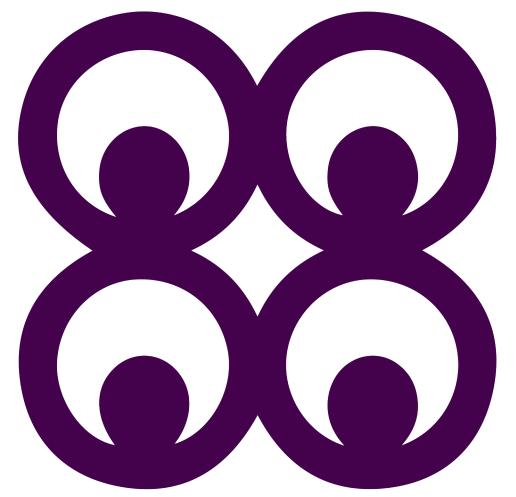
# Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - Arabic Year 2 Semester 1

# HANDBOOK FOR TUTORS





Wisdom, Knowledge and Prudence \*











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# Foreword

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

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

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

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

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

Prof. Ebenezer Owusu-Sekyere Director, Colleges of Education Affiliation University for Development Studies Tamale, Ghana

# **ARABIC Year Two Semester One Tutor version**

#### 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

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.

#### 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

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	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
be made to the course		
manual/s.		
1(a) Introduction to the		20 mins
semester – in session one	Icebreaker:	
<ul> <li>Introduction to the</li> </ul>	Listen to the fun by way of an icebreaker, e.g., an	
purpose of the	anecdote related to teaching and learning	
specialisms: EG, UP, and		
JHS		
<ul> <li>Overview of subject/s</li> </ul>	1.1 Discuss the purpose of the two courses of the	
age level/s to be	Year 2 Semester 1 of the Junior High School (JHS)	
covered in the PD	programme. Recount how you coped with the	
sessions and guidance	groupings in subject areas in previous PD sessions	
on grouping tutors	and how these culminated in the class's practical	
according to the	content delivery and learning.	
subject/s, age levels/s.		
✓ Introduction to the		
course manual/s		
✓ Overview of course	1.2 Discuss the difference between subjects of the	
learning outcomes	same specialism, e.g., Different Arabic courses in the	
<ul> <li>Introduction to the two</li> </ul>	Junior High school.	
continuous assessment		

components to be	For example, Arabic communication skills deals with	
undertaken in each	the oral components and abilities while Arabic	
subject during the	Grammar focuses on the rules in speaking and	
semester (See Course	writing.	
Assessment	Note: You are to note that these Year 2 Semester 1	
Components at a Glance	Arabic course have the same specialist concerts,	
Appendix 2) NB in	concepts, praxis, and methodological perspectives,	
subjects where there	and from time to time, you will be referred to	
are no assessment	activities in your respective courses.	
components in the	1.3 Refer to your respective course manuals for Year	
course manuals	2 Semester 1 of Arabic and discuss the structure and	
examples will need to	content of the course manuals, which comprise:	
-		
examples will need to be provided for SL/HoD.	<ul> <li>content of the course manuals, which comprise:</li> <li>i) The course information and vision for the new four-year B.Ed. Curriculum.</li> <li>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.</li> <li>iii) List of course learning outcomes and their related learning indicators.</li> <li>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.</li> <li>v) Course assessment components.</li> <li>1.4 In your course groups, read the course Learning Outcomes (CLOs) and their indicators (LIs) in your respective course manuals. Then, ddiscuss, and write down two relationships between the CLOs and the LIs to be shared with the larger group.</li> <li><i>Examples:</i></li> <li><i>African Literature:</i></li> <li><i>CLO: Develop the skills and teach learners to understand, speak and write fluently in daily routines.</i> (<i>NTS 2 b, c and NTECF pg. 20</i>).</li> <li><i>Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals</i> (<i>NTECF PP.20, NTS 2C, PP, 13</i>).</li> <li>(<i>CLIs):</i></li> <li><i>List of vocabularies prepared by student teachers on daily routines.</i></li> </ul>	
	routines.	
	Peer review of small group dialogue on daily routines.	

<ul> <li>Arabic Grammar:</li> <li>(CLO): Demonstrate knowledge and understanding of detached nominative and accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)</li> <li>(LIs): <ul> <li>identify and explain the features of detached nominative and accusative pronouns.</li> <li>Produce a table showing the classification of nominative and accusative pronouns according to first, second and third persons.</li> </ul> </li> <li>1. 5 Discuss the two continuous assessment components in both courses of this Year 2 Semester 1.</li> </ul>	
Subject Project: Overall weighting of project = 30% Weighting of individual parts of the subject project out of 100 ✓ Introduction (10 marks): a clear statement of	
<ul> <li>Methodology (20 marks): what the student-teacher has done, why and how to achieve the aim and purpose of the project</li> <li>Substantive section (40): presentation, analysis, and interpretation of what has been done,</li> </ul>	
<ul> <li>learned or found.</li> <li>✓ Conclusion (30): key outcomes of the project and reflection on what the student-teacher has learned.</li> </ul>	
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%. OR 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%	
<b>NOTE</b> : 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 components (subject project and subject portfolio).	
	<pre>(CLO): Demonstrate knowledge and understanding of detached nominative and accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)</pre> (LIs): identify and explain the features of detached nominative and accusative pronouns. Produce a table showing the classification of nominative and accusative pronouns according to first, second and third persons. 1. 5 Discuss the two continuous assessment components in both courses of this Year 2 Semester 1. Examples: Subject Project: Overall weighting of project = 30% Weighting of individual parts of the subject project out of 100 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. 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%. OR 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% ii(c) Presentation and organisation of portfolio 10%

<ul> <li>to and including learning outcomes and indicators</li> <li>✓ Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul>	Example: 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	
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 they go through the PD	assignments, quizzes, presentations, etc. 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 Arabic Grammar Discuss how you will teach kana and its sisters, the	
session	<i>incomplete verb in Arabic</i> 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.	
	Introduction Sections, Purpose, Learning Outcomes, and Indicators1.7 In your mixed pairs, discuss the main purpose of the current PD Session and share your views.	
	For example, one of the purposes is to adopt the appropriate teaching and learning strategies relevant resources to ensure effective teaching of lessons one in both Arabic courses (communication skills & Grammar.	
	1.8 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) and state their relationship.	
	Examples: <b>Arabic communication skills</b> : (LO): Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals (NTECF PP.20, NTS 2C, PP, 13)	
	(LIs): can prepare a table containing vocabulary on a daily routine.	
	Making basic expressions on daily routines.	
	Arabic Grammar: (LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23)	

	(LIs):	
	Construct a table showing how verbs are conjugated	
	in connection with accusative pronouns.	
	Conjugate verbs to concord with accusative	
	pronouns.	
	<i>Note</i> : Refer to lesson one of the course manuals for	
	the learning outcomes and indicators.	
	5	
	Overview of Content and Distinctive Features	
	1.9 Refer to the lesson descriptions of lesson 1 and	
	read and discuss those course descriptions.	
	Examples:	
	Arabic communication skills: 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	
	Arabic Grammar:	
	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).	
	1.10 Discuss the distinctive features of lesson 1 and	
	any challenging areas or areas of misconceptions that	
	might need some clarification.	
	Examples of distinctive features:	
	Arabic communication skills:	
	Concept of stimulating and sustaining individual and	
	group conversations.	
	Arabic Grammar:	
	Concept of conjugation of sound verbs to reflect	
	detached nominative pronouns	
	Concept of the form that pronouns assumed in the	
	accusative case in Arabic.	
	Examples of Misconceptions or Challenging Areas	
	Arabic communication skills:	
	Learning to speak Arabic is difficult because the	
	language is very complex.	
	iniguage is very complex.	
	1 10 1 Discuss how the above missencention are be	
	1.10.1 Discuss how the above misconception can be	
	addressed	
1		

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.         Arabic Grammar: That the verb pattern and form in Arabic is the same as those of the English Language       1.10.2 Discuss how the above misconception can be addressed         Clarification: 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 talking about the subject, and the first 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, and plural indicates three or more entities.       15 mins         2 Concept Development In lesson/s): In tesson/s): I detuification and discussion of new learning, potential barriers introduced into the lesson that need to be explored Examples of New Concepts in the Lesson Arabic curruitum? Arabic Grammar: Verb conjugation in Arabic Examples of New Concepts in the Lesson       15 mins		Clavification	1
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	which need to be	Arabic communication skills:	
explored with the Sociolinguistics of daily routine	-		
SL/HoD Arabic Grammar:	SL/HoD	Arabic Grammar:	

NB The guidance for SL/HoD	Arabic conjugation and the masculine and feminine	
should set out what they	without neutral are new learning.	
need to do to introduce and	Examples of Potential Barriers	
explain the issues/s with	Arabic communication skills :	
tutors	linguistic background of student teachers	
	Suggested Solution:	
	This background issue can be solved if student-	
	teachers have in-depth knowledge of the subject	
	matter.	
	Arabic Grammar:	
	Arabic is a complex language	
	Suggested Solution:	
	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	
	<i>complex than any other modern language.</i> 2.3 Consider the suggested strategies in the manual	
	and examine the most appropriate ones that you	
	can use for effective learning.	
	Examples:	
	Group work, think-pair-share, school visits,	
	discussion, concept mapping, individual work and	
	presentation, teacher modeling, brainstorming, and	
	questioning techniques.	
	2.4 Discuss how the suggested teaching strategies in	
	lesson 1 will be used to promote learning at the 4-	
	Year B.Ed. and Basic levels.	
	Examples:	
	Identifying the features of the Basic School	
	<i>Curriculum and those of the B.Ed. Programme and</i>	
	aligning them with the suggested teaching strategies	
	in the course manual.	
3. Planning for teaching,	3.1 Lead discussion with tutors through questions	
learning, and assessment	and answers on the various suggested teaching and	
activities for the lesson/s	learning activities in the lesson delivery.	
✓ Reading and discussion of		
the teaching and learning	Examples Teaching and Learning Activities:	
activities	Arabic communication skills: Ask students to form	
<ul> <li>Noting and addressing</li> </ul>	simple sentences using words in the flashcards.	
areas where tutors may	Discuss students' works and lead them to peer	
require clarification	review them.	
<ul> <li>✓ Noting opportunities for</li> </ul>	طاهر and طارق Play the conversation audio between	
making links to the Basic	Lead discussion on the content of the audio.	
School Curriculum	Arabic Grammar:	
<ul> <li>Noting opportunities for</li> </ul>	Introduce and illustrate how sound verbs are	
integrating: GESI	conjugated and used with personal accusative	

Evamplas	
Examples: Arabic communication skills :	
Modeling the daily teaching routine in a	
conversation using a text	
Arabic Grammar:	
Modeling the teaching of conjugation in Arabic	
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 artifacts and their organization in the	
subject portfolio.	
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 identify strengths and weaknesses to bridge	
the learning gaps among students.	
The assessment components should be in line with	
The assessment components should be in line with the NTEAP.	
uie Milar.	
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	
Arabic Grammar	
Discuss how you will teach kana and its sisters, the	
incomplete verb in Arabic	
3.8 Discuss assessment instruments aside from what	
is in your respective manuals.	
For example, ICT assessment tools can be used to	
assess students. Assessment tools aid in assessing	
and evaluating student learning and provide	
different options to evaluate students beyond the	
traditional examination.	
Note: Several tools are quailable including grading	
Note: Several tools are available, including grading rubrics, canvas assignments, plagiarism detection,	
self-assessment, peer assessment, surveys, and	
classroom polling. quiz bot	

<ul> <li>4. Evaluation and review of session:</li> <li>a. Tutors need to identify critical friends to observe lessons and report at the next session.</li> <li>b. Identifying and addressing</li> </ul>	<ul> <li>N/B: Digital Assessment Tools for Teachers</li> <li>1. Socrative - quizzes and questions with real-time grading.</li> <li>2. Google Forms - easy to use.</li> <li>3. Mentimeter - pre-built education templates.</li> <li>4. Poll Everywhere - used by 300,000 teachers.</li> <li>5. Kahoot - game-based assessment tool.</li> <li>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate</li> <li>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.</li> <li>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</li> </ul>	15 mins
lessons and report at the	4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and	
b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	report on his/her observation during the next PD session. 4.3 Read lesson 2 to prepare for next week's session.	

Age Levels/s:

Junior High School

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

Semester 1

# Tutor PD Session for Lesson 2 in the Course Manual

Lesson Title:

2

Arabic:

Year

## Arabic Communication Skills: (JHS)

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

# Arabic Grammar I (JHS)

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

Focus: the bullet 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.	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
<ul> <li>1 Introduction to the session</li> <li>✓ Review prior learning</li> <li>✓ A critical friend to share findings for a short discussion and lessons learned</li> <li>✓ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>✓ Overview of content and identification of any distinctive aspects of the lesson/s,</li> <li>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.</li> <li>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</li> </ul>	<ul> <li>Review of Prior Knowledge <ol> <li>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.</li> <li>Listen to the account of a colleague's observed lesson and contribute to the following discussion.</li> </ol> </li> <li>Introduction Sections, Purpose, Learning Outcomes, and Indicators <ol> <li>In your mixed pairs, discuss the main purpose of the current PD session and share your views.</li> </ol> </li> <li>For example: <ul> <li>The purpose is to equip student teachers with the requisite skills to teach learners the right vocabulary to tell or describe their everyday activities.</li> </ul> </li> </ul>	20 mins

1.3 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship.	
Examples: <b>Arabic communication skills</b> : (LO): Demonstrate knowledge of equipping learners with oral skills on daily cultural practices and rituals. (NTECF PP.20, NTS 2C, PP, 13).	
<ul> <li>(LIs):</li> <li>(i) Student teachers engage in conversation in pairs and small groups on daily cultural routines.</li> <li>(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.</li> </ul>	
Arabic Grammar I: (LO): Demonstrate knowledge and skills of how to conjugate verbs with accusative pronouns. (NTS 2c) and (NTECF 7 pg. 23) (LIs): Examples: (i)Tables showing how verbs are conjugated with nominative pronouns in Arabic. (ii)Student teachers' assignments showing how verbs are conjugated with nominative pronouns. (iii)Audio recordings of student teachers engaging in the conjugation of verbs in line with nominative pronouns.	
Note: Refer to lesson two of the course manuals for the learning outcomes and indicators. 1.4 Read and discuss lesson 2 descriptions and distinctive features of each course.	
Examples: Arabic communication skills: This lesson is the continuation of the previous lesson. However, this lesson is distinct as it uses more advanced examples of the right vocabulary for everyday activities.	

Arabic Grammar I:
The lesson's distinctiveness lies in the skills acquisition processes and conjugation of
verbs with accusative pronouns.
1.5 Discuss the distinctive features of lesson
2 and any challenging areas or areas of misconceptions that need clarification.
Examples of distinctive features:
Arabic communication skills :
(i)Use of complex/advanced vocabulary in
the correct sequence
(ii)Use of the appropriate vocabulary in the right context.
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.
Examples of Misconceptions or
Challenging Areas
Arabic communication skills :
Learning to speak Arabic is difficult because the language is very complex.
Clarification:
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

		i
	speakers revealed more internal	
	shortcomings such as lack of confidence	
	and self-esteem.	
	Arabic Grammar:	
	That the verb pattern and form in Arabic is	
	the same as those of the English Language	
	Clarification:	
	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.	
2 Concept Development (New learning	2.1 Discuss and focus on identifying new	15 mins
likely to arise in lesson/s) :	concepts, new learnings, and potential	10 11110
<ul> <li>Identification and discussion of new</li> </ul>	barriers introduced into the lesson that	
learning, potential barriers to	need to be explored.	
learning for student teachers or		
students, concepts or pedagogy	Examples of New Concepts in the Lesson	
being introduced in the lesson,		
which need to be explored with the	Arabic communication skills :	
SL/HoD	Definitions and meanings of some Arabic	
NB The guidance for SL/HoD should set	vocabularies	
out what they need to do to introduce	Examples of New Learnings:	
and explain the issues/s with tutors	(i) developing and skills	
	(i) developing oral skills	
	(ii) demonstrating knowledge of daily	
	cultural practices and rituals.	
	Arabic Grammar I:	
	Examples of New Concepts in the Lesson	
	Examples of New Learnings	
	(i) Identifying features of detached	
	nominative and accusative pronouns. (ii) nominative and accusative pronouns are	
	(ii) nominative and accusative pronouns are classified according to first, second, and	
	third persons.	
	Examples of Potential Barriers	
	Arabic communication skills :	
	Student teachers may not have enough	
	stock of the Arabic vocabulary to facilitate	

	accossible communication
	accessible communication. Suggested Solution:
	Student teachers should be encouraged to
	read more and practice speaking Arabic
	Teau more and practice speaking Arabic
	Arabic Grammar:
	You may be deficient incorrectly using the
	different pronouns in the Arabic language.
	Suggested Solution:
	There is a need to read and practice to
	improve one's spoken and written Arabic
	language ability.
	2.3 Consider the suggested strategies in
	the manual and examine the most
	appropriate ones that you can use for
	effective learning.
	Examples:
	Group work, group discussion, individual
	work, presentation, brainstorming, and
	questioning techniques
	2.4 Discuss how the suggested teaching
	strategies in lesson 1 will be used to
	promote learning at the 4-Year B.Ed. and
	Basic levels.
	Examples:
	Identifying the features of the Basic School
	Curriculum and those of the B.Ed.
	Programme and aligning them with the
	suggested teaching strategies in the course
	manual.
3. Planning for teaching, learning, and	3.1 Discussion through questions and
assessment activities for the lesson/s	answers on the various suggested teaching
<ul> <li>Reading and discussion of the</li> </ul>	and learning activities to be used in the
teaching and learning activities	lesson delivery.
✓ Noting and addressing areas where	Frankis Frankis and the st
tutors may require clarification	Examples Teaching and Learning
<ul> <li>✓ Noting opportunities for making links to the Basic School Curriculum</li> </ul>	Activities:
<ul> <li>✓ Noting opportunities for integrating:</li> </ul>	Arabic communication skills: (i)Preparing
GESI responsiveness and ICT and 21 <sup>st</sup>	wall charts on dialogue (daily routines)
C skills	(ii)Roleplay
<ul> <li>Reading, discussion, and identification of continuous</li> </ul>	(iii) Discussion on the content of the audio
assessment opportunities in the	Auchie Crementer
lesson. Each lesson should include at	Arabic Grammar:
least two options to use continuous	(i) Teacher-led discussion of the content of
	audio played.

assessment to support student-
teacher learning

- ✓ Resources:
- 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

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 (ii) Independent and group reflection on the content of the audio.

# <u>Links to the Basic School Curricula and the</u> <u>Use of GESI, ICT, and 21<sup>st</sup> Century Skills</u>

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

Note The delivery of Arabic lessons in both the B.Ed. and Basic School curricula may be enhanced by integrating GESI, ICT, and 21<sup>st</sup>-century skills.

# Examples of 21<sup>st</sup>-century skills:

Communication skills, collaboration, observation and inquiry skills, digital literacy, creativity, personal development, and global citizenship.

# Examples of GESI responsiveness:

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

# Examples of ICT

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

# Examples of linking to the Basic School Curriculum:

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

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

3.4 Pay attention as the tutor models a
selected activity in a teaching situation.
Examples:
Anabia announication chille :
Arabic communication skills :
Modelling the preparation of wall charts
involving dialogue among tutors.
Modelling role play based on the text
played.
Arabic Grammar:
Modelling the use of the various pronouns
discussed in the audio.
Using Continuous Assessment in
Supporting Student Learning
3.7 Discuss the course assessment
components (continuous assessment) in
both courses (African Literature and
Varieties of English) that can be used to
support student learning bearing in mind
the structure of the prospective subject
project topics in terms of the introduction,
methodology, substantive section, and the
conclusion and the collection of the
appropriate artifacts and their organisation
in the subject portfolio.
Note: The course manual's 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.
The assessment components should be in
line with the NTEAP.
Furnished of exchange in the table of the
Examples of subject projects in the specific
courses:
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.
Arabic Grammar:

	Refer to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project. 3.8 Request that tutors discuss assessment instruments aside from the ones in their respective manuals. For example, ICT assessment tools can be used to assess students. Assessment tools aid in assessing and evaluating student learning and provide different options to assess students beyond the traditional examination.	
	Note: Several tools are available, including grading rubrics, canvas assignments, plagiarism detection, self-assessment, peer assessment, surveys, and classroom polling. quiz bot	
	N/B: Digital Assessment Tools for Teachers 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	
<ul> <li>4. Evaluation and review of session:</li> <li>a. Tutors need to identify critical friends to observe lessons and report at the next session.</li> <li>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<ul> <li>review as appropriate</li> <li>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.</li> <li>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.</li> <li>4.3 Read lesson 2 to prepare for next week's session.</li> </ul>	15 mins

Age Levels/s:

Junior High School

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

#### Semester 1

# Tutor PD Session for Lesson 3 in the Course Manual

# Lesson Title:

2

# Arabic:

Year

## Arabic Communication Skills: (JHS)

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

#### Arabic Grammar I (JHS)

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write 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.	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
<ul> <li>1 Introduction to the session</li> <li>✓ Review prior learning</li> <li>✓ A critical friend to share findings for a short</li> </ul>	<b>Review of Prior Knowledge</b> 1.1 Share a story or joke to begin the session.	20 mins
discussion and lessons learned ✓ Reading and discussion of	1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follows.	
the introductory sections of the lesson up to and including learning	Introduction Sections, Purpose, Learning Outcomes, and Indicators	
<ul> <li>outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of the</li> </ul>	1.2 In your mixed pairs, discuss the main purpose of the current PD Session and share your views.	
lesson/s, NB The guidance for SL/HoD should identify, address, and explain any areas where tutors might require clarification on	For example: This lesson aims at equipping student teachers with the requisite skills to teach learners the right vocabulary to	

any aspect of the lesson.	be able to tell or describe their	
SL/HoD takes feedback to	everyday activities.	
gauge understanding and	1.3 Discuss the Learning Outcomes	
support tutor engagement.	(LOs) of lesson one and their Learning	
NB SL/HoD should ask tutors	Indicators (LIs) by stating their	
to plan for their teaching as	relationship.	
they go through the PD		
session	Examples:	
	Arabic communication skills :	
	(LO): Demonstrate knowledge of	
	equipping learners with oral skills on	
	daily cultural practices and rituals.	
	(NTECF PP.20, NTS 2C, PP, 13).	
	(LIs):	
	(i) Student teachers engage in	
	conversation in pairs and small groups	
	on daily cultural routines.	
	(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.	
	Arabic Grammar I:	
	(LO): Demonstrate knowledge and skills	
	of how to conjugate verbs with	
	accusative pronouns. (NTS 2c) and	
	(NTECF 7 pg. 23)	
	(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.	
	Note: Defer to losses 2 of the course	
	Note: Refer to lesson 3 of the course	
	manual for the learning outcomes and indicators.	
	1.4 Refer to the lesson descriptions of lesson 1 and read and discuss those	
	course descriptions.	
	Examples:	
	Arabic communication skills: This	
	lesson is the continuation of the	
	previous lesson. However, this lesson is	

distinct as it uses more advanced	
examples of the right vocabulary for	
everyday activities.	
Arabic Grammar I:	
The lesson exposes student teachers to	
identifying, using, and formulating	
Nominal sentences through the	
following sub-topics:	
(i) Nominal simple sentence.	
(ii) Compound sentences with multiple	
adjectives.	
(iii) Compound sentences with multiple	
predicates.	
(iv) Compound sentences varying	
predicates.	
1.5 Discuss the distinctive features of	
lesson 3 and any challenging areas or	
areas of misconceptions that need some	
clarification.	
Examples of distinctive features:	
Arabic communication skills :	
Use of complex/advanced vocabulary in	
the correct sequence	
Use of the appropriate vocabulary in the	
right context.	
Arabic Grammar I:	
(i) Nominal simple sentence.	
(ii) Compound sentences with multiple	
adjectives.	
(iii) Compound sentences with multiple	
predicates.	
(iv) Compound sentences varying	
predicates.	
predicates.	
Examples of Missonsontions or	
Examples of Misconceptions or	
Challenging Areas Arabic Communication Skills	
That good oral communication ability is	
equivalent to good—written	
communication skills.	
That weather and climate have the	
same meaning.	
Clarification:	
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. 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.	
	<b>Arabic Grammar:</b> That Arabic has similar grammatical rules as in the case of English, and other languages are known to learners.	
	<i>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	
2 Concept Development (New	<ul> <li>phonemic, morphological, syntactical</li> <li>and semantic systems affect learning</li> <li>Arabic as a second language.</li> <li>2.1 Discuss and focus on identifying</li> </ul>	15 mins
<ul> <li>learning likely to arise in</li> <li>lesson/s):</li> <li>✓ Identification and discussion of new</li> </ul>	new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored.	
learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the	Examples of New Concepts in the Lesson Arabic communication skills: Definitions and meanings of some Arabic vocabularies	
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	Arabic Grammar: Nominal simple sentence. Compound sentences with multiple adjectives. Compound sentences with multiple predicates.	
	Compound sentences varying predicates. Examples of New Learnings: Arabic communication skills :	

Examples:	
<b>Examples:</b> Individual work and presentation Group work, group discussion, teacher modelling, brainstorming and questioning techniques 2.4 Discuss how the suggested teaching strategies in lesson 1 will be used to promote learning at the 4-Year B.Ed. and Basic levels.	
2.3 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.	
<b>Suggested Solution</b> : Provision and creating opportunities for student teachers to practice both the spoken and written Arabic language.	
<b>Arabic Grammar:</b> Deficiency or limited opportunities to practise both the spoken and written the Arabic language	
<i>Suggested Solution</i> : <i>Student teachers should be encouraged</i> <i>to read more and practice speaking</i> <i>Arabic</i>	
<b>Examples of Potential Barriers</b> <b>Arabic communication skills</b> : Student teachers may not have enough storage of the Arabic vocabulary to facilitate accessible communication.	
<ul> <li>Cultural practices and rituals.</li> <li>Arabic Grammar: <ul> <li>(i)Nominal simple sentence.</li> <li>(ii) Compound sentences with multiple adjectives.</li> <li>(iii) Compound sentences with multiple predicates.</li> <li>(iv) Compound sentences varying predicates</li> </ul> </li> </ul>	
<ul><li>(i) developing oral skills</li><li>(ii) demonstrating knowledge of daily</li><li>cultural practices and rituals.</li></ul>	

learning, and assessment activities for the lesson/s✓ 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 21** C skills✓ Reading, discussion, and identification of continuous assessment opportunities to use continuous assessment to support student-teacher learning✓ Resources: o 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 availabilityguidance on any PowerPoint presentations, TLM, or other resources which need to be developed to supportguestioning, 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 availabilityguestion support eveloped to supportguestion support be eveloped to supportExamples of GESI responsiveness: communication skills, collaboration, dosal clitizenship.Examples of GESI responsiveness:		Identifying the features of the Desi-	
B.E.G. Programme and aligning them with the suggested teaching strategies in the course manual.       44         J. Planning for teaching, and assessment activities for the lesson/s       3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities for the lesson/s       44         Y. Reading and discussion of the teaching and learning areas where tutors may require calification (require calification (i)Roleplay (i)Roleplay (i)Roleplay (i)Roleplay (i)Roleplay (i)Roleplay (i)Roleplay (i)Roleplay (i)Roleplay (ii)Roleplay			
3. Planning for teaching, learning, and assessment activities for the lesson/s       3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities in the lesson delivery.       40         Y Reading and discussion of the teaching and learning activities       3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities in the lesson delivery.       40         Noting and addressing areas where tutors may require clarification V Noting opportunities for making links to the Basic School Curriculum       Arabic communication skills: (i)Preparing wall charts on dialogue (dii) proteines) for making, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opport student-teacher learning       Arabic Grammar I: Group work on the recall of nouns Watching and discussing VourUbe videos on nominal sentences (simple & with multiple predicates)         N Inks to the existing PD Themes, for example, action research, questioning, and to other external reference material. Iterature, on the web, Utube, physical resources, PowerPoint; how they should be used. Consideration meeds to be given to local availability guidance on any PowerPoint presentations, TLM, or other essurces witch meed to be developed to support       Examples of GES1 responsiveness; Examples of GES1 responsiveness;		-	
in the course manual.         3. Planning for teaching, learning, and assessment activities for the lesson/s       3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities       4.0          Reading and discussion of the teaching and learning activities       3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities       4.0          Noting and addressing areas where tutors may require clarification       7.0       7.0          Noting opportunities for making links to the Basic School Curriculum       7.0       7.0          Noting opportunities for integrating: GESI responsiveness and ICT and 21 <sup>47</sup> C skills       7.0       7.0          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       3.2 Discuss how GESI responsiveness, ICT, and 21 <sup>44</sup> Century skills will help promote the delivery of English lessons in both the B.Ed. and Basic School curricula.       Note the delivery of Arabic lessons in both the B.Ed. and Basic School curricula.          Note the delivery of Arabic lessons in both the B.Ed. and Basic School curricula.       Note the delivery of Arabic lessons in both the B.Ed. and Basic School curricula.          Reading and to other external reference material. Iterature, on the web, Utube, physical resources, PowerPoint presources, Nich need to be developmet to be			
3. Planning for teaching, learning, and assessment activities for the lesson/s > Verading and discussion of the teaching and learning activities       3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities in the lesson delivery.       44         ✓ Neading and discussion of the teaching and darcessing 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 21° C skills <i>Arabic Communication skills:</i> (iii) Discussion on the content of the audio         ✓ Noting opportunities for integrating: GESI responsiveness and ICT and 21° C skills <i>Arabic Grammar I:</i> Group work on the recall of nouns Watching and discussing YouTube videos on nominal sentences (simple & with multiple predicates)         ✓ Reading, discussion, and identification of continuous assessment opportunities to support student-teacher learning <i>Links to the Basic School Curricula and</i> the Use of GESI, ICT, and 21 <sup>st</sup> Century <i>Skills</i> ✓ 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 guidance on any PowerPoint presentations, TLM, or other resources which need to be development to and global citizenship.       Examples of GESI responsiveness; Licentury sciences: barting			
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resources which need to be developed to support learning Examples of GESI responsiveness:			
loarning		, <u> </u>	
loarning		Examples of GESI responsiveness:	
	learning	Making reasonable adjustmentsfor	
physically challenged learners.			

	_ , , , , , , , , , , , , , , , , , , ,	
✓ Tutors should be expected	Both male and female learners playing	
to have a plan for the next	leading roles in agroup task.	
lesson for student teachers		
	The use of braille and audio machines	
	for orals, etc.	
	Examples of ICT	
	Office 365 vs G-suite for education,	
	google meet for online teaching, google	
	classroom for online assignment	
	submissions, plagiarism checking	
	softwares, tools for checking grammar	
	errors online.	
	Examples of linking to the Basic School	
	Curriculum:	
	You may have to go to partner schools	
	to observe teaching and learning	
	practices in the basic school classroom	
	(STS).	
	Again, refer to the Basic School	
	Curriculum for some of the key	
	features, e.g. the Core Competencies,	
	such as: critical thinking and problem	
	solving (CP), creativity and innovation	
	(CI), communication and collaboration	
	(CC), cultural identity and global	
	citizenship (CG), personal development	
	and leadership (PL) and digital literacy	
	(DL) (Ref. p.viii, English Language	
	<i>Curriculum for Primary Schools - B4-B6)</i>	
	3.4 Pay attention as the tutor models a	
	selected activity in a teaching situation.	
	Examples:	
	Arabic communication skills	
	Modelling the preparation of wall	
	charts involving dialogue among tutors.	
	Modelling role play based on the text	
	played.	
	Arabic Grammar I:	
	Modelling the use of nominal sentences	
	(simple & with multiple predicates)	
	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.	
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.	
The assessment components should be in line with the NTEAP. <b>Examples of subject projects in the</b> <b>specific courses:</b>	
<b>Arabic communication skills</b> : Refer tutor to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.	
<b>Arabic Grammar I:</b> Refer tutor to PD session one and examine which aspects (if any) of the lesson forms part of the subject portfolio or project.	
3.8 Discuss assessment instruments aside what is in your respective manuals.	
For example, ICT assessment tools that can be used for assessment of students.	

	Assessment tools aid in assessing and	
	evaluating student learning and can	
	provide different options to assess	
	students beyond the traditional	
	examination.	
	Note: Several tools are available	
	including grading rubrics, canvas	
	assignments, plagiarism detection, self-	
	assessment, and peer assessment,	
	surveys, and classroom polling. quiz bot	
	N/B:	
	Digital Assessment Tools for Teachers	
	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	
4. Evaluation and review of	4.1 Reflect on what you have learn and	15 mins
session:	how you have learnt it. Share with the	
	class, one thing you have learnt in the	
a. Tutors need to identify	session that you will like to practice in	
critical friends to observe	your classroom.	
lessons and report at next	4.2 Identify a critical friend who took	
session.	part in the PD session to sit in your	
b. Identifying and addressing	class during the lesson and report on	
any outstanding issues relating	his/her observation during the next PD	
to the lesson/s for clarification	session.	
	4.3 Read lesson 2 to prepare for next	
	week's session.	

Age Levels/s:

Junior High School

Name of Subject/s: Arabic Arabic Communication Skills: (JHS) Arabic Grammar I (JHS) Semester 1

Year 2

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 غائم, Text of conversation on school settings (higher education), الثاني الحوار, Text of conversation on school settings (higher education), الثاني الحوار الثاني الحوار الثاني الحوار الثاني العوار فال الخال الثاني الحوار الثاني العوار فال المعالي الثاني الأول العوار غالب و غائم (higher education), والثالث والثاني الحوار فال الحوار فال الحوار فال الخال و غائم (higher education), والثالث والثاني الحوار الثاني الحوار (higher education), الثاني الحوار (higher education), الثاني الحوار (higher education), الثاني الحوار (higher education)

Arabic Grammar I (JHS)

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

Focus: the bullet points	Guidance Notes on Tutor Activity during the PD	Time in session
provide the frame for	Session. What PD Session participants (Tutors) will	
what is to be done in the	do during each stage of the session.	
session. The SWL should		
use the bullets to guide		
what they write for the		
SL/HoD and tutors to do		
and say during each		
session. Each bullet		
needs to be addressed		
and specific reference		
should be made to the		
course manual/s.		
1 Introduction to the	Review of Prior Knowledge	20 mins
session	1.1.Invite a volunteer to share a joke or story as ice	
✓ Review prior learning	breaker	
✓ A critical friend to		
share findings for a	1.2 Listen to the account of a colleague's observed	
short discussion and	lesson and contribute to the discussion that follow.	
lessons learned		
<ul> <li>Reading and</li> </ul>	Introduction Sections, Purpose, Learning	
discussion of the	Outcomes and Indicators	
introductory sections		
of the lesson up to	1.2 In your mixed pairs discuss the main purpose of	
and including learning	the current PD session and share your views.	
outcomes and		
indicators	For example:	
<ul> <li>✓ Overview of content</li> </ul>	Arabic Communication Skills	
and identification of	The purpose of the Arabic Communication Skills is	
any distinctive	to equip student teachers with the requisite skills to	
	teach learners the right vocabulary to be able to	

aspects of the lesson/s, 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. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	tell their everyday activities about studies and knowledge. <b>Arabic communication skills:</b> The purpose of the lesson is to expose student teachers to identifying, using and formulating Verbal Sentence through the following sub-topic: (i)Verbal Sentences with intransitive verbs. (ii)Verbal Sentences with transitive verbs. (iii) Verbal Sentences with verbs that require prepositions 1.3 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship. <i>Examples:</i> <b>Arabic communication skills</b> : (LO): Demonstrate ability to stimulate learners to engage actively in oral and written communication in Arabic language and create awareness of crosscutting issues and barriers associated with studies such as gender, ethnicity and class. (NTS 2 b, c and NTECF pg. 20). ( <i>LIs</i> ): ( <i>i</i> ) List of vocabularies produced by student teachers to aid learners in their conversation on studies and knowledge. ( <i>ii</i> ) Student teachers engage in small group conversation and in pairs on conversation on studies on knowledge. ( <i>iii</i> ) Peer reviews of illustrative dialogue by student teachers on knowledge in pairs and in groups	
teaching as they go		
through the PD session	Examples:	
	•	
	(LO): Demonstrate ability to stimulate learners to	
	engage actively in oral and written communication	
	-	
	to aid learners in their conversation on studies and	
	<b>.</b>	
	seeking to demonstrate how dialogue can be developed in schools.	
	(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.	
	Auchia Cumumum II	
	Arabic Grammar I:	
	Develop skills in forming and using diverse verbal	
	sentences in basic expression. (NTS 2c, pg. 13, NTECF pg. 20) (LIs): Examples	
	(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.	
	Note: Refer to lesson four of the course manuals for	
	the learning outcomes and indicators.	
L		I

1.4 Read and discuss lesson 24descriptions and distinctive features of each course.	
<b>Examples:</b> <b>Arabic communication skills</b> : 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.	
<ul> <li>Arabic Grammar I:</li> <li>The lesson exposes student teachers to identifying, using and formulating Verbal Sentence through the following sub-topic:</li> <li>(i)Verbal Sentence with intransitive verbs</li> <li>(ii)Verbal Sentences with transitive verbs.</li> <li>(iii)Verbal Sentences with verbs that require prepositions.</li> </ul>	
1.5 Discuss the distinctive features of lesson 4 and any challenging areas or areas of misconceptions that need clarification.	
Examples of distinctive features: Arabic communication skills : (i)Use of complex/advanced vocabulary in the correct sequence (ii)Use of the appropriate vocabulary in the right context.	
<i>Arabic Grammar I:</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.	
<b>Examples of Misconceptions or Challenging Areas</b> <b>Arabic Communication Skills</b> There is the misconception that Arabic is Islam.	
<i>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.	

	Arabic Grammar:	
	The sociolinguistic and culture of Arabic has	
	insignificant role in understanding of Arabic	
	Grammar	
	Clarification:	
	The knowledge of the grammatical system of	
	Arabic language [grammatical competence] must	
	be complemented by understanding of culture-	
	specific meanings	
2 Concept Development	2.1 Discuss and focus on identifying new concepts,	15 mins
(New learning likely to	new learnings, and potential barriers introduced	
arise in lesson/s) :	into the lesson that need to be explored.	
✓ Identification and	Examples of New Consents in the Larger	
discussion of new	Examples of New Concepts in the Lesson	
learning, potential barriers to learning	Arabic communication skills:	
for student teachers	Definitions and meanings of some Arabic	
or students, concepts	vocabularies	
or pedagogy being	Vocabularies	
introduced in the	Examples of New Learnings:	
lesson, which need to	(i) developing oral skills	
be explored with the	(ii) demonstrating knowledge of daily cultural	
SL/HoD	practices and rituals.	
NB The guidance for		
SL/HoD should set out	Arabic Grammar I:	
what they need to do to	Examples of New Concepts in the Lesson	
introduce and explain the		
issues/s with tutors	Examples of New Learnings	
	(i) Identifying features of detached nominative and	
	accusative pronouns.	
	(ii) classification of nominative and accusative	
	pronouns according to first, second and third	
	persons.	
	Examples of Potential Barriers	
	Arabic communication skills:	
	Student teachers may not have enough stock of the	
	Arabic vocabulary to facilitate easy	
	communication.	
	Suggested Solution:	
	Student teachers should be encouraged to read	
	more and practise speaking Arabic	
	Arabic Grammar:	
	You may be deficient in the correct usage of the	
	different pronouns in the Arabic language.	

	Suggested Solution:	
	There is a need to read and practice to improve	
	one's spoken and written Arabic language ability.	
	2.3 Consider the suggested strategies in the	
	manual and examine the most appropriate ones	
	that you can use for effective learning.	
	Examples:	
	Group work, group discussion, individual work,	
	presentation, brainstorming and questioning	
	techniques.	
	2.4 Discuss how the suggested teaching strategies	
	in lesson 1 will be used to promote learning at the	
	4-Year B.Ed. and Basic levels.	
	Examples:	
	Identifying the features of the Basic School	
	<i>Curriculum and those of the B.Ed. programme and</i>	
	aligning them with the suggested teaching	
	strategies in the course manual.	
3. Planning for teaching,	3.1 Lead discussion with tutors through questions	
learning and assessment	and answers on the various suggested teaching and	
activities for the lesson/s	learning activities to be used in the lesson delivery.	
✓ Reading and discussion		
of the teaching and	Examples Teaching and Learning Activities:	
learning activities ✓ Noting and addressing	Arabic communication skills: (i)Preparing wall	
areas where tutors	charts on dialogue (daily routines) (ii)Roleplay	
may require	(iii) Discussion on the content of the audio	
clarification		
✓ Noting opportunities	Arabic Grammar:	
for making links to the	(i) Teacher-led discussion of the content of audio	
Basic School	played.	
Curriculum	(ii) Independent and group reflection on the	
✓ Noting opportunities	content of the audio.	
for integrating: GESI responsiveness and ICT		
and 21 <sup>st</sup> C skills	Links to the Basic School Curricula and the Use of	
✓ Reading, discussion,	GESI, ICT and 21 <sup>st</sup> Century Skills	
and identification of	3.2 Discuss how GESI responsiveness, ICT and 21 <sup>st</sup>	
continuous assessment	Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School	
opportunities in the	Curricula.	
lesson. Each lesson	Note: The delivery of Arabic lessons in both the	
should include at least	B.Ed. and Basic School curricula may be enhanced	
two opportunities to	through the integration of GESI, ICT and 21 <sup>st</sup>	
use continuous	century skills.	

P		
assessment to support		
student teacher		
learning		
✓ Resources:	Examples of 21 <sup>st</sup> century skills:	
<ul> <li>Links to the existing</li> </ul>	Communication skills, collaboration, observation	
PD Themes, for	and enquiry skills, digital literacy, creativity,	
example, action	personal development and global citizenship.	
research,		
questioning and to	Examples of GESI responsiveness:	
other external	Making reasonable adjustmentsfor physically	
reference material:	challenged learners.	
literature, on web,	Both male and female learners playing leading	
Utube, physical	roles in agroup task. The use of braille and audio	
resources, power	machines for orals, etc.	
point; how they		
should be used.	Examples of ICT	
Consideration needs	Office 365 vs G-suite for education, google meet	
to be given to local	for online teaching, google classroom for online	
availability	assignment submissions, plagiarism checking	
guidance on any power	softwares, tools for checking grammar errors	
point presentations,	online.	
TLM or other resources		
which need to be	Examples of linking to the Basic School	
developed to support	Curriculum:	
learning	You may have to go to partner schools to observe	
✓ Tutors should be	teaching and learning practices in the basic school	
expected to have a	classroom (STS).	
plan for the next		
lesson for student	Again, refer to the Basic School Curriculum for	
teachers	some of the key features, e.g. the Core	
	Competencies, such as: critical thinking and	
	problem solving (CP), creativity and innovation (CI),	
	communication and collaboration (CC), cultural	
	identity and global citizenship (CG), personal	
	development and leadership (PL) and digital	
	literacy (DL) (Ref. p.viii, English Language	
	Curriculum for Primary Schools - B4-B6)	
	3.4 Pay attention as the tutor models a selected	
	activity in a teaching situation.	
	, .	
	Examples:	
	Arabic communication skills :	
	Modelling the preparation of wall charts involving	
	dialogue among tutors.	
	Modelling role play based on the text played.	
	, ,	
	Arabic Grammar:	
	Modelling the use of the various pronouns	
	discussed in the audio.	
		I

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.	
Note: The continuous assessment components for	
both Arabic communication skills and Arabic	
Grammar in the course manual include the subject	
portfolio and subject project assessments. These	
should be used to provide day-to-day feedback	
about the learning and teaching process, identify	
strengths and weaknesses in order to bridge the	
learning gaps among students.	
The assessment components should be in line with	
the NTEAP.	
Examples of subject projects in the specific	
courses:	
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.	
Arabic Grammar:	
Refer to PD session one and examine which aspects	
(if any) of the lesson forms part of the subject	
portfolio or project.	
3.8 Request that tutors discuss assessment	
instruments aside from the ones in their respective	
manuals.	
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.	
Note: Several tools are available including grading	
rubrics, canvas assignments, plagiarism detection,	
self-assessment, and peer assessment, surveys, and	
classroom polling. quiz bot	
N/D.	
N/B:	

	Digital Assessment Tools for Teachers 11. Socrative - quizzes and questions with real-time grading. 12. Google Forms - easy to use. 13. Mentimeter - pre-built education templates. 14. Poll Everywhere - used by 300,000 teachers. 15. Kahoot - game-based assessment tool. i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate	
4. Evaluation and review	4.1 Reflect on what you have learn and how you	15 mins
of session:	have learnt it. Share with the class, one thing you	
	have learnt in the session that you will like to	
a. Tutors need to identify critical friends to observe	practice in your classroom.	
lessons and report at next	4.2 Identify a critical friend who took part in the PD	
session.	session to sit in your class during the lesson and	
	report on his/her observation during the next PD	
b. Identifying and	session.	
addressing any		
outstanding issues	4.3 Read lesson 2 to prepare for next week's	
relating to the lesson/s	session.	
for clarification		

Age Levels/s:

Junior High School

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

Year 2

#### Semester 1

## Tutor PD Session for Lesson 5 in the Course Manual

Lesson Title: Arabic: Arabic Communication Skills: (JHS)

Occupation: Academic disciplines and career pursuits

Arabic Grammar: (JHS)

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1 Introduction to the	Review of Prior Knowledge	20 mins
<ul> <li>session</li> <li>✓ Review prior learning</li> <li>✓ A critical friend to share findings for a short discussion and lessons learned</li> <li>✓ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>✓ Overview of content and identification of any distinctive</li> </ul>	<ul> <li>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.</li> <li>1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow. Introduction Sections, Purpose, Learning Outcomes and Indicators</li> <li>1.2 In your mixed pairs discuss the main purpose of the current PD Session and share your views.</li> <li>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.).</li> </ul>	

aspects of the	1.3 Discuss the Learning Outcomes (LOs) of lesson One	
lesson/s,	and their Learning Indicators (LIs) by stating their	
NB The guidance for	relationship.	
SL/HoD should identify,	Examples:	
address and provide	Examples.	
<i>explanations</i> for any areas where tutors	Arabic communication skills:	
might require	(LO): Demonstrate ability to stimulate learners to	
clarification on an	engage actively in oral and written communication in	
aspect of the lesson.	Arabic language and create awareness of the	
SL/HoD take feedback to	crosscutting intercultural issues and stereotypes	
gauge understanding	relating to occupations and jobs (NTS 2 b, c and	
and support tutor	NTECF pg. 20).	
engagement.		
NB SL/HoD should ask	(LIs):	
tutors to plan for their	<i>i.</i> Student teachers prepare list of vocabularies	
teaching as they go	covering the range of tasks they undertake in	
through the PD session	class and school.	
	ii. Student teachers engage in routine	
	conversations in pairs and in groups on their	
	roles and responsibilities as JHS teachers.	
	<i>iii.</i> Lists of perceptions, misconception and biases associated with the teaching and other	
	profession	
	<i>iv.</i> Peer review of small group presentations	
	highlighting the main suggestions to	
	overcome these misconceptions and	
	prejudices.	
	Arabic Grammar:	
	(LO):Demonstrate knowledge and understanding of	
	how various forms of trilateral and quadrilateral .verbs	
	are formed.	
	(11.)	
	(LIS):	
	<i>i.</i> Show the differences between trilateral and	
	quadrilateral verbs. ii. Identify major types of trilateral and	
	quadrilateral verbs.	
	<i>iii.</i> Extract trilateral and quadrilateral verbs from	
	texts.	
	<i>iv.</i> Use trilateral & quadrilateral verbs considering	
	gender and number.	
	Note: Defer to losson and of the course mercula for the	
	<b>Note</b> : Refer to lesson one of the course manuals for the	
	learning outcomes and indicators.	
	1.4 Refer to the lesson descriptions of lesson 5 and read and discuss those course descriptions.	
	Examples:	
	LAUTIPICS.	

	Arabic communication skills:
	<i>E.g., the lesson has been designed to equip student</i>
	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.).
	(11520.15, 11558.14, unu 11101 pp 25-20.).
	Arabic Grammar:
	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.
	1.5 Discuss the distinctive features of lesson 5 and any
	challenging areas or areas of misconceptions that
	might need some clarification.
	Examples of distinctive features:
	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.
	Arabic Grammar:
	The distinctive features of this lesson include:
	<i>v</i> . 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.
	Examples of Misconceptions or Challenging Areas
	Arabic communication skills:
	<i>i.</i> A challenge to this lesson could be that, some student teachers might have poor Arabic
	communicative skills background.
	<i>ii.</i> A misconception to this lesson could be the view
	that "some occupations are meant solely for
	either males or females".
	Clarification:
	<i>i.</i> Since Arabic is not the native language of the
	student teachers, their entry behaviour regarding
	oral and written communicative abilities might
1	be poor. This could make it difficult for them to

	acquire adequate content and pedagogical	
	knowledge for onward transmission to their	
	pupils.	
	<i>ii.</i> 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.	
	Arabic Grammar:	
	<i>i</i> . That Arabic has the same verb forms as English	
	Language.	
	<i>ii.</i> That Arabic and English have the same sentence	
	patterns.	
	Clarification:	
	Arabic has only two verbal forms, a prefix	
	conjugation and a suffix conjugation. However,	
	the English Language has sixteen tense forms.	
	nominal sentences do not need verbs and typically	
	comprise two nouns only. On the other hand,	
	English has only verbal sentences. A complete and	
	grammatically correct English sentence contains a	
	subject, verb and object.	
2 Concept Development	2.1 Lead a discussion with tutors and focus on the	15 mins
(New learning likely to	identification of new concepts, new learnings and	
arise in lesson/s) :	potential barriers that are introduced into the lesson	
<ul> <li>Identification and</li> </ul>	which need to be explored.	
discussion of new		
learning, potential	Examples of New Concepts in the Lesson	
barriers to learning	Arabic communication skills:	
for student teachers	<i>i.</i> Meaning of the concept occupation.	
or students,	<i>ii.</i> Forms of occupations	
concepts or	<i>iii.</i> Benefits of occupational forms	
pedagogy being	iv. Occupational hazards	
introduced in the		
lesson, which need	Arabic Grammar:	
to be explored with	<i>i.</i> The concept of trilateral and quadrilateral verbs.	
the SL/HoD	<i>ii.</i> The concept of root and non-root letters.	
NB The guidance for	<i>iii.</i> The concept of transitive and intransitive verbs.	
SL/HoD should set out		
what they need to do to	Examples of New Learnings:	
introduce and explain	Arabic communication skills:	
the issues/s with tutors	<i>i.</i> Student teachers' ability to explain the meaning	
	of the concept occupation.	
	<i>ii.</i> Student teachers' ability to identify the various	
	<i>ii.</i> Student teachers' ability to identify the various forms of occupations.	
	<i>ii.</i> Student teachers' ability to identify the various	

<ul> <li>iv. Student teachers' ability to list and explain some occupational hazards in different professions.</li> <li>Arabic Grammar:         <ol> <li>Students ability to identify trilateral and quadrilateral verbs from a given text.</li> <li>Students ability to distinguish between the features of Trilateral and Quadrilateral verbs.</li> <li>Students ability to form meaningful sentences with trilateral and quadrilateral verbs.</li> <li>Students ability to use intransitive verbs.</li> <li>Students ability to use intransitive and transitive verbs.</li> <li>Students ability to use intransitive and transitive verbs in meaning sentences reflecting gender and number.</li> </ol> </li> <li>Examples of Potential Barriers         <ul> <li>Arabic communication skills:</li> <li>Reluctance of student teachers to speak Arabic for fear of making mistakes and being mocked.</li> <li>Imadequate teaching and learning materials.</li> </ul> </li> <li>Suggested Solution:</li> <li>Student-teachers should be discouraged from making mockery of individuals who make mistakes in their spoken Arabic Language.</li> <li>Tutors should improvise TLMs and encourage student teachers to do same where possible.</li> </ul>
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Interference from students' L1 and the
conventions of other languages such as
English grammar.
Suggested Solution:
Teachers ought to clearly explain the distinctions
between Arabic verb forms or sentences and other
languages such as the English.
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 recreative manuals
their respective manuals.
Examples:
Group work, think-pair-share, school visits, discussion,
concept mapping, individual work and presentation,
teacher modelling, brainstorming and questioning
techniques.

<b>F</b>		
	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.	
	Examples: Identifying the features of the Basic School Curriculum and those of the B.Ed. programme and aligning them with the suggested teaching strategies in the course	
	manual.	
3. Planning for	3.1 Lead discussion with tutors through questions	
teaching, learning and	and answers on the various suggested teaching and	
assessment activities	learning activities to be used in the lesson delivery.	
for the lesson/s		
✓ Reading and	Examples Teaching and Learning Actvities:	
discussion of the	Arabic communication skills:	
teaching and learning	Student teachers reflect and peer review reports on	
activities	التدريس	
✓ Noting and	الطبُّ	
addressing areas	الهندسة	
where tutors may	<ul> <li>Student listen attentively to the audio and take</li> </ul>	
require clarification	notes. ✓ Student reflect the content of the text	
✓ Noting		
opportunities for making links to the	<ul> <li>✓ Students tasked to role play</li> <li>✓ Student teachers undertake group presentations</li> </ul>	
Basic School	<i>highlighting on misconceptions associated with</i>	
Curriculum	the teaching and other professions, and	
<ul> <li>Noting opportunities</li> </ul>	suggesting ways to overcome these	
for integrating: GESI	misconceptions.	
responsiveness and		
ICT and 21 <sup>st</sup> C skills	Arabic Grammar:	
✓ Reading, discussion,	<i>i.</i> Use questions and answers to help students	
and identification of	recall what they already know about verbs.	
continuous	<i>ii.</i> Introduce students to trilateral and quadrilateral	
assessment	verbs.	
opportunities in the	<i>iii.</i> Guide students to identify trilateral and	
lesson. Each lesson	quadrilateral verbs in a given text or video from	
should include at least two	YouTube. iv. Assist students to brainstorm on the	
opportunities to use	<i>iv.</i> Assist students to brainstorm on the distinguishing features of trilateral and	
continuous	quadrilateral verbs.	
assessment to	v. Help students to form meaningful sentences with	
support student	trilateral and quadrilateral verbs.	
teacher learning	<i>vi.</i> Guide students to discuss transitive and	
✓ Resources:	intransitive verbs.	
<ul> <li>links to the existing</li> </ul>	vii. Assist students to construct sentences involving	
PD Themes, for	transitive and intransitive verbs.	
example, action		
research,	Links to the Basic School Curricula and the Use of	
questioning and to	GESI, ICT and 21 <sup>st</sup> Century Skills	
other external	3.2 Discuss how GESI responsivenes, ICT and 21 <sup>st</sup>	
reference material:	Century skills will help to promote the delivery of	

literature, on web,	English lessons in both the B.Ed. and Basic School	
Utube, physical	Curricula.	
resources, power		
point; how they	Note: The delivery of Arabic lessons in both the B.Ed.	
should be used.	and Basic School curricula may be enhanced through	
Consideration	the integration of GESI, ICT and 21 <sup>st</sup> century skills.	
needs to be given to		
local availability	Examples of 21 <sup>st</sup> century skills:	
	Communication skills, collaboration, observation and	
guidance on any power		
point presentations,	enquiry skills, digital literacy, creativity, persoonal	
TLM or other resources	devlopment and global citizenship.	
which need to be		
developed to support	Examples of GESI responsiveness:	
learning	Making reasonable adjustmentsfor physically	
✓ Tutors should be	challenged learners.	
expected to have a	Both male and female learners playing leading roles	
plan for the next	in a group task.	
lesson for student		
teachers	The use of braille and audio machines for orals, etc.	
	Examples of ICT	
	Office 365 vs G-suite for education, google meet for	
	online teaching, google classroom for online	
	assignment submissions, plagiarism checking	
	softwares, tools for checking grammar errors online.	
	Examples of linking to the Basic School Curriculum:	
	You may have to go to partner schools to observe	
	teaching and learning practices in the basic school	
	classroom (STS).	
	Again, refer to the Basic School Curriculum for some	
	of the key features, e.g. the Core Competencies, such	
	as: critical thinking and problem solving (CP),	
	creativity and innovation (CI), communication and	
	collaboration (CC), cultural identity and global	
	citizenship (CG), personal development and leadership	
	(PL) and digital litearcy (DL) (Ref. p.viii, English	
	Language Curriculum for Primary Schools - B4-B6)	
	3.4 Pay attention as the tutor models a selected	
	activity in a teaching situation.	
	Examples:	
	Arabic communication skills:	
	Modeling the teaching of various types of occupations	
	and jobs.	
	unu jobo.	
	Arabic Grammar:	
	Modeling the teaching of intransitive and Transitive	
	verbs and how they are used in conversations.	

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.	
Note: The continuous assessment components for	
both Arabic communication skills and Arabic	
Grammar in the course manual include the subject	
portfolio and subject project assessments. These	
should be used to provide day-to-day feedback about	
the learning and teaching process, identify strengths	
and weaknesses in order to bridge the learning gaps	
among students.	
The assessment components should be in line with the	
NTEAP.	
Examples of subject projects in the specific courses:	
Arabic communication skills:	
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.	
,	
Arabic Grammar:	
Task students to make presentations on the features	
of verbs, root, transitivity, and voice.	
3.8 Discuss assessment instruments aside what is in	
your respective manuals.	
For example, ICT assessment tools that can be used	
for assessment of students. Assessment tools aid in	
assessing and evaluating student learning and can	
provide different options to assess students beyond	
the traditional examination.	
Note: Several tools are available including grading	
rubrics, canvas assignments, plagiarism detection,	
self-assessment, and peer assessment, surveys, and	
classroom polling. quiz bot	
sides com poining. qui  bot	
N/B:	
Digital Assessment Tools for Teachers	

	<i>1. Socrative - quizzes and questions with real-time</i>	
	grading.	
	2. Google Forms - easy to use.	
	<i>3. Mentimeter - pre-built education templates.</i>	
	<i>4. Poll Everywhere - used by 300,000 teachers.</i>	
	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	
4. Evaluation and	4.1 Reflect on what you have learn and how you have	15 mins
review of session:	learnt it. Share with the class, one thing you have	
	learnt in the session that you will like to practice in	
a. Tutors need to	your classroom.	
identify critical friends	,	
to observe lessons and	4.2 Identify a critical friend who took part in the PD	
report at next session.	session to sit in your class during the lesson and	
	report on his/her observation during the next PD	
b. Identifying and	session.	
addressing any		
outstanding issues	4.3 Read lesson 5 to prepare for next week's session.	
relating to the lesson/s		
for clarification		

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.

	olce; passive volce.	
Focus: the bullet points provide	Guidance Notes on Tutor Activity during the	Time in
the frame for what is to be	PD Session. What PD Session participants	session
done in the session. The SWL	(Tutors) will do during each stage of the session.	
should use the bullets to guide		
what they write for the SL/HoD		
and tutors to do and say during		
each session. Each bullet needs		
to be addressed and specific		
reference should be made to		
the course manual/s.		
1 Introduction to the session	Review of Prior Knowledge	20 mins
<ul> <li>✓ Review prior learning</li> <li>✓ A critical friend to share findings for a short discussion and lessons learned</li> </ul>	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.	
<ul> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>Overview of content and</li> </ul>	<ul> <li>1.2 Listen to the account of a colleague's observed lesson lesson and contribute to the discussion that follow.</li> <li>Introduction Sections, Purpose, Learning Outcomes and Indicators</li> </ul>	
identification of any distinctive aspects of the lesson/s,	1.2 In your mixed pairs discuss the main purpose of the current PD Session and share your views.	
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.	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,	

NB SL/HoD should ask tutors to	1.3 Discuss the Learning Outcomes (LOs) of	
plan for their teaching as they	lesson six and their Learning Indicators (LIs) by	
go through the PD session	stating their relationship.	
	Examples:	
	Arabic communication skills:	
	(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).	
	(LIS):	
	<i>i.</i> List of vocabularies prepared by student	
	teachers on weather and climate.	
	<i>ii.</i> Student teachers engage in small group	
	conversation and in pairs on	
	conversation on weather issues	
	affecting humankind.	
	<i>iii.</i> Peer Review of student teachers' oral	
	conversation on weather issues.	
	Arabic Grammar:	
	(LO): Demonstrate knowledge and skills of using	
	transitive and intransitive verbs in Arabic (NTS	
	2abc, pg.13, NTECF pg. 20).	
	(LIS):	
	<i>i.</i> Identify the difference between active and	
	passive voices.	
	<i>ii.</i> Show how passive voices are formed from	
	trilateral and quadrilateral active verbs.	
	iii. Carry out basic passing and grammatical	
	analysis of active and passive voices.	
	iv. Use active and passive voices in oral and	
	written expression.	
	,	
	Note: Refer tutors to lesson six of the course	
	manual for the learning outcomes and	
	indicators.	
	1.4 Refer to the lesson descriptions of lesson 6	
	and read and discuss those course descriptions.	
	Examples:	
	Arabic communication skills:	
	The purpose of the lesson is to equip teachers	
	with the knowledge and techniques of teaching	
	effective communicative skills on climate and	
	weather conditions in Ghana. The session also	
	aims at developing the capacity of student	
	teachers, so as to enable them inspire their	

learners to be effective in oral and written communications through observations and group works (NTS2c:13; NTS2b:13; NTS3k:14, and NTECF pp. 25-26.). <b>Arabic Grammar:</b> 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 passive voices with respect to contextual and GESI related issues (NTS2c:13; NTS3k:14, and NTECF pp 25-26.). 1.5 Discuss the distinctive features of lesson 6 and any challenging areas or areas of misconceptions that might need some clarification.	
<ul> <li>Examples of distinctive features: Arabic communication skills: <ol> <li>The nature of oral and written communications.</li> <li>Using observations and group works as instruments for oral and written communications.</li> <li>The nature of weather conditions in Ghana.</li> <li>The nature of climatic conditions in Ghana.</li> </ol></li></ul>	
<ul> <li>Arabic Grammar: <ol> <li>Identification of the differences between active and passive voices.</li> <li>The formation of passive voices from trilateral and quadrilateral active verbs.</li> <li>The grammatical analysis of active and passive voices.</li> <li>Using active and passive voices in oral and written expressions.</li> </ol> </li> <li>Examples of Misconceptions or Challenging Areas Arabic communication skills:</li></ul>	
<ul> <li>i. That good oral communication ability is equivalent to good written communication skills.</li> <li>ii. That weather and climate have the same meaning.</li> </ul>	

[	Clauification	]
	Clarification:	
	<i>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>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.	
	Arabic Grammar:	
	That Arabic has similar grammatical rules as in	
	the case of English and other languages known	
	to learners.	
	Clarification:	
	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.	
2 Concept Development (New	2.1 Discuss and focus on the identification of	15 mins
learning likely to arise in	new concepts, new learnings and potential	
lesson/s) :	barriers that are introduced into the lesson	
Identification and discussion	which need to be explored.	
of new learning, potential		
barriers to learning for	Examples of New Concepts in the Lesson	
student teachers or	Arabic communication skills:	
students, concepts or	<i>i.</i> The concept of weather	
pedagogy being introduced	<i>ii.</i> The concept of climate	
in the lesson, which need to	iii. Relationships amongst weather, climate	
be explored with the	and various occupations.	
SL/HoD		
NB The guidance for SL/HoD	Arabic Grammar:	
should set out what they need	<i>i.</i> The concept of active and passive voices in	
to do to introduce and explain	Arabic Grammar.	
the issues/s with tutors	<i>ii.</i> Grammatical functions of active and	
	passive voices.	
	<i>iii.</i> The concept of verbs and agents.	
	Examples of New Learnings:	
	Arabic communication skills:	
	<i>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.
	Arabic Grammar:
	<i>i.</i> Student teachers' ability to explain the
	concept of active and passive voices in
	Arabic Grammar.
	<i>ii.</i> Student teachers' ability to list some
	features of active and passive voices.
	<i>iii.</i> Student teachers' ability to state
	grammatical functions of active and
	passive voices.
	iv. Student teachers' ability to construct
	sentences in active and passive voices.
	v. Student teachers' ability to analyse the
	grammatical functions of active voices in
	sampled sentences.
	Examples of Potential Barriers
	Arabic communication skills:
	i. Lack of learning and teaching materials (Text
	books).
	ii. Lack of effective communicative competency
	in Arabic among the learners.
	Suggested Solution:
	Teachers are required to be resourceful and
	innovative when inadequate or no TLMs are
	available. For instance, they can search for their
	required texts online. Again, they can borrow
	learning materials from libraries and individuals
	in the community.
	ii. In the case of weak communicative skills,
	teachers are encouraged to organize some
	remedial lessons for the students where
	applicable.
	Arabic Grammar:
	Lack of Arabic Grammar textbooks at the basic
	schools.
	Suggested Solution:
	Suggested Solution: Teachers are encouraged to search for online textbooks that are suitable for their lessons.

	2.3 Consider the suggested strategies in the
	manual and examine the most appropriate ones
	that you can use for effective learning.
	Examples:
	Group work, think-pair-share, school visits,
	discussion, concept mapping, individual work
	and presentation, teacher modelling,
	brainstorming and questioning techniques.
	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.
	Examples:
	Identifying the features of the Basic School
	Curriculum and those of the B.Ed. programme
	and aligning them with the suggested teaching
	strategies in the course manual.
3. Planning for teaching,	3.1 Lead discussion with tutors through
learning and assessment	questions and answers on the various
activities for the lesson/s	suggested teaching and learning activities to be
✓ Reading and discussion of the	used in the lesson delivery.
teaching and learning	
activities	Examples Teaching and Learning Activities:
✓ Noting and addressing areas	Arabic communication skills:
where tutors may require	<i>i.</i> Reflect with students on the importance of
clarification	weather and climate to farming in Ghana.
✓ Noting opportunities for	<i>ii.</i> Use Flashcards and games to help student
making links to the Basic	teachers to internalize the relevant
School Curriculum	vocabularies about weather and climate.
<ul> <li>Noting opportunities for</li> </ul>	<i>iii.</i> Use the prescribed CDs on al-Arabiya bayna
integrating: GESI	yadayka, and pictures to stimulate and
responsiveness and ICT and	sustain conversations on weather, climate
21 <sup>st</sup> C skills	and occupations.
✓ Reading, discussion, and	
identification of continuous	Arabic Grammar:
assessment opportunities in	<i>i.</i> Revise the previous knowledge of learners
the lesson. Each lesson	about verbs through questions and
should include at least two	answers.
opportunities to use	ii. Introduce the concept of active and passive
continuous assessment to	voice verbs to learners using different types
support student teacher	of agents.
learning	iii. Task learners in groups, to compose
✓ Resources:	sentences consisting of active and passive
<ul> <li>links to the existing PD</li> </ul>	voice verb forms (trilateral quadrilateral)
Themes, for example,	verbs using different types of agents.
action research,	iv. Guide students to analyse the grammatical
questioning and to other	functions of active and passive voices in
external reference	sampled sentences.
material: literature, on	

web, Utube, physical	v. Guide student teachers to reflect and	
resources, power point;	summarize features of active and passive	
how they should be used.	voices	
Consideration needs to be		
given to local availability	Links to the Basic School Curricula and the Use	
guidance on any power point	of GESI, ICT and 21 <sup>st</sup> Century Skills	
presentations, TLM or other	3.2 Discuss how GESI responsiveness, ICT and	
resources which need to be	21 <sup>st</sup> Century skills will help to promote the	
developed to support learning	delivery of English lessons in both the B.Ed. and	
✓ Tutors should be expected to have a plan for the next	Basic School Curricula.	
lesson for student teachers	Note: The delivery of Arabic lessons in both the	
lesson for student teachers	B.Ed. and Basic School curricula may be	
	enhanced through the integration of GESI, ICT	
	and 21 <sup>st</sup> century skills.	
	Examples of 21 <sup>st</sup> century skills:	
	Communication skills, collaboration,	
	observation and enquiry skills, digital literacy,	
	creativity, personal development, and global	
	citizenship.	
	Examples of CESI responsiveness	
	<b>Examples of GESI responsiveness</b> : Making reasonable adjustmentsfor physically	
	challenged learners.	
	Both male and female learners playing leading	
	roles in agroup task.	
	The use of braille and audio machines for orals,	
	etc.	
	European of ICT	
	Examples of ICT	
	Office 365 vs G-suite for education, google meet for online teaching, google classroom	
	for online assignment submissions, plagiarism	
	checking softwares, tools for checking grammar	
	errors online.	
	Examples of linking to the Basic School	
	Curriculum:	
	You may have to go to partner schools to	
	observe teaching and learning practices in the	
	basic school classroom (STS).	
	Again, refer to the Basic School Currriculum for some of the key features, e.g. the Core	
	Competencies, such as: critical thinking and	
	problem solving (CP), creativity and innovation	
	(CI), communication and collaboration (CC),	
	cultural identity and global citizenship (CG),	
	personal development and leadership (PL) and	

digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.4 Pay attention as the tutor models a selected activity in a teaching situation.	
<b>Examples:</b> <b>Arabic communication skills</b> : Modelling the teaching of the topic "the importance of weather and climate for farming activities".	
<b>Arabic Grammar:</b> Modelling the teaching of active and passive voices with the aid of appropriate ICT tools.	
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.	
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. The assessment components should be in line with the NTEAP.	
Examples of subject projects in the specific courses:	
<b>Arabic communication skills</b> : Individual/Group oral and written presentations about the effects of weather and climate on human existence.	

	Autic Comment	
	Arabic Grammar:	
	Task students to compare the key features of	
	verbs (Active and Passive voices) in Arabic and	
	any other language of their choice.	
	3.8 Discuss assessment instruments aside what	
	is in your respective manuals.	
	is in your respective manuals.	
	For example, ICT assessment tools that can be	
	used for assessment of students. Assessment	
	tools aid in assessing and evaluating student	
	learning and can provide different options to	
	assess students beyond the traditional	
	examination.	
	Note: Several tools are available including	
	grading rubrics, canvas assignments, plagiarism	
	detection, self-assessment, and peer	
	assessment, surveys, and classroom polling. quiz	
	bot	
	N/B:	
	Digital Assessment Tools for Teachers	
	<i>1. Socrative - quizzes and questions with real-</i>	
	time grading.	
	2. Google Forms - easy to use.	
	<i>3. Mentimeter - pre-built education templates.</i>	
	<i>4. Poll Everywhere - used by 300,000 teachers.</i>	
	5. Kahoot - game-based assessment tool.	
	<i>i.e.</i> (Assessment Of Learning (AOL)) of the	
	course manual and compare with the	
	components prescribed by NTEAP and review as	
	appropriate	
4. Evaluation and review of	4.1 Reflect on what you have learn and how you	15 mins
session:	have learnt it. Share with the class, one thing	-
-	you have learnt in the session that you would	
a. Tutors need to identify critical	ike to practice in your classroom.	
friends to observe lessons and	. ,	
report at next session.	4.2 Identify a critical friend who took part in the	
	PD session to sit in your class during the lesson	
b. Identifying and addressing	and report on his/her observation during the	
any outstanding issues relating	next PD session.	
to the lesson/s for clarification		
	4.3 Read lesson 6 to prepare for next week's	
	session.	

Age Levels/s:

Junior High School

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

Semester 1

## Tutor PD Session for Lesson 7 in the Course Manual

Lesson Title: Arabic:

Year 2

Arabic Communication Skills: (JHS)

The Weather and Climate II: The Climate and its Impacts.

Arabic Grammar: (JHS)

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

Focus: the bullet points	Guidance Notes on Tutor Activity during the	Time in session
provide the frame for	PD Session. What PD Session participants	
what is to be done in the	(Tutors) will do during each stage of the	
session. The SWL should	session.	
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		
manuals.		
1 Introduction to the	Review of Prior Knowledge	20 mins
session	1.1 Recap the main issues raised during the	
✓ Review prior learning	previous semester's PD session. Each person will	
<ul> <li>✓ A critical friend to</li> </ul>	recall one thing and invite a friend to also say	
share findings for a	another.	
short discussion and		
lessons learned	1.2 Listen to the account of a colleague's	
<ul> <li>Reading and</li> </ul>	observed lesson and contribute to the	
discussion of the	discussion that follow.	
introductory sections	Introduction Sections, Purpose, Learning	
of the lesson up to	Outcomes, and Indicators	
and including learning		
outcomes and	1.2 In your mixed pairs discuss the main purpose	
indicators	of the current PD Session and share your views.	
<ul> <li>✓ Overview of content</li> </ul>		
and identification of	E.g., the purpose of the PD is to equip teachers	
any distinctive aspects	with the knowledge and techniques of teaching	
of the lesson/s,	effective communicative skills regarding	
NB The guidance for	weather in everyday life in Ghana. (NTS2c:13;	
SL/HoD should identify,	NTS3k:14, and NTECF pp 25-26.).	

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address, and <i>provide</i> <i>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	<ul> <li>1.3 Discuss the Learning Outcomes (LOs) of lesson seven and their Learning Indicators (LIs) by stating their relationship.</li> <li><i>Examples:</i> Arabic communication skills: (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). (LIs): <ol> <li>List of vocabularies prepared by student teachers on weather and climate.</li> <li>Student teachers engage in small group conversation and in pairs on conversation on weather issues affecting humankind.</li> <li>Peer Review of student teachers' oral conversation on weather issues. </li> <li>Arabic Grammar:</li> <li>Demonstrate knowledge and skills of how to use primary markers and secondary markers to represent the three Arabic cases. </li> <li>Demonstrate knowledge and understanding of the various contexts where nouns assume nominative cases.</li> <li>Demonstrate knowledge and</li> </ol></li></ul>	
	<b>(LOs):</b> <i>i.</i> Demonstrate knowledge and skills of how to use primary markers and secondary markers to represent the three Arabic	
	<ul> <li>ii. Demonstrate knowledge and understanding of the various contexts where nouns assume nominative cases.</li> <li>iii. Demonstrate knowledge and understanding of the various contexts</li> </ul>	
	where nouns assume accusative cases. <i>iv.</i> Demonstrate knowledge and understanding of the various contexts where nouns assume genitive cases. (LIS):	
	<ul> <li><i>i</i>.</li> <li>✓ Mention the key differences between the primary and secondary markers.</li> <li>✓ Separate nouns that possess primary markers from those that have secondary markers.</li> </ul>	
	<ul> <li>ii.</li> <li>✓ Identify instances where nouns possess nominative cases (with examples).</li> <li>✓ Explain why selected nouns from a text possess nominative cases.</li> </ul>	

<ul> <li>Produce a meaningful sentence and mark a nominative case.</li> <li></li> </ul>	
<ul> <li>iii.</li> <li>✓ Mention the context where nouns assume accusative cases (with examples).</li> <li>✓ Explain why selected nouns from a text possess accusative cases.</li> <li>✓ Produce a meaningful sentence and mark a nominative case</li> <li>iv.</li> <li>✓ Mention the context where nouns assume genitive cases (with examples).</li> <li>✓ Explain why selected nouns from a text possess genitive cases.</li> <li>✓ Produce a meaningful sentence and mark a descent form a text posses genitive cases.</li> </ul>	
genitive case	
<b>Note</b> : Refer to lesson seven of the course manual for the learning outcomes and indicators.	
1.4 Refer to the lesson descriptions of lesson 7 and read and discuss those course descriptions.	
Examples: Arabic communication skills: The purpose of the lesson is to equip teachers with the knowledge and techniques of teaching effective communicative skills on climate and weather conditions in Ghana. The session also aims at developing the capacity of student teachers, so as to enable them to inspire their learners to be effective in oral and written communications through observations and group works (NTS2c:13; NTS2b:13; NTS3k:14, and NTECF pp. 25-26.).	
Arabic Grammar: The lesson has been designed to expose students to relevant content knowledge on the three main grammatical case endings of declinable nouns, namely, nominative, accusative, and genitive. It treats in detail the grammatical context where these cases manifest in Arabic structure, including the forms that they assume.	
1.5 Discuss the distinctive features of lesson 7 and any challenging areas or areas of misconceptions that might need some clarification.	
Examples of distinctive features:	

Archic communication skills	
Arabic communication skills:	
i. The nature of oral and written	
communications.	
<i>ii.</i> Using observations and group works as	
instruments for oral and written	
communications.	
<i>iii.</i> The nature of weather conditions in	
Ghana.	
iv. The nature of climatic conditions in	
Ghana.	
Arabic Grammar:	
<i>i.</i> Identification of the key differences	
between primary and secondary markers.	
ii. Separation of nouns that possess primary	
markers from those that have secondary	
markers.	
<i>iii.</i> Explanations about why some selected	
nouns from a text possess nominative	
cases.	
<i>iv.</i> Identification of the contexts in which	
nouns assume accusative cases and	
genitive cases respectively.	
Examples of Misconceptions or Challenging	
Areas	
Arabic communication skills:	
<i>i.</i> That good oral communication ability is	
equivalent to good written communication	
skills.	
<i>ii.</i> That weather and climate have the same	
meaning.	
Clarification:	
<i>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>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.	
Arabic Grammar:	
That Arabic grammar is difficult because of the	
inflected nature of Arabic morpho-syntax.	
ingrecieu nature of Arabic morpho-syntax.	

	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.	
2 Concept Development	2.1 Discuss and focus on the identification of	15 mins
(New learning likely to	new concepts, new learnings and potential	
arise in lesson/s) :	barriers that are introduced into the lesson	
✓ Identification and	which need to be explored.	
discussion of new		
learning, potential	Examples of New Concepts in the Lesson	
barriers to learning for	Arabic communication skills:	
student teachers or	<i>i.</i> The concept of weather	
students, concepts or	<i>ii.</i> The concept of climate	
pedagogy being	iii. Relationships amongst weather, climate	
introduced in the	and various occupations.	
lesson, which need to		
be explored with the	Arabic Grammar:	
SL/HoD	<i>i.</i> The concept of nominative cases of nouns.	
NB The guidance for	<i>ii.</i> The concept of accusative cases of nouns	
SL/HoD should set out	<i>iii.</i> The concept of genitive cases of nouns.	
what they need to do to		
introduce and explain the	Examples of New Learnings:	
issues/s with tutors	Arabic communication skills:	
	<i>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.	
	Arabic Grammar:	
	<i>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>Cu3C3.</i>	

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<i>iii.</i> Students' ability to form simple sentences	
whereby the nouns assume genitive cases.	
Examples of Potential Barriers	
Arabic communication skills:	
i. Lack of learning and teaching materials (Text	
books).	
<i>ii. Lack of effective communicative competency</i>	
in Arabic among the learners.	
In Alubic unong the learners.	
Suggested Solution:	
Teachers are required to be resourceful and	
innovative when inadequate or no TLMs are	
available. For instance, they can search for their	
required texts online. Again, they can borrow	
learning materials from libraries and individuals	
in the community.	
ii. In the case of weak communicative skills,	
teachers are encouraged to organize some	
remedial lessons for the students where	
applicable.	
Anabia Cumuman	
Arabic Grammar:	
Language structure differences: Arabic differs	
from local languages & English in terms of the	
changes nouns and verbs undergo based on	
their positions and functions in a sentence.	
Suggested Solution:	
Teachers are advised to encourage their	
learners to commit into memory the structural	
differences between Arabic and English	
language. This will demand consistent teaching	
and/or studies on the part of both teachers and	
learners.	
2.3 Consider the suggested strategies in the	
manual and examine the most appropriate	
ones that you can use for effective learning.	
Examples:	
Group work, think-pair-share, school visits,	
discussion, concept mapping, individual work	
and presentation, teacher modelling,	
brainstorming and questioning techniques.	
2.4 Discuss how the suggested to shire	
2.4 Discuss how the suggested teaching	
strategies in lesson 7 will be used to promote	
learning at the 4-Year B.Ed. and Basic levels.	

	Examples:	
	Identifying the features of the Basic School	
	Curriculum and those of the B.Ed. programme	
	and aligning them with the suggested teaching	
	strategies in the course manual.	
3. Planning for teaching,	3.1 Lead discussion with tutors through	
learning and assessment	questions and answers on the various	
activities for the lesson/s	suggested teaching and learning activities to be	
✓ Reading and discussion	used in the lesson delivery.	
of the teaching and		
learning activities	Examples Teaching and Learning Activities:	
✓ Noting and addressing	Arabic communication skills:	
areas where tutors may	<i>i.</i> Review students' knowledge on the	
require clarification	concepts weather and climate.	
<ul> <li>✓ Noting opportunities</li> </ul>	<i>ii.</i> Use the CDs on al-Arabiya bayna yadayka,	
for making links to the	and pictures to stimulate and sustain	
Basic School Curriculum	conversations on climate.	
<ul> <li>✓ Noting opportunities</li> </ul>	<i>iii.</i> Engage students to use their learnt	
for integrating: GESI	vocabularies on weather and climate to	
responsiveness and ICT	form sentences.	
and 21 <sup>st</sup> C skills	-	
	<i>iv.</i> Let students make power point	
✓ Reading, discussion,	presentations on their new vocabularies	
and identification of	and sentences.	
continuous assessment		
opportunities in the	Arabic Grammar:	
lesson. Each lesson	<i>i.</i> Review learners' previous knowledge about	
should include at least	nouns (singular, dual, and plural. feminine	
two opportunities to	and masculine forms, etc.).	
use continuous	<i>ii.</i> Introduce the concepts of nominative,	
assessment to support	accusative and genitive cases of nouns	
student teacher	taking into consideration (types,	
learning	grammatical positions, and case endings).	
✓ Resources:	<i>iii.</i> Guide learners to discuss texts that have	
$\circ~$ links to the existing	nouns with nominative, accusative and	
PD Themes, for	genitive cases, with respect to the type of	
example, action	nouns, grammatical position, and case	
research,	ending or appropriate substitute.	
questioning and to	<i>iv.</i> Discuss the grammatical rule with learners.	
other external	v. In groups, task student teachers to form	
reference material:	simple sentences, whereby the noun	
literature, on web,	assumes a nominative case, an accusative	
Utube, physical	case or genitive case.	
resources, power		
point; how they	Links to the Basic School Curricula and the Use	
should be used.	of GESI, ICT and 21 <sup>st</sup> Century Skills	
Consideration	3.2 Discuss how GESI responsiveness, ICT and	
needs to be given	21 <sup>st</sup> Century skills will help to promote the	
to local availability	delivery of English lessons in both the B.Ed. and	
guidance on any	Basic School Curricula.	
power point		

presentations, TLM or other resources	Note: The delivery of Arabic lessons in both the B.Ed. and Basic School curricula may be	
which need to be developed to support learning	enhanced through the integration of GESI, ICT and 21 <sup>st</sup> century skills.	
<ul> <li>✓ Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<b>Examples of 21<sup>st</sup> century skills</b> : Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development, and global citizenship.	
	<b>Examples of GESI responsiveness</b> : Making reasonable adjustmentsfor physically challenged learners. Both male and female learners playing leading roles in agroup task. The use of braille and audio machines for orals, etc.	
	Examples of ICT Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for checking grammar errors online.	
	Examples of linking to the Basic School Curriculum:	
	You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).	
	Again, refer to the Basic School Curriculum for some of the key features, e.g. the Core	
	Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.4 Pay attention as the tutor models a selected activity in a teaching situation.	
	Examples:	
	Arabic communication skills: Modelling the teaching of the topic "the impacts of weather and climate on economic activities".	

Auchia Communi	
Arabic Grammar:	
Modelling the teaching of nominative cases of	
nouns with emphasis on the noun, type of	
nouns, grammatical position, and case ending	
or appropriate substitute.	
Using Continuous Assessment in Supporting Student Learning	
3.7 Discuss the course assessment components	
(continuous assessment) in both courses	
(African Literature and Varieties of English) that	
can be used to support student learning	
bearing in mind the structure of the	
prospective subject project topics in terms of	
the introduction, methodology, substantive	
section and the conclusion and the collection of	
the appropriate artefacts and their organisation	
in the subject portfolio.	
Note: The continuous assessment components	
for both Arabic communication skills and Arabic	
Grammar in the course manual include the	
subject portfolio and subject project	
assessments. These should be used to provide	
day-to-day feedback about the 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.	
Examples of subject projects in the specific	
courses:	
Arabic communication skills:	
Individual/Group oral and written presentations	
about the effects of weather and climate on	
human existence.	
Arabic Grammar:	
Task each learner to give oral submissions on	
the three grammatical cases of	
nouns(nominative, accusative and genitive),	
within a given period of time.	
3.8 Discuss assessment instruments aside what is in your respective manuals.	
For example, ICT assessment tools that can be	
used for assessment of students. Assessment	

	tools aid in assessing and evaluating student	
	learning and can provide different options to	
	assess students beyond the traditional	
	examination.	
	Note: Several tools are available including	
	grading rubrics, canvas assignments, plagiarism	
	detection, self-assessment, and peer	
	assessment, surveys, and classroom polling.	
	quiz bot	
	4	
	N/B:	
	Digital Assessment Tools for Teachers	
	1. Socrative - quizzes and questions with real-	
	time grading.	
	2. Google Forms - easy to use.	
	3. Mentimeter - pre-built education templates.	
	<i>4.</i> 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	
4. Evaluation and review	4.1 Reflect on what you have learn and how	15 mins
of session:	you have learnt it. Share with the class, one	
a Tutors pood to identify	thing you have learnt in the session that you	
a. Tutors need to identify critical friends to observe	will like to practice in your classroom.	
lessons and report at next	4.2 Identify a critical friend who took part in the	
session.	PD session to sit in your class during the lesson	
	and report on his/her observation during the	
b. Identifying and	next PD session.	
addressing any		
outstanding issues relating	4.3 Read lesson 7 to prepare for next week's	
to the lesson/s for	session.	
clarification		

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)

Focus: the bullet points provide the frame for what is to be doen in the session. The SWL should use the bullets to guide what they write for the SL/HOD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.Time in session1 Introduction to the session A critical friend to share findings for a short learnedReview of Prior Knowledge20 mins1.1 Recap the main issues raised during the previous semester's PD session. Each person vill recall one thing and invite a friend to also osay another.20 mins1.2 Listen to the account of a colleague's observed lesson lesson participants (Liscussion and lessons) of the lesson up to and including learning Overview of content and identification of any distinctive aspects of the lesson/s,Introduction Sections, Purpose, Learning Outcomes, and IndicatorsNB 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 feedbackExamples: Arabic communication: For example, one of the purposes is to discuss is routine up to noticuluming including is required to a conticuluming including is required to a control to the sension should identify, address and provide explanations for any areas where tutors might require is routine do the correction bat withinTime in sessionNB The guidance for SL/HOD should identify, address and explanations for any areas where tutors might require continuit wand procerviculum. Includ			
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lesson. SL/HoD take feedback to key features of the school curriculum, including	areas where tutors might require	Arabic communication:	
		For example, one of the purposes is to discuss	
issues of continuity and progression both within	lesson. SL/HoD take feedback to	key features of the school curriculum, including	
		issues of continuity and progression both within	

gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	their Arabic and across all the subjects they will teach. Arabic Grammar: 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.	
	1.3 Discuss the Learning Outcomes (LOs) of lesson 8 and their Learning Indicators (LIs) by stating their relationship.	
	Examples:	
	Arabic communication skills:	
	(LO): Demonstrate an understanding of	
	Preparation and engagement in supported teaching in school in the field of Arabic (LIs):	
	Develop check lists to support their observation	
	of how teachers manage daily routines and	
	how culturally specific issues are managed.	
	Identify and monitor a child or group of	
	children's learning progress in oral communication in Arabic	
	Arabic Grammar:	
	(LO): Demonstrate knowledge of how the	
	grammar items addressed in CLO 5 are taught as outlined in the JHS Arabic Curriculum.	
	(LIs): Formulate a set of prompts for discussion with	
	teacher during STS regarding how to teach and improve students understanding of Kana and its	
	sisters.	
	Produce formative assessment toolkits to monitor the students learning progress of Kana and its sisters	
	Note:	
	Refer to lesson 8 of the course manual for the	
	learning outcomes and indicators.	
	<b>Overview of Content and Distinctive Features</b>	
	1.4 Refer to the lesson descriptions of lesson 8	
	and read and discuss those course descriptions.	
	Examples:	
	Arabic communication:	
	E.g., Arabic communication skills, as a course, is designed to help learners identify, assess, and	
	analyze the needs of children, considering any	
	analyze the needs of enharch, considering dry	

issues of background and experience as well as	
discuss key features of the Arabic curriculum	
(GESI)	
Arabic Grammar:	
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.	
1.5 Discuss the distinctive features of lesson 8	
and any challenging areas or areas of	
misconceptions that might need some	
clarification.	
Examples of distinctive features:	
Arabic communication:	
The role varied linguistic background play in the	
learning of Arabic (GESI)	
Arabic Grammar:	
The teaching of Arabic grammar in context	
Examples of Misconceptions or Challenging	
Areas	
Areas Arabic Communication Skills	
<i>Arabic Communication Skills</i> There is the misconception that Arabic is Islam.	
Arabic Communication Skills There is the misconception that Arabic is Islam. Clarification:	
Arabic Communication Skills There is the misconception that Arabic is Islam. Clarification: Arabs are people who speak Arabic as a native	
Arabic Communication Skills There is the misconception that Arabic is Islam. Clarification: Arabs are people who speak Arabic as a native language and identify themselves as Arabs;	
Arabic Communication Skills There is the misconception that Arabic is Islam. Clarification: Arabs are people who speak Arabic as a native language and identify themselves as Arabs; Muslims are those who practice the religion of	
Arabic Communication Skills There is the misconception that Arabic is Islam. Clarification: 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	
Arabic Communication Skills There is the misconception that Arabic is Islam. Clarification: 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	
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2 Concept Development (New	2.1 Discuss and focus on the identification of	15 mins
learning likely to arise in	new concepts, new learnings and potential	
lesson/s):	barriers that are introduced into the lesson	
Identification and discussion of	which need to be explored.	
new learning, potential barriers		
to learning for student teachers	Examples of New Concepts in the Lesson	
or students, concepts or	Arabic communication skills:	
pedagogy being introduced in the	key features of the basic school curriculum,	
lesson, which need to be	including issues of continuity and progression	
explored with the SL/HoD	within Arabic specialism	
NB The guidance for SL/HoD		
should set out what they need to	Arabic Grammar:	
do to introduce and explain the	practicing the teaching of Arabic grammar	
issues/s with tutors		
	Examples of New Learnings:	
	Arabic communication skills :	
	issues of continuity and progression within	
	Arabic specialism	
	Arabic Grammar:	
	Preparation of TLRs and the opportunities to	
	practice the teaching of Arabic grammar	
	Examples of Potential Barriers	
	Arabic communication skills:	
	Student teachers may not know much about	
	contemporary issues of the world.	
	Suggested Solution:	
	This can be solved by exposing students to	
	contemporary issues	
	Arabic Grammar:	
	Student teachers linguistic background maybe	
	a hinderance to their learning of Arabic	
	grammar (GESI).	
	Suggested Solution:	
	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).	
	2.3 Consider the suggested strategies in the	
	manual and examine the most appropriate	
	ones that you can use for effective learning.	
	Examples:	
	Group work, think-pair-share, school visits,	
	discussion, concept mapping, individual work	

	and presentation, teacher modelling,	
	brainstorming and questioning techniques.	
	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.	
	Examples:	
	Identifying the features of the Basic School	
	Curriculum and those of the B.Ed. programme	
	and aligning them with the suggested teaching	
	strategies in the course manual.	
3. Planning for teaching, learning	3.1 Lead discussion with tutors through	ins
and assessment activities for the	questions and answers on the various	
lesson/s	suggested teaching and learning activities to	
Reading and discussion of the	be used in the lesson delivery.	
teaching and learning activities		
Noting and addressing areas	Examples Teaching and Learning Activities:	
where tutors may require	Arabic communication skills:	
clarification	Task student-teachers in their small group to	
Noting opportunities for making	brainstorm the possible activities for	
links to the Basic School	managing daily routines with specific	
Curriculum	references of how culturally specific issue are	
Noting opportunities for	managed.	
integrating: GESI responsiveness	Ask learners to present their ideas to the larger	
and ICT and 21 <sup>st</sup> C skills	groups in turns	
Reading, discussion, and	Arabic Grammar:	
identification of continuous	Discuss the procedure and guidelines for the	
assessment opportunities in the	teaching enactment with student-teachers	
lesson. Each lesson should	Ask students to take turn to do a teaching	
include at least two opportunities to use continuous assessment to	demonstration of their preferred grammar	
support student teacher learning	topic	
support student teacher learning	Ask student-teachers to peer review the	
Resources:	teaching demonstration carried out by their	
links to the existing PD Themes,	colleagues.	
for example, action research,	Links to the Basic School Curricula and the	
questioning and to other external	Use of GESI, ICT and 21 <sup>st</sup> Century Skills 3.2 Discuss how GESI responsiveness, ICT and	
reference material: literature, on	21 <sup>st</sup> Century skills will help to promote the	
web, Utube, physical resources,	delivery of English lessons in both the B.Ed.	
power point; how they should be	and Basic School Curricula.	
used. Consideration needs to be		
given to local availability	Note: The delivery of Arabic lessons in both the	
guidance on any power point	B.Ed. and Basic School curricula may be	
presentations, TLM or other	enhanced through the integration of GESI, ICT	
resources which need to be	and 21 <sup>st</sup> century skills.	
developed to support learning		
Tutors should be expected to	Examples of 21 <sup>st</sup> century skills:	
have a plan for the next lesson	Communication skills, collaboration,	
for student teachers	observation and enquiry skills, digital literacy,	
	creativity, personal development and global	
	citizenship.	

Examples of GESI responsiveness:	
Making reasonable adjustmentsfor physically	
challenged learners.	
Both male and female learners playing leading	
roles in agroup task.	
The use of braille and audio machines for	
orals, etc.	
Examples of ICT	
Office 365 vs G-suite for education, google	
meet for online teaching, google classroom	
for online assignment submissions, plagiarism	
checking softwares, tools for checking	
grammar errors online.	
Examples of linking to the Basic School	
Curriculum:	
You may have to go to partner schools to	
observe teaching and learning practices in the	
basic school classroom (STS).	
As is a factor the Desis Coherel Consistent of fac	
Again, refer to the Basic School Curriculum for	
some of the key features, e.g., the Core	
Competencies, such as: critical thinking and	
problem solving (CP), creativity and innovation	
(CI), communication and collaboration (CC),	
cultural identity and global citizenship (CG),	
personal development and leadership (PL) and	
digital literacy (DL) (Ref. p.viii, English	
Language Curriculum for Primary Schools - B4-	
B6)	
3.4 Pay attention as the tutor models a	
selected activity in a teaching situation.	
Examples:	
Arabic communication skills:	
Modelling how to elicit the challenges of	
school visit	
Arabic Grammar:	
Modelling the teaching of any previously	
taught grammatical item in Arabic.	
Using Continuous Assessment in Supporting	
Student Learning	
Statent Leanning	
2 E Discuss the course accessment	
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	
0 0	
prospective subject project topics in terms of	
the introduction, methodology, substantive	
section and the conclusion and the collection	
of the appropriate artefacts and their	
organisation in the subject portfolio.	
Note: The continuous assessment components	
for both Arabic communication skills and	
Arabic Grammar in the course manual include	
the subject portfolio and subject project	
assessments. These should be used to provide	
day-to-day feedback about the 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.	
Examples of subject projects in the specific	
courses:	
Arabic communication skills:	
A project work on conceptualising and	
providing contextual features of daily routine	
in Arabic conversation lesson	
Arabic Grammar:	
Designing, a conjugation table of verbs in	
Arabic	
3.6 Discuss assessment instruments aside	
what is in your respective manuals.	
For example, ICT assessment tools that can be	
used for assessment of students. Assessment	
tools aid in assessing and evaluating student	
learning and can provide different options to	
assess students beyond the traditional	
examination.	
C.C.M.M.M.COM	
Note: Several tools are available including	
•	
grading rubrics, canvas assignments,	
plagiarism detection, self-assessment, and	
peer assessment, surveys, and classroom	
polling. quiz bot	
N/B:	
Digital Assessment Tools for Teachers	

	Socrative - quizzes and questions with real- time grading. Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers. Kahoot - game-based assessment tool. i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate	
4. Evaluation and review of session:	4.1 Reflect on what you have learn and how you have learnt it. Share with the class, one	15 mins
a. Tutors need to identify critical friends to observe lessons and report at next session.	thing you have learnt in the session that you would like to practice in your classroom.	
b. Identifying and addressing any outstanding issues relating to the	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	
lesson/s for clarification	during the next PD session. 4.3 Read lesson 9 to prepare for next week's 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: Kana and its Sisters

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1 Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned 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	<ul> <li>Review of Prior Knowledge</li> <li>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.</li> <li>1.2 Listen to the account of a colleague's observed lesson lesson and contribute to the discussion that follow.</li> <li>Introduction Sections, Purpose, Learning Outcomes and Indicators</li> <li>1.3 In your mixed pairs discuss the main purpose of the current PD Session and share your views.</li> <li><i>Examples:</i></li> <li>Arabic communication skills:</li> <li>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.</li> </ul>	20 mins

might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding	Arabic Grammar: 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	
and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go	1.3 Discuss the Learning Outcomes (LOs) of lesson 9 and their Learning Indicators (LIs) by stating their relationship.	
through the PD session	Examples: <b>Arabic communication skills</b> : (LO Demonstrate the ability to stimulate effective oral and written communication among learner about their hobbies and related issues. (NTS 1 f, g, & 2ab, 3 e, g, h, NTECF 1 & 2, pg. 21).	
	LIs List vocabularies from orals conversation on preferred hobbies. Design concept map of a set of tasks and activities to specific hobbies	
	<b>Arabic Grammar:</b> (LO): Demonstrate ability to differentiate members of 'Kāna and its sisters' that are fully operational in the past, present, and future tenses	
	LIs: Explain how to conjugate members of 'Kāna and its sisters' that are fully operational including those that are partial operational. Use correctly Kāna and its sisters' that are fully operational as well as those that are partially	
	operational <b>Note</b> : Refer to lesson 9 of the course manual for the learning outcomes and indicators.	
	<b>Overview of Content and Distinctive Features</b> 1.4 Refer to the lesson descriptions of lesson 9 and read and discuss those course descriptions.	
	<b>Examples:</b> <b>Arabic communication</b> : Appreciating basic Arabic communication strategies used in daily routines.	
	Arabic Grammar: Teaching Arabic grammar using an authentic text	

	1.5 Discuss the distinctive features of lesson 9 and any challenging areas or areas of misconceptions that might need some clarification.	
	Examples of distinctive features:	
	Arabic communication:	
	Basic Arabic communication strategies in a daily	
	routines context	
	Arabic Grammar:	
	using an authentic text to teach Arabic Grammar	
	Examples of Misconceptions or Challenging Areas Arabic Communication Skills	
	Perception about the difficulties associated with	
	Arabic.	
	Clarification:	
	Student teachers need to be told that Arabic is a	
	language and like all other languages, it has its	
	unique structure that must learned.	
	Arabic Grammar:	
	Perception about the difficulties associated with	
	Arabic.	
	Clarification:	
	Student teachers need to be told that Arabic is a	
	language and like all other languages, it has its	
2 Concert Development	unique structure that must learned	15
2 Concept Development	2.1 Discuss and focus on the identification of new	15 mins
(New learning likely to arise in lesson/s) :	concepts, new learnings and potential barriers that are introduced into the lesson which need to be	
Identification and	explored.	
discussion of new		
learning, potential	Examples of New Concepts in the Lesson	
barriers to learning for	Arabic communication skills:	
student teachers or students, concepts or	Identification of the lexicon in a conversational text	
pedagogy being	Arabic Grammar:	
introduced in the	The concept of Arabic word structure	
lesson, which need to		
be explored with the SL/HoD	Examples of New Learnings: Arabic communication skills:	
NB The guidance for	Identification of the lexicon in a conversational text	
SL/HoD should set out		
what they need to do to	Arabic Grammar:	
introduce and explain	The concept of Arabic word structure	
the issues/s with tutors	The concept Arabic sentence structure	

	Examples of Potential Barriers	
	Arabic communication skills:	
	Student teachers may have problem understanding	
	the conversational text due to to the complex tense	
	and gender in Arabic	
	Suggested Solution:	
	Some key words before and due reading of the text	
	should be taught	
	Arabic Grammar:	
	Student teachers may not have been exposed to the	
	incomplete Verbs: Kāna and its Sisters.	
	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	
	2.3 Consider the suggested strategies in the manual	
	and examine the most appropriate ones that you	
	can use for effective learning.	
	- Fundamentary	
	Examples:	
	Group work, think-pair-share, school visits,	
	discussion, concept mapping, individual work and	
	presentation, teacher modelling, brainstorming and	
	questioning techniques.	
	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.	
	Examples:	
	Identifying the features of the Basic School	
	<i>Curriculum and those of the B.Ed. programme and</i>	
	aligning them with the suggested teaching strategies	
	in the course manual.	
3. Planning for	3.1 Lead discussion with tutors through questions	ins
teaching, learning and	and answers on the various suggested teaching and	
assessment activities	learning activities to be used in the lesson delivery.	
for the lesson/s		
Reading and discussion	Examples Teaching and Learning Activities:	
of the teaching and	Arabic communication skills:	
learning activities	Guide them to analyse the text focusing on	
Noting and addressing	descriptive expressions used to describe their	
areas where tutors may	"hobbies".	
	hobbles :	

Noting opportunities	Facilitate discussion among student teachers on the	
for making links to the	stated misconceptions and prejudices through	
Basic School Curriculum	Questions and Answers (QAs)	
Noting opportunities		
for integrating: GESI	Arabic Grammar:	
responsiveness and ICT	Explains the concepts of incomplete verbs and divide	
and 21 <sup>st</sup> C skills	students into smaller groups to compare complete	
Reading, discussion,	and incomplete verbs in Arabic	
and identification of	Guide student teachers to identify the semantic	
continuous assessment	connotations of kana and its related sisters and use	
opportunities in the	them accordingly.	
lesson. Each lesson		
should include at least		
two opportunities to	Links to the Basic School Curricula and the Use of	
use continuous	GESI, ICT and 21 <sup>st</sup> Century Skills	
assessment to support	3.2 Discuss how GESI responsiveness, ICT and 21 <sup>st</sup>	
student teacher	Century skills will help to promote the delivery of	
learning.	English lessons in both the B.Ed. and Basic School	
Resources:	Curricula.	
links to the existing PD		
Themes, for example,	Note: The delivery of Arabic lessons in both the B.Ed.	
action research,	and Basic School curricula may be enhanced through	
questioning and to	the integration of GESI, ICT and 21 <sup>st</sup> century skills.	
other external		
reference material:	Examples of 21 <sup>st</sup> century skills:	
literature, on web,	Communication skills, collaboration, observation and	
Utube, physical	enquiry skills, digital literacy, creativity, personal	
resources, power point;	development, and global citizenship.	
how they should be		
used. Consideration	Examples of GESI responsiveness:	
needs to be given to	Making reasonable adjustmentsfor physically	
local availability	challenged learners.	
guidance on any	Both male and female learners playing leading roles	
power point	in agroup task.	
presentations, TLM or		
other resources which	The use of braille and audio machines for orals, etc.	
need to be developed		
to support learning Tutors should be	Examples of ICT	
expected to have a plan	Office 365 vs G-suite for education, google meet for	
for the next lesson for	online teaching, google classroom for online	
student teachers.	assignment submissions, plagiarism checking	
student leachers.	softwares, tools for checking grammar errors online.	
	Examples of linking to the Basic School Curriculum:	
	You may have to go to partner schools to observe	
	teaching and learning practices in the basic school	
	classroom (STS).	
	Again, refer to the Basic School Curriculum for some	
	of the key features, e.g., the Core Competencies,	
	such as: critical thinking and problem solving (CP),	

<ul> <li>creativity and innovation (Cl), 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)</li> <li>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</li> <li>Examples a teaching situation</li> <li>Examples: Arabic communication skills: Modelling the teaching of conversation or dialogue</li> <li>Arabic Grammar: Modelling the teaching of the incomplete verb in Arabic</li> <li>Using Continuous Assessment in Supporting</li> <li>Student Learning</li> <li>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.</li> </ul>
citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.4 Pay attention as the tutor models a selected activity in a teaching situation Examples a teaching situation Examples: Arabic communication skills: Modelling the teaching of conversation or dialogue Arabic Grammar: Modelling the teaching of the incomplete verb in Arabic 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. Note: The continuous assessment components for both Arabic communication skills and Arabic
<ul> <li>leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-86)</li> <li>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</li> <li>Examples a teaching situation Examples: Arabic communication skills: Modelling the teaching of conversation or dialogue</li> <li>Arabic Grammar: Modelling the teaching of the incomplete verb in Arabic</li> <li>Using Continuous Assessment in Supporting Student Learning</li> <li>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.</li> <li>Note: The continuous assessment components for both Arabic communication skills and Arabic</li> </ul>
<ul> <li>English Language Curriculum for Primary Schools - B4-B6)</li> <li>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</li> <li>Examples a teaching situation Examples: Arabic communication skills: Modelling the teaching of conversation or dialogue</li> <li>Arabic Grammar: Modelling the teaching of the incomplete verb in Arabic</li> <li>Using Continuous Assessment in Supporting Student Learning</li> <li>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.</li> <li>Note: The continuous assessment components for both Arabic communication skills and Arabic</li> </ul>
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<ul> <li>3.4 Pay attention as the tutor models a selected activity in a teaching situation.</li> <li>Examples a teaching situation Examples:</li> <li>Arabic communication skills:</li> <li>Modelling the teaching of conversation or dialogue</li> <li>Arabic Grammar:</li> <li>Modelling the teaching of the incomplete verb in Arabic</li> <li>Using Continuous Assessment in Supporting Student Learning</li> <li>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.</li> <li>Note: The continuous assessment components for both Arabic communication skills and Arabic</li> </ul>
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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.
The approximant comparents the widths in line with
The assessment components should be in line with
the NTEAP.
Ask student-teachers for progress report on subject
projects in the specific courses:
3.8 Discuss assessment instruments aside what is in
your respective manuals.
For example, ICT assessment tools that can be used
for assessment of students. Assessment tools aid in
assessing and evaluating student learning and can

	provide different options to assess students beyond the traditional examination. Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot N/B:	
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	self-assessment, and peer assessment, surveys, and classroom polling. quiz bot N/B:	
	classroom polling. quiz bot N/B:	
	N/B:	
	•	
	Digital Assessment Tools for Teachers	
	Socrative - quizzes and questions with real-time	
	grading.	
	Google Forms - easy to use.	
	Mentimeter - pre-built education templates.	
	Poll Everywhere - used by 300,000 teachers.	
	Kahoot - game-based assessment tool.	
	i.e. (Assessment Of Learning (AOL)) of the course	
4. Evaluation and		15 mins
review of session:		
a. Tutors need to	•	
identify critical friends		
to observe lessons and	4.2 Identify a critical friend who took part in the PD	
report at next session.		
•		
b. Identifying and	session.	
addressing any		
outstanding issues	4.3 Read lesson 10 to prepare for next week's	
-	session.	
relating to the lesson/s		
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	<ul> <li><i>i.e.</i> (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate</li> <li>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.</li> <li>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.</li> <li>4.3 Read lesson 10 to prepare for next week's</li> </ul>	15 mins

**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

Focus: the bullet points	Guidance Notes on Tutor Activity during the PD	Time in
provide the frame for what is	Session. What PD Session participants (Tutors)	session
to be done in the session. The	will do during each stage of the session.	
SWL should use the bullets to		
guide what they write for the		
SL/HoD and tutors to do and		
say during each session. Each		
bullet needs to be addressed		
and specific reference should		
be made to the course		
manual/s.		
1 Introduction to the session	Review of Prior Knowledge	20 mins
Review prior learning	1.1 Recap the main issues raised during the	
A critical friend to share	previous semester's PD session. Each person will	
findings for a short discussion	recall one thing and invite a friend to also say	
and lessons learned	another.	
Reading and discussion of the		
introductory sections of the	1.2 Listen to the account of a colleague's observed	
lesson up to and including	lesson and contribute to the discussion that	
learning outcomes and	follow.	
indicators	Introduction Sections, Purpose, Learning	
Overview of content and	Outcomes, and Indicators	
identification of any distinctive		
aspects of the lesson/s,	1.3 In your mixed pairs discuss the main purpose	
NB The guidance for SL/HoD	of the current PD Session and share your views.	
should identify, address and		
provide explanations for any	Examples:	
areas where tutors might	Arabic communication skills:	
require clarification on an	The purpose of this session is to equip student	
aspect of the lesson. SL/HoD	teachers with the knowledge and techniques of	
take feedback to gauge	teaching effective communicative skills using the	

understanding and support	theme position of women within Muslim	
tutor engagement. NB SL/HoD should ask tutors	communities in Ghana.	
to plan for their teaching as they go through the PD	Arabic Grammar:	
session	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	
	1.4 Discuss the Learning Outcomes (LOs) of lesson	
	10 and their Learning Indicators (LIs) by stating	
	their relationship.	
	Examples:	
	Arabic communication skills: (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 affecting women across the globe (NTS 2b,	
	pg13, NTECFpg20).	
	(LIs):	
	Vocabulary list compiled by student teachers to	
	stimulate discussion on women affairs Peer Review of student teachers' oral	
	conversation on women affairs across the globe	
	in pairs and small groups.	
	Arabic Grammar:	
	(LO): Demonstrate knowledge of how the grammar items addressed in CLO 5 are taught as	
	outlined in the JHS Arabic Curriculum.	
	LIs	
	Conduct research in small groups on how Kana	
	and its sisters is taught and proposed related TLRSs to support teaching aspects of this using	
	ICT as appropriate	
	Create formative assessment toolkits to monitor	
	the students learning progress of Kana and its sisters/	
	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	
	Note: Refer to lesson 10 of the course manual for	
	the learning outcomes and indicators.	

	<ul> <li>1.5 Refer to the lesson descriptions of lesson 10 and read and discuss those course descriptions.</li> <li>1.6 Discuss the distinctive features of lesson 10 and any challenging areas or areas of misconceptions that might need some clarification.</li> </ul>	
	<b>Examples of distinctive features:</b> <b>Arabic communication:</b> The techniques of teaching effective communicative skills using the themes	
	<b>Arabic Grammar</b> : Preparing TLM and lesson plan for teaching kāna and its sisters	
	<b>Examples of Misconceptions or Challenging Areas</b> <b>Arabic Communication Skills</b> There is the misconception that Arabic is Islam.	
	Clarification: 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.	
	<b>Arabic Grammar:</b> The sociolinguistic and culture of Arabic has insignificant role in understanding of Arabic Grammar	
	<b>Clarification</b> : The knowledge of the grammatical system of Arabic language [grammatical competence] has to be complemented by understanding of culture- specific meanings.	
2 Concept Development (New learning likely to arise in lesson/s) : Identification and discussion of new learning, potential	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.	15 mins
barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson,	<b>Examples of New Concepts in the Lesson</b> <b>Arabic communication skills</b> : Themes on position of women within Muslim communities in Ghana	

which need to be explored	Varieties of English:	
with the SL/HoD	kāna and its sisters	
NB The guidance for SL/HoD		
should set out what they need	Examples of New Learnings:	
-	Arabic communication skills:	
to do to introduce and explain		
the issues/s with tutors	consolidate the needed professional skills in	
	teaching	
	Arabic Grammar:	
	consolidate the needed professional skills in	
	teaching kana and its sisters	
	Examples of Potential Barriers	
	Arabic communication skills :	
	Student teachers may have problem	
	understanding the conversational text due to to	
	the complex tense and gender in Arabic	
	Suggested Solution:	
	Some key words before and due reading of the	
	text should be taught	
	-	
	Arabic Grammar:	
	Student teachers may not have been exposed to	
	the incomplete Verbs: Kāna and its Sisters.	
	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	
	, ,	
	2.3 Consider the suggested strategies in the	
	manual and examine the most appropriate ones	
	that you can use for effective learning.	
	Examples:	
	Group work, think-pair-share, school visits,	
	discussion, concept mapping, individual work and	
	presentation, teacher modelling, brainstorming	
	and questioning techniques.	
	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.	
	Examples:	
	Identifying the features of the Basic School	
	Curriculum and those of the B.Ed. programme	

	and aligning them with the suggested teaching	
	strategies in the course manual.	
3. Planning for teaching,	3.1 Lead discussion with tutors through questions	ins
learning and assessment	and answers on the various suggested teaching	
activities for the lesson/s	and learning activities to be used in the lesson	
Reading and discussion of the	delivery.	
teaching and learning		
activities	Examples Teaching and Learning Activities:	
Noting and addressing areas	Arabic communication skills:	
where tutors may require	Ask students to observe a You Tube content.	
clarification	Put them in groups and ask them to write down	
Noting opportunities for	new vocabularies	
making links to the Basic	Still in their groups, ask students to brainstorm	
School Curriculum	the meaning of the new vocabularies leant and	
Noting opportunities for	use them in different contexts	
integrating: GESI	Arabic Grammar:	
responsiveness and ICT and	Group student teachers into smaller groups and	
21 <sup>st</sup> C skills	guide them to prepare LTMs and lesson plans for	
Reading, discussion, and	teaching Kana and its sisters in line with the JHS	
identification of continuous	Arabic curriculum/	
assessment opportunities in	Guide student teachers to identify the semantic	
the lesson. Each lesson should	connotations of kana and its related sisters and	
include at least two	use them accordingly.	
opportunities to use		
continuous assessment to	Links to the Basic School Curricula and the Use of	
support student teacher	GESI, ICT and 21 <sup>st</sup> Century Skills	
learning	3.2 Discuss how GESI responsiveness, ICT and 21 <sup>st</sup>	
Resources:	Century skills will help to promote the delivery of	
links to the existing PD	English lessons in both the B.Ed. and Basic School	
Themes, for example, action	Curricula.	
research, questioning and to		
other external reference	Note: The delivery of Arabic lessons in both the	
material: literature, on web,	B.Ed. and Basic School curricula may be enhanced	
Utube, physical resources,	through the integration of GESI, ICT and 21 <sup>st</sup>	
power point; how they should	century skills.	
be used. Consideration needs		
to be given to local availability	Examples of 21 <sup>st</sup> century skills:	
guidance on any power point	Communication skills, collaboration, observation	
presentations, TLM or other	and enquiry skills, digital literacy, creativity,	
resources which need to be	personal development and global citizenship.	
developed to support		
learning	Examples of GESI responsiveness:	
Tutors should be expected to	Making reasonable adjustmentsfor physically	
have a plan for the next lesson	challenged learners.	
for student teachers	Both male and female learners playing leading	
	roles in agroup task.	
	The use of busille and mudie merching for and	
	The use of braille and audio machines for orals,	
	etc.	
	Examples of ICT	
	LAUTIPICS OF ICT	

Office 365 vs G-suite for education, google meet	
for online teaching, google classroom for online	
assignment submissions, plagiarism checking	
softwares, tools for checking grammar errors	
online.	
Examples of linking to the Basic School	
Curriculum:	
You may have to go to partner schools to observe	
teaching and learning practices in the basic	
school classroom (STS).	
Again, refer to the Basic School Curriculum for	
some of the key features, e.g., the Core	
Competencies, such as: critical thinking and	
problem solving (CP), creativity and innovation	
(CI), communication and collaboration (CC),	
cultural identity and global citizenship (CG),	
personal development and leadership (PL) and	
digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)	
3.4 Pay attention as the tutor models a selected	
activity in a teaching situation.	
Examples:	
Arabic communication skills:	
Modelling the teaching of The Rights of the	
Woman	
Arabic Grammar:	
Modelling the teaching of the incomplete verb in	
Arabic	
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	
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.	
<u> </u>	
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	

		1
	process, identify strengths and weaknesses to	
	bridge the learning gaps among students.	
	The assessment components should be in line	
	with the NTEAP.	
	Examples of subject projects in the specific	
	courses:	
	Arabic communication skills:	
	A project work on conceptualising and providing	
	contextual features that clearly distinguish	
	African literature from European literature.	
	Arabic Grammar:	
	Designing, in a form of graphic organiser, the	
	foundation of language variety.	
	3.8 Discuss assessment instruments aside what is	
	in your respective manuals.	
	For example, ICT assessment tools that can be	
	used for assessment of students. Assessment	
	tools aid in assessing and evaluating student	
	learning and can provide different options to	
	assess students beyond the traditional	
	examination.	
	Note: Several tools are available including	
	grading rubrics, canvas assignments, plagiarism	
	detection, self-assessment, and peer assessment,	
	surveys, and classroom polling. quiz bot	
	N/B:	
	Digital Assessment Tools for Teachers	
	Socrative - quizzes and questions with real-time	
	grading.	
	Google Forms - easy to use.	
	Mentimeter - pre-built education templates.	
	Poll Everywhere - used by 300,000 teachers.	
	Kahoot - game-based assessment tool.	
	<i>i.e.</i> (Assessment Of Learning (AOL)) of the course	
	manual and compare with the components	
	prescribed by NTEAP and review as appropriate	
4. Evaluation and review of	4.1 Reflect on what you have learn and how you	15 mins
session:	have learnt it. Share with the class, one thing you	20
	have learnt in the session that you would like to	
a. Tutors need to identify	practice in your classroom.	
critical friends to observe		
lessons and report at next	4.2 Identify a critical friend who took part in the	
session.	PD session to sit in your class during the lesson	
	and report on his/her observation during the	
	next PD session.	
l		

b. Identifying and addressing	4.3 Read lesson 11 to prepare for next week's	
any outstanding issues relating	session.	
to the lesson/s for clarification		

**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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.Time in session1 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 sections of the lesson up to and including learning outcomes and indicatorsReview of Prior Knowledge 1.1 Recap the main issues raised during the previous semester's PD session. Each person will recall one thing and invite a friend to also say another.20 mins1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow.1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow.20 mins
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.participants (Tutors) will do during each stage of the session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.participants (Tutors) will do during each stage of the session.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 sections of the lesson up to and including learning outcomes and indicatorsReview of Prior Knowledge 1.1 Recap the main issues raised during the previous semester's PD session. Each person will recall one thing and invite a friend to also say another.20 mins1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow.1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow.1.1 reduction Sections, Purpose, Learning Outcomes, and Indicators
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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.Review of Prior Knowledge20 mins1 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 sections of the lesson up to and including learning outcomes and indicatorsReview of Prior Knowledge 1.1 Recap the main issues raised during the previous semester's PD session. Each person will recall one thing and invite a friend to also say another.20 mins1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow.1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow.1.1 Introduction Sections, Purpose, Learning Outcomes, and Indicators
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Overview of content and identification of any distinctiveIntroduction Sections, Purpose, Learning Outcomes, and Indicators
identification of any distinctive Outcomes, and Indicators
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aspects of the lesson/s,
NB The guidance for SL/HoD should 1.2 In your mixed pairs discuss the main
identify, address, and <i>provide</i> purpose of the current PD Session and
explanations for any areas where share your views.
tutors might require clarification
on an aspect of the lesson. SL/HoD For example, one of the purposes is to
take feedback to gauge assist student-teachers to simulated class
understanding and support tutor sessions and reporting in writing about
engagement. their experience and takeaway lessons.
NB SL/HoD should ask tutors to
plan for their teaching as they go 1.3 Discuss the Learning Outcomes (LOs)
through the PD session of lesson one and their Learning

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	Indicators (LIs) by stating their	
	relationship.	
	Examples:	
	Arabic communication skills:	
	(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).	
	(LIs):	
	Ask student-teachers to present	
	challenges faced by Muslim women using	
	PowerPoint.	
	Ask student teachers in small groups to	
	engage in conversations on how cultural	
	issues serve as barriers to gender learning	
	Arabic in schools.	
	Arabic Grammar:	
	Arabic Grammar:	
	(LO): Demonstrate advanced skills in describing professional needs in terms of	
	describing professional needs in terms of	
	practice, knowledge, values and attitudes (NTECF Pg. 39)	
	(NILCI F 9. 39)	
	(LIs):	
	Produce a list of the key issues to observe	
	and report based on the previous content	
	Knowledge.	
	Identify and monitor a child/ group of	
	children's learning progress in basic	
	grammar lessons.	
	Identify and discuss student teachers'	
	professional needs and challenges based	
	on the session observed.	
	Note: Refer to lesson 11 of the course	
	manual for the learning outcomes and	
	indicators.	
	Overview of Content and Distinctive	
	Features	
	1.4 Refer to the lesson descriptions of	
	lesson 11 and read and discuss those	
	course descriptions.	

Examples:	
Arabic communication:	
E.g. Vocabulary instruction on women	
issues in Ghana,	
Arabic Grammar:	
E.g. The rudiments of class observation	
and report writing	
1.5 Discuss the distinctive features of	
lesson 1 and any challenging areas or	
areas of misconceptions that might need	
some clarification.	
Examples of distinctive features:	
Arabic communication skills:	
E.g. Vocabulary instruction on women	
issues in Ghana,	
Arabic Grammar:	
E.g. The rudiments of class observation	
and report writing	
Examples of Misconceptions or	
Challenging Areas	
Arabic Communication Skills	
Perception about the difficulties	
associated with Arabic.	
Clarification:	
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	
Arabic Grammar:	
Perception about the difficulties	
associated with Arabic.	
Clarification:	
-	
Student teachers need to be told that	
Arabic is a language and like all other	
languages, it has its unique structure that	
must learned	

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

		r
	Examples:	
	Group work, think-pair-share, school	
	visits, discussion, concept mapping,	
	individual work and presentation, teacher	
	modelling, brainstorming and questioning	
	techniques.	
	2.4 Discuss how the suggested teaching	
	strategies in lesson 1 will be used to	
	promote learning at the 4-Year B.Ed. and	
	Basic levels.	
	Examples:	
	Identifying the features of the Basic	
	School Curriculum and those of the B.Ed.	
	programme and aligning them with the	
	suggested teaching strategies in the	
	course manual	
3. Planning for teaching, learning	3.1 discussion the various suggested	ins
and assessment activities for the	teaching and learning activities to be	
lesson/s	used in the lesson delivery.	
Reading and discussion of the		
teaching and learning activities	Examples Teaching and Learning	
Noting and addressing areas	Activities:	
where tutors may require	Arabic communication skills:	
clarification	Ask students to observe a You Tube	
Noting opportunities for making	content.	
links to the Basic School Curriculum	Put them in groups and ask them to write down new vocabularies	
Noting opportunities for	Still in their groups, ask students to	
integrating: GESI responsiveness	brainstorm the meaning of the new	
and ICT and 21 <sup>st</sup> C skills	vocabularies leant and use them in	
Reading, discussion, and	different contexts	
identification of continuous		
assessment opportunities in the	Arabic Grammar:	
lesson. Each lesson should	Group student teachers into smaller	
include at least two opportunities	groups and guide them to prepare LTMs	
to use continuous assessment to	and lesson plans for teaching Kana and its	
support student teacher learning	sisters in line with the JHS Arabic	
	curriculum/	
Resources:	- Guide student teachers to identify the	
links to the existing PD Themes,	semantic connotations of kana and its	
for example, action research,	related sisters and use them accordingly.	
questioning and to other external		
reference material: literature, on	Links to the Basic School Curricula and	
web, Utube, physical resources,	the Use of GESI, ICT and 21 <sup>st</sup> Century	
power point; how they should be	<u>Skills</u>	
used. Consideration needs to be	3.2 Discuss with tutors how GESI	
given to local availability	responsiveness, ICT and 21 <sup>st</sup> Century skills	
guidance on any power point	will help to promote the delivery of	
presentations, TLM or other		

resources which need to be	English lessons in both the B.Ed. and
developed to support learning	Basic School Curricula.
Tutors should be expected to	
have a plan for the next lesson	Note: The delivery of the Arabic lessons in
for student teachers	both the B.Ed. and Basic School curricula
	may be enhanced through the integration
	of GESI, ICT and 21 <sup>st</sup> century skills.
	Examples of 21 <sup>st</sup> century skills:
	Communication skills, collaboration,
	observation and enquiry skills, digital
	literacy, creativity, personal development,
	and global citizenship.
	Examples of GESI responsiveness:
	Making reasonable adjustmentsfor
	physically challenged learners.
	Both male and female learners playing
	leading roles in agroup task.
	The use of braille and audio machines for
	orals, etc.
	Examples of ICT
	Office 365 vs G-suite for education,
	google meet for online teaching, google
	classroom for online assignment
	submissions, plagiarism checking
	softwares, tools for checking grammar
	errors online.
	Examples of linking to the Basic School
	Curriculum:
	Tasking student teachers to go to partner
	schools to observe teaching and learning
	practices in the basic school classroom
	(STS).
	Again, referring student teachers to the
	Basic School Curriculum for some of the
	key features, e.g. the Core Competencies,
	such as: critical thinking and problem
	solving (CP), creativity and innovation
	(CI), communication and collaboration
	(CC), cultural identity and global
	citizenship (CG), personal development
	and leadership (PL) and digital literacy
	(DL) (Ref. p.viii, English Language
	Curriculum for Primary Schools - B4-B6)

3.4 Ask one tutor to model a selected	
activity in a teaching situation.	
Examples:	
Arabic communication skills:	
Modelling the teaching of dialogue using	
available and appropriate ICT tools.	
Arabic Grammar:	
Modelling the teaching kana and its	
sisters, incomplete verb in Arabic	
Using Continuous Assessment in	
Supporting Student Learning	
3.7 Discuss with tutors the course	
assessment components (continuous	
assessment) in both courses (African	
Literature and Varieties of English) that	
can be used to support student learning	
bearing in mind the structure of the	
prospective subject project topics in	
terms of the introduction, methodology,	
substantive section and the conclusion	
and the collection of the appropriate	
artefacts and their organisation in the	
subject portfolio.	
Note: The continuous assessment	
components for both Arabic	
communication skills and Arabic	
Grammar in the course manual include	
the subject portfolio and subject project	
assessments. These should be used to	
provide day-to-day feedback about the	
learning and teaching process, identify	
strengths and weaknesses to bridge the	
learning gaps among students.	
The accordment compensate should be in	
The assessment components should be in	
line with the NTEAP.	
Pomind tutors to ask student togehous for	
Remind tutors to ask student-teachers for	
progress report on subject projects in the	
specific courses:	
2.8 Paguast that tutors discuss	
3.8 Request that tutors discuss assessment instruments aside what is in	
their respective manuals.	
For example ICT assessment tools that	
For example, ICT assessment tools that	
can be used for assessment of students.	

	Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination. Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot N/B: Digital Assessment Tools for Teachers Socrative - quizzes and questions with real-time grading. Google Forms - easy to use.	
	Mentimeter - pre-built education templates.	
	Poll Everywhere - used by 300,000 teachers.	
	Kahoot - game-based assessment tool. i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and	
4. Evaluation and review of	review as appropriate.	15 mins
4. Evaluation and review of 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	15 mins
a. Tutors need to identify critical friends to observe lessons and report at next session.	session that you would like to practice in your classroom.	
	4.2 Identify a critical friend who took part	
b. Identifying and addressing any	in the PD session to sit in your class	
outstanding issues relating to the	during the lesson and report on his/her	
lesson/s for clarification	observation during the next PD session.	
	4.3 Read lesson 2 to prepare for next	
	week's 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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
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 sections of the lesson up to and including learning outcomes and indicators	<ul> <li>Review of Prior Knowledge</li> <li>1.1 Recap the main issues raised during the previous PD sessions. Each person will recall one thing and invite a friend to also say another.</li> <li>1.2 Listen to the account of a colleague's observed lesson and contribute to the discussion that follow. Introduction Sections, Purpose, Learning Outcomes, and Indicators</li> </ul>	20 mins
Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require	<ul> <li>1.2 In your mixed pairs discuss the main purpose of the current PD Session and share your views.</li> <li><i>Examples:</i></li> <li><i>Arabic communication skills:</i></li> <li><i>For example, one of the purposes is to equip student teachers with basic techniques of effective</i></li> </ul>	

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clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.	communicative skills and improve their ability to communicate, understand, speak and write short passages in Arabic.	
NB SL/HoD should ask tutors to	Arabic Grammar:	
plan for their teaching as they go	One of the purposes is to provide content and	
through the PD session	pedagogical insights into a key component of	
	Arabic grammar. It treats the incomplete verbs, specifically kāna and its sisters	
	<ul><li>1.3 Discuss the Learning Outcomes (LOs) of lesson</li><li>9 and their Learning Indicators (LIs) by stating their relationship.</li></ul>	
	E a su das	
	Examples:	
	Arabic communication skills: (LO Demonstrate the ability to stimulate effective	
	oral and written communication among learner	
	about their hobbies and related issues. (NTS 1 f, g,	
	& 2ab, 3 e, g, h, NTECF 1 & 2, pg. 21).	
	LIS	
	List vocabularies from orals conversation on	
	preferred hobbies.	
	Design concept map of a set of tasks and activities	
	to specific hobbies	
	Arabic Grammar:	
	(LO): Demonstrate ability to differentiate members	
	of 'Kāna and its sisters' that are fully operational	
	in the past, present, and future tenses	
	LIS:	
	Explain how to conjugate members of 'Kāna and	
	its sisters' that are fully operational including	
	those that are partial operational.	
	Use correctly Kāna and its sisters' that are fully	
	operational as well as those that are partially	
	operational	
	<i>Note</i> : Refer to lesson 9 of the course manual for the	
	learning outcomes and indicators.	
	Overview of Content and Distinctive Features	
	1.4 Refer to the lesson descriptions of lesson 9 and	
	read and discuss those course descriptions.	
	Examples:	
	Arabic communication: Appreciating basic Arabic	
	communication strategies used in daily routines.	

	Arabic Grammar:	
	Teaching Arabic grammar using an authentic text	
	1.5 Discuss the distinctive features of lesson 9 and	
	any challenging areas or areas of misconceptions	
	that might need some clarification.	
	Examples of distinctive features:	
	Arabic communication:	
	Basic Arabic communication strategies in a daily	
	routine's context	
	Arabic Grammar:	
	using an authentic text to teach Arabic Grammar	
	Examples of Misconceptions or Challenging Areas	
	Arabic Communication Skills	
	Perception about the difficulties associated with	
	Arabic.	
	Clarification:	
	Student teachers need to be told that Arabic is a	
	language and like all other languages, it has its	
	unique structure that must learned	
2 Concept Development (New	2.1 Discuss and focus on the identification of new	15 mins
learning likely to arise in	concepts, new learnings and potential barriers	
lesson/s):	that are introduced into the lesson which need to	
Identification and	be explored.	
discussion of new		
learning, potential barriers	Examples of New Concepts in the Lesson	
to learning for student	Arabic communication skills:	
teachers or students,	Themes on position of women within Muslim	
concepts or pedagogy	communities in Ghana	
being introduced in the	Anabia Communan	
lesson, which need to be	Arabic Grammar:	
explored with the SL/HoD	kāna and its sisters	
NB The guidance for SL/HoD	Examples of New Learnings	
should set out what they need to	Examples of New Learnings: Arabic communication skills :	
do to introduce and explain the	consolidate the needed professional skills in	
issues/s with tutors	teaching	
	Arabic Grammar:	
	consolidate the needed professional skills in	
	teaching kana and its sisters	
	Examples of Potential Barriers	
	Arabic communication skills :	
	Student teachers may have problem	
	understanding the conversational text due to to	
	the complex tense and gender in Arabic	

	Suggested Solution:	
	Suggested Solution:	
	Some key words before and due reading of the	
	text should be taught	
	Arabic Grammar:	
	Student teachers may not have been exposed to	
	the incomplete Verbs: Kāna and its Sisters.	
	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	
	2.3 Consider the suggested strategies in the	
	manual and examine the most appropriate ones	
	that you can use for effective learning.	
	Examples:	
	Group work, think-pair-share, school visits,	
	discussion, concept mapping, individual work and	
	presentation, teacher modelling, brainstorming	
	and questioning techniques.	
	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.	
	Examples:	
	Identifying the features of the Basic School	
	Curriculum and those of the B.Ed. programme and	
	aligning them with the suggested teaching	
	strategies in the course manual.	
3. Planning for teaching, learning	3.1 discussion the various suggested teaching and	i
and assessment activities for the	learning activities to be used in the lesson	n
lesson/s	delivery.	S
Reading and discussion of the		
teaching and learning activities	Examples Teaching and Learning Activities:	
Noting and addressing areas	Arabic communication skills:	
where tutors may require	Ask students to observe a You Tube content.	
clarification	Put them in groups and ask them to write down	
Noting opportunities for making	new vocabularies	
links to the Basic School	Still in their groups, ask students to brainstorm the	
Curriculum	meaning of the new vocabularies leant and use	
Noting opportunities for	them in different contexts	
integrating: GESI responsiveness		
and ICT and 21 <sup>st</sup> C skills	Arabic Grammar:	
Reading, discussion, and	Group student teachers into smaller groups and	
identification of continuous	guide them to prepare LTMs and lesson plans for	
assessment opportunities in the		

lesson. Each lesson should include	teaching Kana and its sisters in line with the JHS
at least two opportunities to use	Arabic curriculum/
continuous assessment to support	- Guide student teachers to identify the semantic
student teacher learning	connotations of kana and its related sisters and
Resources:	use them accordingly.
links to the existing PD Themes,	
for example, action research,	Links to the Basic School Curricula and the Use of
questioning and to other	GESI, ICT and 21 <sup>st</sup> Century Skills
external reference material:	3.2 Discuss with tutors how GESI responsiveness,
literature, on web, Utube,	ICT and 21 <sup>st</sup> Century skills will help to promote the
physical resources, power	delivery of English lessons in both the B.Ed. and
point; how they should be	Basic School Curricula.
used. Consideration needs to	
be given to local availability	Note: The delivery of the Arabic lessons in both the
guidance on any power point	B.Ed. and Basic School curricula may be enhanced
presentations, TLM or other	through the integration of GESI, ICT and 21 <sup>st</sup>
resources which need to be	century skills.
developed to support learning	
Tutors should be expected to have	Examples of 21 <sup>st</sup> century skills:
a plan for the next lesson for	Communication skills, collaboration, observation
student teachers	and enquiry skills, digital literacy, creativity,
	personal development and global citizenship.
	Examples of GESI responsiveness:
	Making reasonable adjustmentsfor physically
	challenged learners.
	Both male and female learners playing leading
	roles in a group task.
	The use of braille and audio machines for orals,
	etc.
	Examples of ICT
	Office 365 vs G-suite for education, google meet
	for online teaching, google classroom for online
	assignment submissions, plagiarism checking
	softwares, tools for checking grammar errors
	online.
	Examples of linking to the Basic School
	Curriculum:
	Tasking student teachers to go to partner schools
	to observe teaching and learning practices in the
	basic school classroom (STS).
	Again, referring student teachers to the Basic
	School Curriculum for some of the key features,
	e.g. the Core Competencies, such as: critical
	thinking and problem solving (CP), creativity and
	innovation (CI), communication and collaboration

(CC), cultural identity and global citizenship (CG),	
personal development and leadership (PL) and	
digital literacy (DL) (Ref. p.viii, English Language	
Curriculum for Primary Schools - B4-B6)	
3.4 Ask one tutor to model a selected activity in a	
teaching situation.	
Examples:	
Arabic communication skills:	
Modelling the teaching of dialogue using available	
and appropriate ICT tools.	
Arabic Grammar:	
Modelling the teaching kana and its sisters,	
incomplete verb in Arabic	
,	
Using Continuous Assessment in Supporting	
Student Learning	
3.7 Discuss with tutors the course assessment	
components (continuous assessment) in both	
courses (African Literature and Varieties of	
English) that can be used to support student	
learning bearing in mind the structure of the	
prospective subject project topics in terms of the	
introduction, methodology, substantive section	
and the conclusion and the collection of the	
appropriate artefacts and their organisation in the	
subject portfolio.	
Note: The continuous assessment components for	
both Arabic communication skills and Arabic	
Grammar in the course manual include the subject	
portfolio and subject project assessments. These	
should be used to provide day-to-day feedback	
about the 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.	
Remind tutors to ask student-teachers for progress	
report on subject projects in the specific courses:	
3.8 Request that tutors discuss assessment	
instruments aside what is in their respective	
manuals.	
manaus.	
For example, ICT assessment tools that can be	
used for assessment of students. Assessment tools	
-	
aid in assessing and evaluating student learning	

		litional examination. vailable including grading onts, plagiarism detection, or assessment, surveys, uiz bot for Teachers uestions with real-time se. ducation templates. y 300,000 teachers. sessment tool. hing (AOL)) of the course th the components	
4. Evaluation and review of session:	4.1 Ask tutors to reflect on and share what they have learnt in this	4.1 Reflect on what you have learn and how you have learnt it. Share	15 mins
<ul><li>a. Tutors need to identify critical</li><li>friends to observe lessons and</li><li>report at next session.</li><li>b. Identifying and addressing any</li></ul>	session and the previous ones which they will be using in	with the class, one thing you have learnt in the session that you would	
outstanding issues relating to the lesson/s for clarification	their classrooms.	like to practice in your classroom.	

# Appendix 1

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

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

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

	Course Assessment Components briefly			
COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO		
	1 per course per semester,	1 per course per semester, individual or		
	individual or collaborative	collaborative student teacher work.		
	student teacher work.			
WHAT IS IT?	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	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.		
CONSTITUENTS	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	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		
WEIGHT	Overall weighting of project = 30% Weighting of individual parts of project out of 100 ✓ Introduction – 10 ✓ Methodology – 20 ✓ Substantive section – 40 ✓ Conclusion – 30	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%. OR 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%		
EXAM	<b>End of semester Exam, weight 40%. To assess:</b> achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> C skills in teaching and learning			

# Appendix 2. Course Assessment Components briefly

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