <i>Designing, in a form of graphic organiser, the foundation of language variety.</i></p> <p>3.8 Discuss assessment instruments aside what is in your respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i> <i>Socrative - quizzes and questions with real-time grading.</i> <i>Google Forms - easy to use.</i> <i>Mentimeter - pre-built education templates.</i> <i>Poll Everywhere - used by 300,000 teachers.</i></p>	
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	<i>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.</i>	<i>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</i>	
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	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 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 will 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 11 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 11 in the Course Manual

Lesson Title:

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

<p>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.</p>	<p>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned</p>	<p>Review of Prior Knowledge Use the ‘snowballing’ strategy to recap the main issues raised during the previous semester’s PD session</p>	<p>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.</p>	<p>20 mins</p>

<p>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.2 Ask a tutor who observed a lesson the previous week to share his/her observation.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 Ask tutors to be in mixed pairs as appropriate and allow them to discuss the main purpose of the current PD Session and share their views. <i>For example, one of the purposes is to assist student-teachers to simulated class sessions and reporting in writing about their experience and takeaway lessons.</i></p> <p>1.3 Lead tutors to discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship. <i>Examples:</i> Arabic communication skills : <i>(Los): Demonstrate ability and skills to guide students to engage in effective oral and written communication on issues affecting women across the globe (NTS 2b, pg13, NTECFpg20).</i></p> <p><i>(LIs):</i> <i>Ask student-teachers to present challenges faced by Muslim women using PowerPoint.</i> <i>Ask student teachers in small groups to engage in conversations on how cultural issues serve as barriers to gender learning Arabic in schools.</i></p>	<p>1.2 Listen to the account of a colleague’s observed lesson and contribute to the discussion that follow.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 In your mixed pairs discuss the main purpose of the current PD Session and share your views. <i>For example, one of the purposes is to assist student-teachers to simulated class sessions and reporting in writing about their experience and takeaway lessons.</i></p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship. <i>Examples:</i> Arabic communication skills : <i>(Los): Demonstrate ability and skills to guide students to engage in effective oral and written communication on issues affecting women across the globe (NTS 2b, pg13, NTECFpg20).</i></p> <p><i>(LIs):</i> <i>Ask student-teachers to present challenges faced by Muslim women using PowerPoint.</i> <i>Ask student teachers in small groups to engage in conversations on how cultural issues serve as barriers to gender learning Arabic in schools.</i></p>	
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	<p>Arabic Grammar: <i>(LO): Demonstrate advanced skills in describing professional needs in terms of practice, knowledge, values and attitudes (NTECF Pg. 39)</i> <i>(LIs):</i></p> <p><i>Produce a list of the key issues to observe and report based on the previous content Knowledge.</i></p> <p><i>Identify and monitor a child/ group of children’s learning progress in basic grammar lessons.</i></p> <p><i>Identify and discuss student teachers’ professional needs and challenges based on the session observed.</i></p> <p>Note: <i>Refer tutors to lesson one of the course manual for the learning outcomes and indicators.</i></p> <p>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.</p> <p>Examples: Arabic communication: <i>E.g. Vocabulary instruction on women issues in Ghana,</i> Arabic Grammar: <i>E.g. The rudiments of class observation and report writing</i></p> <p>1.5 Discuss with tutors the distinctive features of lesson 1 of the course manual and any challenging areas or areas of</p>	<p>Arabic Grammar: <i>(LO): Demonstrate advanced skills in describing professional needs in terms of practice, knowledge, values and attitudes (NTECF Pg. 39)</i> <i>(LIs):</i></p> <p><i>Produce a list of the key issues to observe and report based on the previous content Knowledge.</i></p> <p><i>Identify and monitor a child/ group of children’s learning progress in basic grammar lessons.</i></p> <p><i>Identify and discuss student teachers’ professional needs and challenges based on the session observed.</i></p> <p>Note: <i>Refer to lesson 11 of the course manual for the learning outcomes and indicators.</i></p> <p>Overview of Content and Distinctive Features 1.4 Refer to the lesson descriptions of lesson 11 and read and discuss those course descriptions.</p> <p>Examples: Arabic communication: <i>E.g. Vocabulary instruction on women issues in Ghana,</i> Arabic Grammar: <i>E.g. The rudiments of class observation and report writing</i></p> <p>1.5 Discuss the distinctive features of lesson 1 and any challenging areas or areas of</p>	
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	<p>misconceptions that might need some clarification.</p> <p>Examples of distinctive features: Arabic communication: <i>E.g. Vocabulary instruction on women issues in Ghana,</i></p> <p><i>Arabic Grammar:</i> <i>E.g. The rudiments of class observation and report writing</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>Perception about the difficulties associated with Arabic.</i></p> <p>Clarification: <i>Student teachers need to be exposed to the obstacles, namely, internal and external obstacles and be taught how to overcome them. Internal obstacles refer to the limitations that come from the learners' own selves, knowledge and skills; while external obstacles refer to the constraints that originate from the outside, such as the lack of a supportive environment and sufficient opportunity to speak Arabic</i></p> <p>Arabic Grammar: <i>Perception about the difficulties associated with Arabic.</i></p> <p>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 be learned</i></p>	<p>misconceptions that might need some clarification.</p> <p>Examples of distinctive features: Arabic communication skills : <i>E.g. Vocabulary instruction on women issues in Ghana,</i></p> <p><i>Arabic Grammar:</i> <i>E.g. The rudiments of class observation and report writing</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>Perception about the difficulties associated with Arabic.</i></p> <p>Clarification: <i>Student teachers need to be exposed to the obstacles, namely, internal and external obstacles and be taught how to overcome them. Internal obstacles refer to the limitations that come from the learners' own selves, knowledge and skills; while external obstacles refer to the constraints that originate from the outside, such as the lack of a supportive environment and sufficient opportunity to speak Arabic</i></p> <p>Arabic Grammar: <i>Perception about the difficulties associated with Arabic.</i></p> <p>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 be learned</i></p>	
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<p>2 Concept Development (New learning likely to arise in lesson/s) : Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>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.</p> <p>Examples of New Concepts in the Lesson Arabic communication skills : <i>Creating of dialogue in Arabic</i></p> <p>Varieties of English: <i>Development of toolkits for the class observation</i> <i>Identification of key stages and content of report writing</i></p> <p>Examples of New Learnings: Arabic communication skills : <i>Creating of dialogue in Arabic</i></p> <p>Arabic Grammar: <i>Development of toolkits for the class observation</i> <i>Identification of key stages and content of report writing</i></p> <p>Examples of Potential Barriers Arabic communication skills : <i>Student teachers may have problem understanding the conversational text due to to the complex tense and gender in Arabic</i></p> <p>Suggested Solution: <i>Some key words before and due reading of the text should be taught</i></p> <p>Arabic Grammar: <i>Student teachers may not have been exposed to the incomplete Verbs: Kāna and its Sisters.</i></p>	<p>2.1 Discuss and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored.</p> <p>Examples of New Concepts in the Lesson Arabic communication skills : Creating of dialogue in Arabic</p> <p>Varieties of English: <i>Development of toolkits for the class observation</i> <i>Identification of key stages and content of report writing</i></p> <p>Examples of New Learnings: Arabic communication skills : Creating of dialogue in Arabic</p> <p>Arabic Grammar: Development of toolkits for the class observation Identification of key stages and content of report writing</p> <p>Examples of Potential Barriers Arabic communication skills : <i>Student teachers may have problem understanding the conversational text due to to the complex tense and gender in Arabic</i></p> <p>Suggested Solution: <i>Some key words before and due reading of the text should be taught</i></p> <p>Arabic Grammar: <i>Student teachers may not have been exposed to the incomplete Verbs: Kāna and its Sisters.</i></p>	<p>15 mins</p>
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	<p><i>Ask students to observe a You Tube content. Put them in groups and ask them to write down new vocabularies Still in their groups, ask students to brainstorm the meaning of the new vocabularies leant and use them in different contexts</i></p> <p>Arabic Grammar: <i>Group student teachers into smaller groups and guide them to prepare LTMs and lesson plans for teaching Kana and its sisters in line with the JHS Arabic curriculum/</i></p> <p><i>- Guide student teachers to identify the semantic connotations of kana and its related sisters and use them accordingly.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u> 3.2 Discuss with tutors 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.</p> <p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p>	<p><i>Ask students to observe a You Tube content. Put them in groups and ask them to write down new vocabularies Still in their groups, ask students to brainstorm the meaning of the new vocabularies leant and use them in different contexts</i></p> <p>Arabic Grammar: <i>Group student teachers into smaller groups and guide them to prepare LTMs and lesson plans for teaching Kana and its sisters in line with the JHS Arabic curriculum/</i></p> <p><i>- Guide student teachers to identify the semantic connotations of kana and its related sisters and use them accordingly.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u> 3.2 Discuss with tutors 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.</p> <p><i>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.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p>	
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	<p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>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 literarcy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)</i> 3.4 Ask one tutor to model a selected activity in a teaching situation.</p>	<p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>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 literarcy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)</i> 3.4 Ask one tutor to model a selected activity in a teaching situation.</p>	
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	<p>Examples: Arabic communication skills : <i>Modelling the teaching of dialogue using available and appropriate ICT tools.</i></p> <p>Arabic Grammar: <i>Modelling the teaching kana and its sisters, incomplete verb in Arabic</i></p> <p>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.</p> <p><i>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.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p>	<p>Examples: Arabic communication skills : <i>Modelling the teaching of dialogue using available and appropriate ICT tools.</i></p> <p>Arabic Grammar: <i>Modelling the teaching kana and its sisters, incomplete verb in Arabic</i></p> <p>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.</p> <p><i>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 to bridge the learning gaps among students.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p>	
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	<p><i>Remind tutors to ask student-teachers for progress report on subject projects in the specific courses:</i></p> <p>3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i> <i>Socrative - quizzes and questions with real-time grading.</i> <i>Google Forms - easy to use.</i> <i>Mentimeter - pre-built education templates.</i> <i>Poll Everywhere - used by 300,000 teachers.</i> <i>Kahoot - game-based assessment tool.</i> <i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	<p><i>Remind tutors to ask student-teachers for progress report on subject projects in the specific courses:</i></p> <p>3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p> <p>N/B: <i>Digital Assessment Tools for Teachers</i> <i>Socrative - quizzes and questions with real-time grading.</i> <i>Google Forms - easy to use.</i> <i>Mentimeter - pre-built education templates.</i> <i>Poll Everywhere - used by 300,000 teachers.</i> <i>Kahoot - game-based assessment tool.</i> <i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the</p>	<p>4.1 Reflect on what you have learn and how you have learnt it. Share with the class, one</p>	<p>15 mins</p>

<p>a. Tutors need to identify critical friends to observe lessons and report at next session.</p> <p>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>session which they will be using in their classrooms.</p> <p>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.</p> <p>4.3 Ask tutors to read lesson 2 from the PD manual in preparation for the next session.</p>	<p>thing you have learnt in the session that you will like to practice in your classroom.</p> <p>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.</p> <p>4.3 Read lesson 2 to prepare for next week's session.</p>	
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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 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

<p>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.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1 Introduction to the session Review prior learning</p>	<p>Review of Prior Knowledge Use the ‘snowballing’ strategy to recap the main issues raised during the previous PD sessions</p>	<p>Review of Prior Knowledge 1.1 Recap the main issues raised during the previous PD sessions. Each person will recall one thing</p>	<p>20 mins</p>

<p>A critical friend to share findings for a short discussion and lessons learned</p> <p>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</p> <p>Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.2 Ask a tutor who observed a lesson the previous week to share his/her observation.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 Ask tutors to be in mixed pairs as appropriate and allow them to discuss the main purpose of the current PD Session and share their views.</p> <p>Examples: Arabic communication skills:</p> <p><i>For example, one of the purposes is to equip student teachers with basic techniques of effective communicative skills and improve their ability to communicate, understand, speak and write short passages in Arabic..</i></p> <p>Arabic Grammar: <i>One of the purposes is to provide content and pedagogical insights into a key component of Arabic grammar. It treats the incomplete verbs, specifically kāna and its sisters</i></p> <p>1.3 Lead tutors to discuss the Learning Outcomes (LOs) of lesson 9 and their Learning Indicators (LIs) by stating their relationship.</p>	<p>and invite a friend to also say another.</p> <p>1.2 Listen to the account of a colleague’s observed lesson lesson and contribute to the discussion that follow.</p> <p>Introduction Sections, Purpose, Learning Outcomes and Indicators</p> <p>1.2 In your mixed pairs discuss the main purpose of the current PD Session and share your views.</p> <p>Examples: Arabic communication skills:</p> <p><i>For example, one of the purposes is to equip student teachers with basic techniques of effective communicative skills and improve their ability to communicate, understand, speak and write short passages in Arabic..</i></p> <p>Arabic Grammar: <i>One of the purposes is to provide content and pedagogical insights into a key component of Arabic grammar. It treats the incomplete verbs, specifically kāna and its sisters</i></p> <p>1.3 Discuss the Learning Outcomes (LOs) of lesson 9 and their Learning Indicators (LIs) by stating their relationship.</p>	
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	<p><i>Examples:</i> Arabic communication skills: <i>(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).</i> <i>LIs</i> <i>List vocabularies from orals conversation on preferred hobbies.</i> <i>Design concept map of a set of tasks and activities to specific hobbies</i></p> <p>Arabic Grammar: <i>(LO): Demonstrate ability to differentiate members of ‘Kāna and its sisters’ that are fully operational in the past, present, and future tenses</i></p> <p><i>LIs:</i> <i>Explain how to conjugate members of ‘Kāna and its sisters’ that are fully operational including those that are partial operational.</i> <i>Use correctly Kāna and its sisters’ that are fully operational as well as those that are partially operational</i></p> <p>Note: <i>Refer tutors to lesson 9 of the course manual for the learning outcomes and indicators.</i></p> <p>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</p>	<p><i>Examples:</i> Arabic communication skills: <i>(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).</i> <i>LIs</i> <i>List vocabularies from orals conversation on preferred hobbies.</i> <i>Design concept map of a set of tasks and activities to specific hobbies</i></p> <p>Arabic Grammar: <i>(LO): Demonstrate ability to differentiate members of ‘Kāna and its sisters’ that are fully operational in the past, present, and future tenses</i></p> <p><i>LIs:</i> <i>Explain how to conjugate members of ‘Kāna and its sisters’ that are fully operational including those that are partial operational.</i> <i>Use correctly Kāna and its sisters’ that are fully operational as well as those that are partially operational</i></p> <p>Note: <i>Refer to lesson 9 of the course manual for the learning outcomes and indicators.</i></p> <p>Overview of Content and Distinctive Features 1.4 Refer to the lesson descriptions of lesson 9 and read and discuss those course descriptions.</p>	
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	<p>bringing out the distinctive features of the lesson.</p> <p>Examples: Arabic communication: <i>Appreciating basic Arabic communication strategies used in daily routines.</i></p> <p><i>Arabic Grammar:</i> <i>Teaching Arabic grammar using an authentic text</i></p> <p>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.</p> <p>Examples of distinctive features: Arabic communication: <i>Basic Arabic communication strategies in a daily routines context</i></p> <p>Arabic Grammar: <i>using an authentic texts to teach Arabic Grammar</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>Perception about the difficulties associated with Arabic.</i></p> <p>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></p> <p>Arabic Grammar: <i>Perception about the difficulties associated with Arabic.</i></p>	<p>Examples: Arabic communication: <i>Appreciating basic Arabic communication strategies used in daily routines.</i></p> <p><i>Arabic Grammar:</i> <i>Teaching Arabic grammar using an authentic text</i></p> <p>1.5 Discuss the distinctive features of lesson 9 and any challenging areas or areas of misconceptions that might need some clarification.</p> <p>Examples of distinctive features: Arabic communication: <i>Basic Arabic communication strategies in a daily routines context</i></p> <p>Arabic Grammar: <i>using an authentic texts to teach Arabic Grammar</i></p> <p>Examples of Misconceptions or Challenging Areas Arabic Communication Skills <i>Perception about the difficulties associated with Arabic.</i></p> <p>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></p> <p>Arabic Grammar: <i>Perception about the difficulties associated with Arabic.</i></p>	
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	<p>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 be learned</i></p>	<p>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 be learned</i></p>	
<p>2 Concept Development (New learning likely to arise in lesson/s) : Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>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.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills: <i>Themes on position of women within Muslim communities in Ghana</i></p> <p>Arabic Grammar <i>kāna and its sisters</i></p> <p>Examples of New Learnings: Arabic communication skills: <i>consolidate the needed professional skills in teaching</i></p> <p>Arabic Grammar: <i>consolidate the needed professional skills in teaching kana and its sisters</i></p> <p>Examples of Potential Barriers Arabic communication skills: <i>Student teachers may have problem understanding the conversational text due to the complex tense and gender in Arabic</i></p> <p>Suggested Solution: <i>Some key words before and due reading of the text should be taught</i></p>	<p>2.1 Discuss and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored.</p> <p>Examples of New Concepts in the Lesson</p> <p>Arabic communication skills: <i>Themes on position of women within Muslim communities in Ghana</i></p> <p>Arabic Grammar: <i>kāna and its sisters</i></p> <p>Examples of New Learnings: Arabic communication skills: <i>consolidate the needed professional skills in teaching</i></p> <p>Arabic Grammar: <i>consolidate the needed professional skills in teaching kana and its sisters</i></p> <p>Examples of Potential Barriers Arabic communication skills: <i>Student teachers may have problem understanding the conversational text due to the complex tense and gender in Arabic</i></p> <p>Suggested Solution: <i>Some key words before and due reading of the text should be taught</i></p>	15 mins

	<p>Arabic Grammar: <i>Student teachers may not have been exposed to the incomplete Verbs: Kāna and its Sisters.</i></p> <p>Suggested Solution: <i>Kana and its sisters are called Incomplete Verbs because they always need a predicate; (Khabar), to complete the meaning. ... So, the predicate of Kana and sisters always has a Fat'ha (or Tanween) on its ending</i></p> <p>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.</p> <p><i>Examples: Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>2.4 Discuss with tutors how the suggested teaching strategies in lesson 10 will be used to promote learning at the 4-Year B.Ed. and Basic levels.</p> <p><i>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.</i></p>	<p>Arabic Grammar: <i>Student teachers may not have been exposed to the incomplete Verbs: Kāna and its Sisters.</i></p> <p>Suggested Solution: <i>Kana and its sisters are called Incomplete Verbs because they always need a predicate; (Khabar), to complete the meaning. ... So, the predicate of Kana and sisters always has a Fat'ha (or Tanween) on its ending</i></p> <p>2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.</p> <p><i>Examples: Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.</i></p> <p>2.4 Discuss how the suggested teaching strategies in lesson 10 will be used to promote learning at the 4-Year B.Ed. and Basic levels.</p> <p><i>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.</i></p>	
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<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <p>Reading and discussion of the teaching and learning activities</p> <p>Noting and addressing areas where tutors may require clarification</p> <p>Noting opportunities for making links to the Basic School Curriculum</p> <p>Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills</p> <p>Reading, discussion, and identification of continuous assessment opportunities in the lesson.</p> <p>Each lesson should include at least two opportunities to use continuous assessment to support student</p>	<p>3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills: <i>Ask students to observe a You Tube content. Put them in groups and ask them to write down new vocabularies Still in their groups, ask students to brainstorm the meaning of the new vocabularies leant and use them in different contexts</i></p> <p>Arabic Grammar: <i>Group student teachers into smaller groups and guide them to prepare LTMs and lesson plans for teaching Kana and its sisters in line with the JHS Arabic curriculum/ - Guide student teachers to identify the semantic connotations of kana and its related sisters and use them accordingly.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>3.2 Discuss with tutors 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.</p> <p><i>Note: The delivery of the Arabic lessons in both the B.Ed. and</i></p>	<p>3.1 discussion the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples Teaching and Learning Activities:</p> <p>Arabic communication skills: <i>Ask students to observe a You Tube content. Put them in groups and ask them to write down new vocabularies Still in their groups, ask students to brainstorm the meaning of the new vocabularies leant and use them in different contexts</i></p> <p>Arabic Grammar: <i>Group student teachers into smaller groups and guide them to prepare LTMs and lesson plans for teaching Kana and its sisters in line with the JHS Arabic curriculum/ - Guide student teachers to identify the semantic connotations of kana and its related sisters and use them accordingly.</i></p> <p><u>Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills</u></p> <p>3.2 Discuss with tutors 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.</p> <p><i>Note: The delivery of the Arabic lessons in both the B.Ed. and Basic</i></p>	<p>in s</p>
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<p>teacher learning Resources: links to the existing PD Themes, for example, action research, questioning 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</p>	<p><i>Basic School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>Tasking student teachers to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>Again, referring student teachers to the Basic School Curriculum for some of the key features, e.g. the Core</i></p>	<p><i>School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.</i></p> <p>Examples of 21st century skills: <i>Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.</i></p> <p>Examples of GESI responsiveness: <i>Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task.</i></p> <p><i>The use of braille and audio machines for orals, etc.</i></p> <p>Examples of ICT <u>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.</u></p> <p>Examples of linking to the Basic School Curriculum: <i>Tasking student teachers to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).</i></p> <p><i>Again, referring student teachers to the Basic School Curriculum for some of the key features, e.g. the Core Competencies, such as:</i></p>	
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<p>the next lesson for student teachers</p>	<p><i>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)</i></p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modelling the teaching of dialogue using available and appropriate ICT tools.</i></p> <p>Arabic Grammar: <i>Modelling the teaching kana and its sisters, incomplete verb in Arabic</i></p> <p>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.</p>	<p><i>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)</i></p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p>Examples: Arabic communication skills: <i>Modelling the teaching of dialogue using available and appropriate ICT tools.</i></p> <p>Arabic Grammar: <i>Modelling the teaching kana and its sisters, incomplete verb in Arabic</i></p> <p>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.</p>	
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	<p><i>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.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p><i>Remind tutors to ask student-teachers for progress report on subject projects in the specific courses:</i></p> <p>3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p>	<p><i>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.</i></p> <p><i>The assessment components should be in line with the NTEAP.</i></p> <p><i>Remind tutors to ask student-teachers for progress report on subject projects in the specific courses:</i></p> <p>3.8 Request that tutors discuss assessment instruments aside what is in their respective manuals.</p> <p><i>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.</i></p> <p><i>Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</i></p>	
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	<p>N/B: <i>Digital Assessment Tools for Teachers</i> <i>Socrative - quizzes and questions with real-time grading.</i> <i>Google Forms - easy to use.</i> <i>Mentimeter - pre-built education templates.</i> <i>Poll Everywhere - used by 300,000 teachers.</i> <i>Kahoot - game-based assessment tool.</i> <i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	<p>N/B: <i>Digital Assessment Tools for Teachers</i> <i>Socrative - quizzes and questions with real-time grading.</i> <i>Google Forms - easy to use.</i> <i>Mentimeter - pre-built education templates.</i> <i>Poll Everywhere - used by 300,000 teachers.</i> <i>Kahoot - game-based assessment tool.</i> <i>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</i></p>	
<p>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</p>	<p>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.</p>	<p>4.1 Reflect on what you have learnt 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.</p>	15 mins

Appendix 1

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

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

What to Include in PD sessions	Checked and In Place.
<p>Course introductions and conclusions</p> <ul style="list-style-type: none"> <input type="checkbox"/> The first PD session of each semester introduces the course manual/s, course expectations and course assessment components <input type="checkbox"/> The final PD session provides the opportunity to review student teachers' learning from the course 	
<p>Prior knowledge: Points for tutors on activating student teachers' prior knowledge.</p>	
<p>Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.</p>	
<p>LO: relevance to each session are introduced</p>	
<p>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</p>	
<p>Lesson Learning outcomes and indicators are introduced</p>	
<p>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</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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</p>	

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.	

Appendix 2. Course Assessment Components briefly

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

WEIGHT	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of project out of 100</p> <ul style="list-style-type: none"> ✓ Introduction – 10 ✓ Methodology – 20 ✓ Substantive section – 40 ✓ Conclusion – 30 	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of portfolio out of 100</p> <p>i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).</p> <p>i(b) Presentation and organisation of portfolio 10%.</p> <p style="text-align: center;">OR</p> <p>ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).</p> <p>ii(b)Mid semester assessment 30%</p> <p>ii(c)Presentation and organisation of portfolio 10%</p>
EXAM	<p>End of semester Exam, weight 40%. To assess: achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning</p>	

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