

Four-Year B.Ed. Course Manual

English Language: Classroom Organisation, Management and Assessment









GOVERNMENT OF GHANA









FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

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

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

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

Professor Mohammed Salifu

Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

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

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

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

Course Manual Writing Proforma

A. Course Information

e Page

i. The vision for the New Four-Year B.Ed. Curriculum

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

ii. COURSE DETAILS

Course Title	English Language Classroom Organisation, Management and Assessment								
Course Code		Course Level:	300		Cred	dit value:	3	Semester	2
Pre-requisite	Teaching	English							
Course Delivery Modes	Face- to-face	Practical Activity	Work- based study	Semi	nar	Independent Study ✓		earning portunities	Practicum
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	This course is in two parts; classroom management and organization and classroom assessment. The first part of the course examines classroom-management models as well as theoretical and empirical approaches to classroom management and their application to best practices of English language classroom organization and management. The course helps student teachers develop appropriate English language classroom management skills including decision-making and problem-solving. The course also presents the concept of motivation in language learning. In this course, student teachers will focus on implementing interventions for preventing and managing routine and disruptive discipline problems in a practical manner to include establishing effective classroom rules and procedures, relationships, role of parents, and helping student teachers contribute to a positive learning environment (NTECF p. 20). Emphasis is placed on contextualising management strategies within a variety of curriculum contexts and STS: Developing Teaching practices that cater for diversity within classrooms. The second partof the course prepares teachers to utilize assessment to inform English language classroom instruction. The content emphasises theoretical and practical study of instruments and procedures for assessing culturally and linguistically diverse students. Student teachers will design and utilize standardised (formal) and instructional (informal) methods of evaluation to assess students' social, emotional, cultural, linguistic, and academic development and achievement, including critical analyses of existing assessment tools for validity, reliability, and bias. Additionally, they will be able to utilize assessment to distinguish between levels of language proficiency in making decision of educational placement, as well as differentiate between student learning challenges due to exceptionality and second language acquisition. Discussions, group work, observational experiences and simulation will be the delivery approaches for the course.								models as well heir application nagement. The age classroom he course also tudent teachers are routine and ishing effective nelping student phasis is placed m contexts and ms. The second nglish language ctical study of verse students. ional (informal) linguistic, and es of existing e able to utilize king decision of challenges due group work, for the course.

Course Learning Outcomes	On successful completion of the course, student teachers should be able to						
	Learning Outcomes	Indicators					
	1. Demonstrate knowledge of planning classroom organization and management by illustrating optimum use of instructional resources (computers, books, writing materials, reference material, manipulatives, creative constructive materials, etc.) that facilitate efficiency and effectiveness of access, use, maintenance, and storage of such resources (NTS 1c:12, NTS 2e, 2f:13).	1.1. Explain the concept of planning classroom organization and management. 1.2. Describe a scenario of a classroom organization. 1.3 Determine how the classroom organisation may lead to efficiency and effectiveness.					
	2. Design the organization of the physical aspects of a classroom (furniture, areas, etc.) for ease of transition, use, safety and traffic flow based on effective designs presented in the literature and also establish classroom procedures and expectations (rules) to promote a positive, effective and efficient learning environment (NTS 3c)	 2.1. Organise the physical aspects of a classroom for effective language learning. 2.2. Make inferences about the rationale behind the organization of the physical aspects of a classroom. 2.3. Establish classroom procedures and expectations that will positively affect the learning environment. 					
	3. Student teachers will be able to demonstrate knowledge and skill of affective domain-based theoretical models for (1) setting and managing the emotional tone of a classroom, (2) managing the psycho-social atmosphere of the classroom and individual students, and (3) managing motivation of students to succeed in learning academic content, social skills, self-responsibility skills, and interrelationship skills with other class members (NTS 1d, 1e, 2c, 3c: 12, 13, 14)	3.1 Discuss the strategies of integrating theoretical concepts into English language classroom/instructional practices. 3.2 brainstorm the psychosocial behaviour of individuals in the English language classroom 3.3 discuss the motivating factors that help students to succeed in English language classroom.					
	4. Analyze a given classroom situation for legal, ethical and professional issues and concerns, by applying legal, ethical, and professional reactions to the situation and provide resolutions to align the classroom legally, ethically, and professionally. This will include all legal bases including students with disabilities (NTS 1d, 2a: 12, 13)	 4.1 Identify policies of legal issues of the educational system in Ghana. 4.2 discuss the implications of legal and ethical policies to the organisation and management of English language classroom 4.3 discuss the implication of professional issues to the organisation and management of English language classroom. 					

	student approp to chan	e, analyze and doo t behavior to mat riate intervention ge behavior in a on (NTS, 1c, 1f: 12	ch an n strategy desired	 5.1 Discuss student behaviours regarding organization and management of English language classroom and how to address them. 5.2 Match appropriate intervention strategies to desired or intended behaviours. 			
	centred environ principl languag	nment and dete	classroom ermine the e English	centre enviro 6.2 Discuss featur classre Englis 6.3. Discus make	 6.1 Identify the features of student-centred language classroom environment. 6.2 Discuss the implications of the features of student-centred language classroom for teaching and learning English. 6.3. Discuss ways that they can employ to make English language teaching and learning interesting and motivating 7.1. Identify the various strategies for 		
	and modes of assessment and their effects on teaching and learning			assess Englis 7.2 Identify such s	dentify the various strategies for assessing learners proficiency in English language dentify the problems associated with such strategies and how to overcome such problems		
Course Content	Units	Topics:	Sub-topics		Teaching and learning activities to achieve learning outcomes		
CLASSROOM ORGANISATION AND MANAGEMENT	1	Foundations of Classroom Organisation and Management	the co classro organi manag • Types classro organi manag • Seque	ization and gement. of soom sation and gement. ncing of ies in the	Discussion: Discuss with student teachers the concept of planning and preparing classroom organization and management Discussion: Discuss with students the types of classroom organization and the sequencing of activities in the classroom. Brainstorming: Using brainstorming, student teachers come out with preventive and reactive classroom organisation and management strategies, management of content (space, materials, equipemnt, movement, etc.) and covenant (e.g. social dynamics and interpersonal relationships)		

2	Classroom organisation and management as discipline	 The role of the language classroom teacher Strategies for discipline in the language classroom 	Discussion: Discuss the importance of the English language teacher as a role model of discipline. Discussion: Discuss the strategies that make the language classroom organization and management as discipline.
3	Creating a student centred language environment and making English language teaching interesting and motivating	 What is student-centred language environgment? Motivating English language teaching 	Brainstorming: Using brainstorming techniques, student teachers describe student-centred language environment and identify the steps involved in creating the environment. Discussion: Discuss with student-teachers intrinsic and extrinsic motivating factors for English language teaching.
4	Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.	Legal issues of classroom organisation and management Ethical issues of classroom organisation and management Professional issues of classroom organisation and management	Presentation: Student teachers, in groups, make presentations on legal, ethical and professional policies on teaching and learning. Discussion: Discuss with student-teachers the implications of the legal, ethical and professional issues to classroom organisation and management considering equity and inclusivity.
5	Observation and analysis of student behaviour and expectations	behaviours	Discussion: Discuss with student teachers the unique behaviours students usually exhibit in class. Group presentation: Student teachers, in groups, make presentation on intervention strategies to address unacceptable behaviours in class. Discussion: Discuss student behavior to match an appropriate intervention strategy to change behavior in a desired direction.

6	Aims, types, modes and aspects of assessment	 Aims of assessment Types of assessment Modes of assessment Aspects of assessment Problems of assessment 	 Discussion: Student teachers discuss the aims of assessment (e.g. diagnosis of teaching and learning, grading of students, selection of students,). Group presentation: Student teachers, in groups, make presentations on types of assessment Discussion: Discuss with student teachers the various modes of assessment Brainstorming: Student teachers brainstorm and come out with the aspects of assessment (e.g. formative, summative, criterion, norm,). Discussion: Teacher leads student to discuss the problems of assessment and how to solve the problems through leading and probing questions
7	Assessment and teaching and learning	Advantages and disadvantages of assessment and their Impact on teaching and learning	Discussion: Student teachers discuss the advantages of assessment in English language teaching and learning. Independent search and discussion: Task students to search for information on the internet on the disadvantages of assessment in English language English language teaching and learning. Discussion: Student teachers discuss the impact of assessment on teaching and learning of English language.

Course Assessment						
	COMPONENT 1: Course Assessment Components Component 1: Subject Portfolio Assessment: (30% overall score) • Selected Items of students work (3 of them – 10% each) – 30% • Midterm assessment, - 20% • Reflective Journal 40% • Organization of the subject portfolio – 10% (how it is presented/organised)					
	A written examination to assess student teachers' subject and pedagogic knowledge in classroom organization, management and assessment Assess learning outcomes (CLO $1-7$)					
	COMPONENT 2: Component 2: Subject Project (30% - overall semester score) Introduction, a clear statement of aim and purpose of the project - 10% Methodology: What the student teacher has done and the purpose of the project – 10% Substantive or main lesson section 40%					
	Assessment for and as learning (formative) Summary of Assessment Method: 2 Group presentations, 1individual presentations (Core skills targeted are organizational strategies, management strategies and assessment) Assess learning outcomes (CLO 4, 5, 7)					
	COMPONENT 3: End of semester exams 40% Individual assignment – Student teachers to write on classroom organisatioal strategies, management strategies and assessment (Core skills: communication, critical thinking, creativity, digital literacy) Assess learning outcomes (CLO 1, 2, 3)					
Instructional Resource	Managing the foreign language classroom - Iowa Research Online Videos on language classroom organisation					
Required Readings	Owu-Ewie, C. (2018). Introduction to language teaching: A resource for language teaching (Re- vised). Accra: Sam-Woode Ltd. Rodgers, B. (2015). Classroom behavior: A practical guide to effective teaching, behavior management and colleague support. London: Sage Publications Ltd.					
Reading Lists	 Hall, J. K. (2001). Methods for teaching foreign languages: Creating a community of learners in the classroom 1st Edition. New York: Pearson. Young, D. J. (1998). Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere. NY: McGraw-Hill Education. Groves, E. Snr. (2009). The everything classroom management book: A teacher's guide to an organized, productive, and calm classroom. New York: F+W Media. Wong, K. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). The Classroom Management Book. Mountain View, California: Harry K. Wong Publications. 					

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Classroom organization	and Manag	gement	Lesso	n Duration	3			
Lesson description	This course will help student teachers to develop appropriate English language classroom management skills including decision-making and problem-solving. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.								
Previous student teacher knowledge, prior learning (assumed)	Student teachers have	Student teachers have already been introduced to the teaching of various concepts in English language and the best practices in achieving the goals of the concepts.							
Possible barriers to learning in the lesson	Student-teachers might have challenges managing all the skills and solving problems relating to teaching and learning English language due to their background knowledge in their first language. Student teachers might also not possess the needed skill to organize their language classrooms in such a way that children can take risks and improve their English language proficiency.								
Lesson Delivery – chosen to support students in achieving the outcomes	Face- Practical \\ to-face Activity E	Work- Based Learning	Seminars	Independen t Study	e-learning opportunities	Practicum			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.								
what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.	their classrooms, organizing and management it by illustrating optimum use of instructional resources (computers, books, writing materials, reference material, manipulatives, creative constructive materials, etc.) that facilitate efficiency and effectiveness of access, use, maintenance, and storage of such resources (NTS 1c:12, NTS 2e, 2f:13).								
 Write in full aspects of the NTS addressed 	classrooms (furniture, a effective designs presen expectations (rules) to p environment (NTS 3c)	ited in the l	iterature an	d also establish	classroom pro	cedures and			
 Learning Outcome for the lesson, picked and 	Learning Outcomes	Le	earning Indic	cators Core	e and transfera	ble skills			
developed from the course specification • Learning indicators for each learning outcome	CLO: Demonstrate known of planning classroom organization and management by illustration optimum use of instruct resources (computers, but writing materials, refere material, manipulative, creative constructive materials, etc.) that facillefficiency and effective access, use, maintenance storage of such resource (NTS 1c:12, NTS 2e, 2f:1	ting tional pooks, ence 1 litate ness of the, and the ses 1 1	tudents will lost. 1. Explain the concept of planning classroom organizate managem. 2. Describe scenario of classroom organizat. 3 Determine the classroom the classroom.	ore of a or	managing the teaching and language in the Student teaching possess the neorganize their classrooms in children can ta	have challenges skills relating to earning English eir classrooms. ers might also not eeded skills to language such a way that			

	Sub topic	Stage/time	and effectiveness an in Four Orga	can be avoided when they have adepth knowledge in adations of Classroom inisation and Management. Core skills targeted include organizational strategies, management strategies and assessment) achieve learning outcomes:
Topic:	Sub topic	Stage/time	depending on delivery m	ode selected. Teacher led,
Foundations of Classroom Organisation and			collaborative group work	or independent study Students Activity
Management	Introducing the	10minutes	Teacher Activity Tutor introduces	Student-teachers listen
	course	201111IQCS	lesson to the student-teachers and also introduces the learning outcomes and their indicators. Tutor responds to questions from students-teachers.	and ask questions as tutor introduces the lesson and the learning outcomes and their indicators.
	Introduction to foundations of Classroom Organisation and Management	Introduction: 20mins	 Introduces the lesson by revising the previous lesson using question and answer technique. 	Student-teachers participate in the revision of the previous lesson by answering the questions.
	Explanation of the concept of classroom organization and management	Stage 1: 30mins	Tutor brainstorms with student- teachers the concept of classroom organisation and management.	Student teachers participate in the discussion by contributing to the concept of classroom organisation and management.
			Discusses with student-teachers how to plan and prepare classroom organization and management.	Student-teachers contribute to the discussion on how to plan and prepare classroom organization and management.
			Group student- teachers in their mixed ability to identify the various resources that are needed in the planning and preparing for the classroom.	student-teachers in their mixed ability groups identify the various resources that are needed in the planning and preparing for the classroom.
	Types of classroom orgnaisation and management .	Stage 2: 60mins	Task student- teachers in their mixed ability groups to go to YouTube to identify the various types of classroom organization and management.	Student-teachers in their mixed ability groups use the available gadgets, e.g. Smartphones, to go to YouTube to identify the various types of classroom organization and management

		Tasks student-teachers to give oral presentation of their findings online. Tasks student-teachers in their mixed ability groups to demonstrate the different types of classroom organisation and management in class.	 Student-teachers give oral presentation of their findings online. Student-teachers in their mixed ability groups demonstrate the different types of classroom organisation and management in class.
Sequencing of activities in the classroom.	Stage 3: 50mins	 Using brainstorming, guide student-teachers to come out with preventive and reactive classroom organisation and management strategies, management of content (space, materials, equipment, movement, etc.) and covenant (e.g. social dynamics and interpersonal relationships). Tasks student-teachers in their mixed ability groups to use available online tools to search for some other preventive and reactive classroom organisation and management strategies, management of content (space, materials, equipment, movement, etc.) and covenant (e.g. social dynamics and interpersonal relationships). 	 Student-teachers contribute to the discussion by identifying some of the preventive and reactive classroom organisation and management strategies, management of content (space, materials, equipment, movement, etc.) and covenant (e.g. social dynamics and interpersonal relationships. Student teachers use the available gadgets, e.g. Smartphones, to go online to look for some other preventive and reactive classroom organisation and management strategies, management of content (space, materials, equipment, movement, etc.) and covenant (e.g. social dynamics and interpersonal relationships). Student teachers give oral presentation of their findings online.

Mhishana	1	Conclusion: LOmins	This is followed by oral presentation on the basis of their research. Tutor/lecturer summarizes the lesson by laying emphasis on the various Classroom Organisation and Management and sequencing of activities in the classroom. Tutor/lecturer does this using question and answer technique to close lesson.	Student teachers answer questions and seek clarifications on the lesson.					
Which cross cutting issues will be addressed or	Digital literacyCultural diversity and inclusion								
developed and how	 Cultural diversity and inclusion Collaboration/ teamwork 								
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Assessment for and as learning (formative) Summary of Assessment Method: 2 Group presentations, 1 individual presentations (Core skills targeted are organizational strategies, management strategies and assessment)								
Teaching Learning	<u> </u>	Assess learning outcomes (CLO 4, 5, 7) 1. Managing the foreign language classroom - Iowa Research Online							
Resources	2. Videos on lar								
Required Text (core)	Owu-Ewie, C. (2018). (Revised). Accr Rodgers, B. (2015). Cla management	Introduction to a: Sam-Woode assroom behav	language teaching: A resou						
Additional Reading List	Hall, J. K. (2001). Meti in the Classroo Young, D. J. (1998). Aj to creating a lo Groves, E. Snr. (2009) organized, pro Wong, K. K., Wong, R.	hods for Teachi m 1st Edition. I ffect in foreign ow-anxiety clas. . The Everythin ductive, and ca . T., Jondahl, S.	ing Foreign Languages: Crea New York: Pearson. language and second langu sroom atmosphere. NY: McI g Classroom Management E Im classroom. New York : F-	Book: A teacher's guide to an HW Media . The Classroom Management					
CPD Needs	Demonstration of class	ssroom organis	ation						

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Lesson Delivery – chosen to support students in achieving the learning outcomes. Lesson Delivery – chosen to support students in achieving the learning to teacher should not usually be the main mode. Independent study: to enable students or engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and delivery mode in its own right. The course helps student teachers develop appropriate English language classroom management skills including decision-making and problems-solving. Student teachers have already been introduced to the concept of classroom organization and management Student teachers might have challenges managing all the skills and solving problems relating to teaching and learning English language due to their background knowledge their first language. Student teachers might also not possess the needed skill to orgather their first language classrooms in such a way that children can take risks and improve the English language due to their background knowledge their first language. Student teachers might also not possess the needed skill to orgather in first language of the concept of teaching and learning English language due to their background knowledge their first language due to their background knowledge their first language of teaching and learning English language due to their background knowledge their first language of teaching and learning English language due to their background knowledge their first language due to thei		language classroc		gement as di	n and mana	n organisation	Classroon		sson	Title o	
Previous student keacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson Student-teachers might have challenges managing all the skills and solving problems relating to teaching and learning English language due to their background knowledge their first language. Student teachers might also not possess the needed skill to orgotheir language classrooms in such a way that children can take risks and improve the English language proficiency. Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Face-to-face: opportunity for an extended and coherent line of argument. It included discussion, brainstorming, question and answer, etc. This can be tutor and / or student teachers in achieving the learning outcomes. Face-to-face: opportunity for an extended and coherent line of argument. It included discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: stu and / or tutor led. E-learning opportunities – involving the use of interactive packages and virtual learnen environments. This can be part of any of the above modes of delivery. It is unlikely to											
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the learning outcomes. An manipulatives, creative constructive materials, etc.) that facilitate efficiency and		ate efficiency and	etc.) that facilit	ve materials,	e constructi	tives, creative	manipula	comes. An	earning out	tl	
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Write in full aspects of the								ects of the	-		
NTS addressed 2. It is also to help students-teachers to design the organization of the physical aspect			_	_					ddressed	N	
their classrooms (furniture, areas, etc.) for ease of transition, use, safety and traffic t	low										
based on effective designs presented in the literature and also establish classroom	aching										
procedures and expectations (rules) to promote a positive, effective and efficient tea and learning environment (NTS 3c)	aciiiig	ctive and emclem	e a positive, en								
• Learning Outcome for the Learning Outcomes Learning Indicators Core and transferable skill	S	and transferable s	ors Core					for the	ing Outcome	• L	
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lesson, picked and developed	:s-	t is likely that stud	able to: •	dents will be	Stu	nonstrate	CLO: Den	•		16	
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Торіс:	effectiveness of a use, maintenance storage of such re (NTS 1c:12, NTS 2	e, and esources		a way that children can take risks and improve their English language proficiency. This can be avoided when they have an in-depth knowledge in Foundations of Classroom Organisation and Management. Core skills targeted include organizational strategies, management strategies and assessment) achieve learning outcomes:
Classroom organisation and management as discipline.			depending on delivery mo collaborative group work	ode selected. Teacher led,
management as discipline.			Teacher Activity	Students Activity
	The role of the language classroom teacher	Introduction: 20mins Stage 1: 30mins	Introduces the lesson by reviewing the previous lesson on classroom organisation and management. Discusses with student teachers the importance of the English language teacher as a role model of discipline. Tasks student teachers in their mixed ability groups to go online (YouTube) using the available gadgets to search for some of	Student teachers answer questions on the concept of classroom organisation and management. Student teachers contribute to the discussion on the importance of the English language as a role model of discipline. Student teachers go online (YouTube) using the available gadgets to search for some of the importance of English language teacher as a
			the importance of English language teacher as a role model of discipline. Guides student teachers to present their findings	role model of discipline. Student teachers present their findings from online.
		Stage 2: 70mins	Brainstorms with student teachers the disadvantages of the English language teacher as a role model of discipline.	Student teachers brainstorm on disadvantages of the English language teacher as a role model of discipline.
			Tasks student teachers to use the available gadgets, e.g. YouTube,	Student teachers use the available gadgets, e.g. YouTube, smartphones, etc. to

			smartphones, etc.	go online to search
			to go online to	for some of the
			search for some of	disadvantages of the
			the disadvantages	English language
			of the English language teacher as	teacher as a role model of discipline in
			a role model of	the teaching and
			discipline in the	learning of English in
			teaching and	the classroom.
			learning of English	
			in the classroom.	Student teachers in
				their mixed ability
			Guides student	groups present their
			teachers in their	findings.
			mixed ability groups to present their	
			findings	
		Stage 3:	Guides student	student teachers in
		50mins	teachers in their	their mixed ability
			mixed ability groups	groups role-play
			to role-play some of	some of the
			the implications of the role of the	implications the role of English language
			English language	teacher as a model of
			teacher as a role	discipline may impact
			model of discipline	the classroom.
			in the classroom.	
			Discusses with	Student teachers
			student teachers	contribute to the
			their observation in	discussion on their
			the role play.	observations on the
				role play.
		Conclusion:	Tutor/lecturer	Student teachers answer
		10mins	summarizes the lesson	questions and seek clarifications on the
			by laying emphasis on the English language	lesson.
			teacher as a role model	1033011.
			of discipline in the	
			classroom.	
			Tutor/lecturer does this	
			using question and	
			answer technique to close lesson.	
Which cross cutting issues will be	Digital lit	eracy	ciose lessoii.	
addressed or developed and how	_	diversity and inclu	ısion	
		ation/ teamwork		
Lesson assessments – evaluation				
of learning: of, for and as learning			mative) Summary of Assess	
within the lesson(linked to	presentations, 1ir management stra	•	ations (Core skills targeted a	re organizational strategies,
learning outcomes)	Assess learning or	-		
Teaching Learning Resources	1. Managin	g the foreign lang	guage classroom - Iowa Rese	arch Online
	2. Videos o	n language classro	oom organization	
Required Text (core)			to language teaching: A reso	urce for language teaching
		Accra: Sam-Wood		
). Classroom beha	nvior: A practical guide to eff	fective teaching, behavior
	management	ano cupport lond	lon: Cago Dublications Ltd	
	l ana coileag	yue support. Lond	lon: Sage Publications Ltd.	

Additional Reading List	Hall, J. K. (2001). Methods for Teaching Foreign Languages: Creating a Community of Learners in the Classroom 1st Edition. New York: Pearson.
	Young, D. J. (1998). Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere. NY: McGraw-Hill Education
	Groves, E. Snr. (2009). The Everything Classroom Management Book: A teacher's guide to an organized, productive, and calm classroom. New York: F+W Media
	Wong, K. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). The Classroom
	Management Book. Mountain View, California: Harry K. Wong Publications
CPD Needs	

Year of B.Ed.	3 Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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		CI									
Title of Lesson		Classroom discipline	organisation	and mana	gement as	Lesson	Duration	3			
Lesson description		The course	helps stude	nt teacher:	develop app	ropriate Engl	lish language cla	ssroom			
		manageme	nt skills inclu	uding decis	ion-making a	nd problem-s	solving.				
Previous studer	nt teacher	Student tea	chers have	already be	en introduced	to types of o	classroom orgna	isation and			
knowledge, prio	r learning	manageme	nt and								
(assumed)											
		Sequencing	activities in	the classr	oom						
Possible barriers to	learning in	Student-tea	chers might	have chal	lenges manag	ging all the sk	ills and solving p	problems relating			
the lesson		_					-	edge in their first			
			anguage. Student teachers might also not possess the needed skill to organize the								
		language c	anguage classrooms in such a way that children can take risks and improve their Englis								
		language p	language proficiency.								
Lesson Delivery – c	hosen to	Face-to-	Practical	Work-	Seminars	Independer	nt e-learning	Practicum			
support students in	achieving	face									
the outcomes			Learning								
Lesson Delivery – n				-			_				
delivery chosen			Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student								
student teachers	_	teacher led. It should not usually be the main mode.									
the learning outcor	nes.	Independent study: to enable students to engage with relevant and appropriate materia									
		to promote individual and collaborative enquiry, more in-depth analysis and developmen									
		This can be part of any of the above modes									
		Seminars: to generate group and individual creativity, discussion and reflection: student									
		and / or tutor led.									
			E-learning <i>opportunities</i> – involving the use of interactive packages and virtual learning								
		environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.									
				_							
Purpose for							monstrate knov				
what you	want the			_	-	-	/ illustrating opti				
students to ac	•					-	s, reference mat				
as basis for	_	-					ilitate efficiency				
outcomes. A	•	2f:13).	ss of access,	use, mam	teriarice, and	storage or su	icii resources (iv	TS 1c:12, NTS 2e,			
version of the	•	21.13).									
 Write in full as NTS addressed 	-	2 It is also	to help stud	ents-teach	ers to design	the organizat	tion of the physi	cal aspects of			
N13 audiesseu					_	_	n, use, safety and				
							lso establish clas				
							effective and eff				
			g environme			-/-		5			
Learning Outco	me for the	Learning O			arning Indicat	tors	Core and transf	erable skills			
lesson, picked											
developed from		CLO: Design			udents will be			:hat students-			
specification		-	n of the phy	sical 1.1	L. Organise th		teachers n	•			
Learning indicate	itors for		classroom		aspects of a			managing the			
each learning o			areas, etc.) f	or	classroom f			ng to teaching			
			nsition, use,	.	effective lar	nguage	and learni				
			traffic flow b		learning.		language i				
		on effective	_		2. Make infere		classroom	S.			
		•	n the literat		about the ra	ationale					
			tablish class	room	behind the			achers might			
		procedures			organization		also not po				
			ns (rules) to		physical asp	ects of a		ills to organize			
		promote a			classroom.			lage classrooms			
		effective ar	d efficient				in such a v	vay that children			

	learning envir 3c)	onment (NTS	1.3	. Establish classroom procedures and expectations that will positively affect the learning environment	have Fou	the pro can e an ndat anisa Coi org ma	take risks and improve bir English language officiency. be avoided when they in-depth knowledge in ions of Classroom ation and Management. The skills targeted include ganizational strategies, inagement strategies diassessment)
Topic: Classroom organisation and management as discipline	Sub topic:	Stage/time		Teaching and learning t depending on delivery collaborative group wo	mod	e sel	ected. Teacher led,
		Introduction: 20mins		Teacher Activity		Students	
,				Reviews the previous lesson on English language teacher as a role model of discipline.		•	Student teachers provide answers to the questions on the English language teacher as a role model of discipline.
	Strategies for discipline in the language classroom	Stage 1: 50min	IS	Discusses with student teachers the strategies discipline in the languag classroom		•	Student teachers participate in the discussion on the strategies for discipline in the language classroom.
		Stage 2: 50mins		Teacher-led demonstration of how the strategies are implemented in the classroom		•	Student teachers practice some of the strategies for discipline in the language classroom.
		Stage 3: 50mins		Tasks student teachers to use the available gadgets to go online to search for some other possible strategies for discipline in the language classroom. Tasks student teachers to do observation on some of the strategies teachers employ in the classroom when they go for STS and report in the next lesson.		•	Student teachers use the available gadgets to go online to search for some other possible strategies for discipline in the language classroom. student teachers do observation on some of the strategies English language teachers employ in the classroom when they go for STS and report in the next lesson.

		Conclusion: 10mins Tutor/lecturer summarizes the lesson by laying emphasis on the strategies for discipline in the language classroom. Tutor/lecturer does this using question and answer technique to close lesson. Student teachers answer questions and seek clarifications on the lesson									
Which cross cutting issues will	• Di	<u>l</u> gital literacy	technique to close lesson.								
be addressed or developed and		lltural diversity and incl	usion								
how		ollaboration/ teamwork									
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Assessment for and as learning (formative) Summary of Assessment Method: 2 Group presentations, 1 individual presentations (Core skills targeted are organizational strategies, management strategies and assessment) Assess learning outcomes (CLO 4, 5, 7)										
Teaching Learning Resources	Managing the foreign language classroom - Iowa Research Online										
Dogwined Toyt (comp)		deos on language classi		uraa far languaga tagahina							
Required Text (core)		rised). Accra: Sam-Woo	to language teaching: A resou de Ltd	irce for language teaching							
		-	ac Eta. avior: A practical guide to effe	ective teachina, behavior							
	manageme	•		g,							
			don: Sage Publications Ltd.								
Additional Reading List			ching Foreign Languages: Crea								
			st Edition. New York: Pearson								
	_		ın language and second langu iety classroom atmosphere. N								
	_	_	ing Classroom Management E								
	orgo	nized, productive, and	calm classroom. New York : F-	⊦W Media							
			S. F., & Ferguson, O. F. (2014).								
	M	anagement Book. Mou	ıntain View, California: Harry I	K. Wong Publications							
CPD Needs											

Year of B.Ed.	3 Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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			11			- ··				
Title of Lesson	Creating a stude					n Duration	3			
	and making Eng	lish langua	ge teaching	interesting a	ind					
	motivating.									
Lesson description		-				iate English language	: classroom			
		_				roblem-solving.				
Previous student teacher	Student teacher	rs have alre	ady been in	troduced to	the role of	the language classro	om teacher			
knowledge, prior learning	and									
(assumed)	strategies for di	scipline in t	he language	e classroom						
Possible barriers to learning in						Is and solving proble				
the lesson	_	to teaching and learning English language due to their background knowledge in their first language. Student teachers might also not possess the needed skill to organize their language								
		language. Student teachers might also not possess the needed skill to organize their language classrooms in such a way that children can take risks and improve their English language								
Lancas Ballinama abanas ta	proficiency. Face-to-face Practical Work- Seminars Independent e-learning Practicum									
Lesson Delivery – chosen to										
support students in achieving the outcomes	Activity Based Study opportunities									
Lesson Delivery – main mode	Learning Lea									
of delivery chosen to support	Face-to-face: opportunity for an extended and coherent line of argument. It includes									
student teachers in achieving	discussion, brainstorming, question and answer, etc. This can be tutor and / or student									
the learning outcomes.	teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to									
the learning outcomes.	promote individual and collaborative enquiry, more in-depth analysis and development. This									
	can be part of any of the above modes									
	Seminars: to generate group and individual creativity, discussion and reflection: student and									
	/ or tutor led.									
	E-learning opportunities – involving the use of interactive packages and virtual learning									
	environments. This can be part of any of the above modes of delivery. It is unlikely to be a									
		environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.								
• Purpose for the lesson,	The purpose of	this lesson	is to help st	udents teach	ners to dem	onstrate knowledge	of planning			
what you want the	their classroom	s, organizin	g and mana	ging it by illu	strating op	timum use of instruc	tional			
students to achieve, serves	resources (com	puters, boo	ks, writing r	naterials, ref	ference mat	terial, manipulatives,	creative			
as basis for the learning	constructive ma	iterials, etc.) that facilit	ate efficienc	y and effec	tiveness of access, us	se,			
outcomes. An expanded	maintenance, a	nd storage	of such resc	ources (NTS 1	.c:12, NTS 2	le, 2f:13).				
version of the description.										
 Write in full aspects of the 						e organization of the				
NTS addressed						r a positive, effective	and			
	efficient teachir		ning environ		-					
Learning Outcome for the	Learning Outco	mes		Learning In	dicators	Core and transferal	ole skills			
lesson, picked and	CLO:Student tea	achers will h	ne able to	Students	will be	It is likely that	students-			
developed from the course	demonstrate kr			able to:	Will DC	teachers may				
specification	affective domai	_		1.1 Discuss	s the	challenges ma				
Learning indicators for	models for (1) s			strateg		skills relating				
each learning outcome	the emotional t			integra	*	and learning E	_			
	(2) managing th	e psycho-so	ocial	theore	-	language in th	-			
	atmosphere of			concep	ots into	classrooms.				
	individual stude			English	1					
	managing motiv	ation of stu	udents to	langua		 Student teach 	ers might			
	succeed in learr			classro	-	also not posse	_			
	content, social s	skills, self-		instruc	tional	needed skills t				
	responsibility sk	ills, and int	er-	practio	es.	their language	_			
	relationship skil	Is with othe	er class	1.2 brainst	orm the	classrooms in	such a way			
	members (NTS	1d, 1e, 2c, 3	Bc: 12, 13,	psycho	social	that children	an take			
	14)			behavi	our of	risks and impr	ove their			

Topic: Creating a student-centered language environment and	Sub topic	Stage/time	1.3 discuss the motivating factors that help students to succeed in English language classroom	English language proficiency. nis can be avoided when they ave an in-depth knowledge in bundations of Classroom rganisation and lanagement. Core skills targeted include organizational strategies, management strategies and assessment) achieve learning outcomes: lode selected. Teacher led, or independent study
making English language			Teacher Activity	Students Activity
teaching interesting and motivating ,		Introduction: 10mins	Introduces the lessor by reviewing the previous lesson on strategies for discipline in the	review lesson on strategies for discipline in the language
		Stage 1: 40mins	 language classroom Brainstorms with student teachers on their observation fro STS on some of the strategies English language teachers employ in the classroom. 	classroom. • Student teachers contribute to the discussion on their observation from STS on some of the strategies English language teachers employ in the classroom.
	What is student-centred language environment?	Stage 2: 40mins	Using brainstorming techniques, guides studenteachers to describe student-centred language environment Guides student teachers tidentify the various steps involved in creating the student-centred language environment.	discussion on the techniques that can be employed in a student-cantered language environment. • Student teachers identify the various steps involved in
		Stage 3: 40mins	Tasks student teachers to use the available gadgets to go online to search the YouTube for examples of student-centred language environment. Discusses with stude teachers their finding online.	online to find some examples of student- centred language environment. • Student teachers

		Stage 4: 40	Tasks student teachers in their mixed ability groups	Student teachers in their mixed ability groups
			to demonstrate student-	demonstrate student-
			centered language	centered language
			classroom environment.	classroom environment.
		Conclusion: 10mins	Tutor/lecturer summarizes	Student teachers
			the lesson by laying	answer questions and
			emphasis on student-	seek clarifications on
			centred language	the lesson.
			classroom environment.	
			Tutor/lecturer does this	
			using question and answer	
			technique to close lesson.	
Which cross cutting issues will	 Digital 	literacy		
be addressed or developed and	 Cultura 	al diversity and inclusio	on	
how	 Collab 	oration/ teamwork		
Lesson assessments –	Assessment for	and as learning (forma	tive) Summary of Assessment	Method: 2 Group
evaluation of learning: of, for	presentations,	1individual presentatio	ns (Core skills targeted are org	ganizational strategies,
and as learning within the	_	trategies and assessme		
lesson(linked to learning	Assess learning	outcomes (CLO 4, 5, 7))	
outcomes)				
Teaching Learning Resources			ge classroom - Iowa Research	Online
		on language classroor		
Required Text (core)		•	anguage teaching: A resource _.	for language teaching
). Accra: Sam-Woode L		
		-	or: A practical guide to effective	<u> </u>
			ondon: Sage Publications Ltd.	
Additional Reading List		•	g Foreign Languages: Creating	a Community of Learners
		assroom 1st Edition. Ne		
			inguage and second language	- '
		,	oom atmosphere. NY: McGrav	
			Classroom Management Book	_
	_	· •	n classroom. New York : F+W N	
			., & Ferguson, O. F. (2014). <i>The</i> ry K. Wong Publications	e Classroom ivianagement
CPD Needs	BOOK. WIOUIILAI	ii view, California: Haff	y K. WONG PUDIICATIONS	
Cr D Needs				

Year of B.Ed.	3	Semester	1 Pla	ce of lessor	in semeste	123	34 5 67891	0 11 12		
Title of Lesson Lesson descriptio	n	English language	Creating a student-centered language environment and making English language teaching interesting and motivating. The course helps student teachers develop appropriate English language classroom							
Previous studen knowledge, prio (assumed)		r Student teacher	management skills including decision-making and problem-solving. Student teachers have already been introduced to student-centred language environment and motivating English language teaching							
Possible barriers in the lesson	to learning	teaching and language. Stud	Student-teachers might have challenges managing all the skills and solving problems relating to teaching and learning English language due to their background knowledge in their first language. Student teachers might also not possess the needed skill to organize their language classrooms in such a way that children can take risks and improve their English language							
Lesson Delivery – support students achieving the out	in	Face-to-face	Practical Activity	Work- Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum		
Lesson Delivery mode of delivery support student to achieving the outcomes.	chosen t teachers ii learnin	discussion, brain led. It should not led. It should not led. It should not led. Independent st promote individe can be part of a Seminars: to go or tutor led. E-learning oppore environments. It delivery mode in	nstorming, quot usually be to usually be to enable dual and colla my of the aborance group of the instance of the part of the same of the part of the	testion and he main modele students borative en ve modes of and individual volving the art of any of t.	answer, etc. ode. to engage w quiry, more dual creativit use of intera	This can be turn with relevant an in-depth analys my, discussion an active packages nodes of delive	gument. It include for and / or stude d appropriate ma is and development and reflection: stu and virtual learn ry. It is unlikely to	ent teacher aterials to ent. This dent and / ning o be a		
Purpose for the what you students to serves as bate learning outdernanced with edescriptic. Write in full the NTS address.	want the achieve sis for the comes. An ersion on. aspects o	their classroom; resources (compositive maintenance, and f 2. It is also to be	s, organizing obuters, books terials, etc.) on storage of elp students-teresting class	and managi , writing ma that facilita such resou eachers to room enviro	ng it by illust aterials, refe te efficiency rces (NTS 1c enjoy the de	trating optimur rence material, and effectivend :12, NTS 2e, 2f: sign of the orga	ate knowledge of n use of instruction manipulatives, cass of access, use 13). Anization of their tive and efficient	onal creative classrooms		
 Learning Out the lesson, pi 		Learning outcom	nes	Lea	rning Indicat	tors	Core and transfe	rable skills		
developed fro course specif • Learning indi each learning	om the ication cators for	CLO: Student te able to demons and skill of affect based theoretic setting and mar emotional tone (2) managing th atmosphere of individual stude managing motiv to succeed in lecontent, social seponsibility skill.	trate knowled ctive domain- al models for raging the of a classroo e psycho-soc the classroom nts, and (3) ration of stud arning acadels kills, self-	dge 1.3 (1) m, ial n and 1.4 ents mic	dents will be Discuss the of integration theoretical into English classroom / instruction brainstorm psychosocia of individua English lang classroom	strategies ng concepts language al practices. the al behaviour als in the	 It is likely that teachers may challenges may the skills related teaching and English languistications. Student teach also not possioneeded skills organize the classrooms in way that chi 	y have nanaging ating to d learning uage in their chers might sess the s to ir language n such a		

	relationship skills with other class members (NTS 1d, 1e, 2c, 3c: 12, 13, 14)		1.3 discuss the motivating factors that help students to succeed in English language classroom	take risks and improve their English language proficiency. This can be avoided when they have an in-depth knowledge in Foundations of Classroom Organisation and Management. • Core skills targeted include organizational strategies, management strategies and assessment)
Topic: Creating a student-centered	Sub topic:	Stage/time	Teaching and learning to acl	e selected. Teacher led,
language environment and making English language			collaborative group work or Teacher Activity	Students Activity
teaching interesting and motivating ,		Introduction: 10mins	Introduces the lesson by revising the previous lesson on student-centred language environment?	Student teachers participate in the revision of the previous lesson by answering the questions on student-centred language environment?
	Motivating English language teaching	Stage 1: 50mins	Using brainstorming, guides student teachers to discuss techniques for motivation in the classrooms. Guides student teachers to identify as many as possible motivating practices that can make English language classroom environment lively.	Student teachers contribute to the discussion on the techniques that can be employed to make classroom environment interesting. Student teachers identify the various motivating practices that can make English language classroom environment lively.
		Stage 2: 70mins	Tasks student teachers to use the available gadgets to go online to search the YouTube for some more examples of motivating practices that makes English language environment interesting. Discusses with student teachers their findings online.	 student teachers use the available gadgets to go online to search the YouTube for some more examples of motivating practices that makes English language environment interesting. Student teachers contribute to the discussions of their findings online.
		Stage 3: 40mins	Tasks student teachers in their mixed ability groups to demonstrate some of the motivating practices that makes English language environment interesting.	 student teachers in their mixed ability groups demonstrate some of the motivating practices that makes English language environment interesting.

	Π.	o 1 :	- · / ·	6: 1 1
		Conclusion:	Tutor/lecturer summarizes	Student teachers answer
	-	10mins	the lesson using question	questions and seek
			and answer technique to	clarifications on the lesson.
			close lesson.	
Which cross cutting issues	 Digital lite 	racy		
will be addressed or	 Cultural di 	versity and inclu	sion	
developed and how	 Collaborat 	ion/ teamwork		
Lesson assessments –	Assessment for and	d as learning (for	mative) Summary of Assessme	ent Method: 2 Group
evaluation of learning: of,	presentations, 1ind	lividual presenta	tions (Core skills targeted are	organizational strategies,
for and as learning within	management strate	egies and assessi	ment)	
the lesson(linked to	Assess learning out	comes (CLO 4, 5	, 7)	
learning outcomes)				
Teaching Learning	 Managing 	the foreign lang	uage classroom - Iowa Resear	ch Online
Resources	Videos on	language classro	oom organization	
Required Text (core)	Owu-Ewie, C. (2018	3). Introduction t	o language teaching: A resour	ce for language teaching (Re-
	vised). Accra	a: Sam-Woode Lt	d.	
	Rodgers, B. (2015).	Classroom beha	vior: A practical guide to effec	tive teaching, behavior
	managemei	nt and colleague	support. London: Sage Public	ations Ltd
Additional Reading List	Hall, J. K. (2001). M	ethods for Teach	ning Foreign Languages: Creat	ing a Community of Learners in
	the Classroo	m 1st Edition. N	ew York: Pearson.	
	Young, D. J. (1998).	Affect in foreigr	n language and second langua	ge learning: a practical guide
	to creating o	a low-anxiety cla	ssroom atmosphere. NY: McG	raw-Hill Education
	Groves, E. Snr. (200	9). The Everythi	ng Classroom Management Bo	ook: A teacher's guide to an
	organized, p	roductive, and c	alm classroom. New York : F+\	N Media
	Wong, K. K., Wong,	R. T., Jondahl, S	. F., & Ferguson, O. F. (2014).	The Classroom Management
			ifornia: Harry K. Wong Publica	_
CPD Needs		·	. 3	

Year of B.Ed.	3	Semester	1	Place of lesson in	semester	1234	5 6 78	9 10 11 12		
Title of Lesson		consideratio	Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity. Lesson Duration							
Lesson descripti	on	This lesson is to equip student teachers with both theoretical and practical comprehensive knowledge of legal, ethical and professional issues about classroom organisation, management and assessment taking into consideration policies of equity and inclusivity in the classroom								
Previous studer knowledge, learning (assum	prior	Student teachers have already been introduced to how to manage the classroom atmosphere for effective teaching and learning in the previous lesson.								
Possible barrier				dge on how to or	-	e a multipurp	ose class	to suit learning		
learning in the l				ried learning need				-		
Lesson Delivery			Practical	Work-Based	Seminars	Independ	ent	e-learning		
to support stude		face	Activity	Learning		Study		opportunities		
Lesson Delivery		Face to face	u opportunity	for an extended a	d cohoront lin	o of argumon	t It inclu	dos discussion		
mode of delive				d answer, etc. This						
to support	student		e the main mo		can be tator t	ina / or stade	ne teache	i ica. it siloula		
teachers in ach				ble students to en	gage with rele	vant and appr	ropriate r	naterials to		
learning outcom	_			aborative enquiry						
			ny of the above		·	•	•			
		Seminars: to	o generate gro	up and individual o	reativity, discu	ssion and refl	lection: st	udent and / or		
		tutor led.								
			-	involving the use o		_		-		
				part of any of the a	bove modes o	of delivery. It is	s unlikely	to be a delivery		
		mode in its o								
•	for the			is to help stude	_			-		
lesson, w	•			ues and concerns						
want the st		assessment	with the aim of	maintaining equit	y and inclusivi	ty in the classi	room. (N	rs 1d, 2a: 12, 13)		
achieve, s										
basis for the	. •									
outcomes. expanded v	An Arsion of									
the descript										
Write in fu										
of the NTS	-									
Learning Out		Learning Ou	tcomes	Learning Indi	cators		Core a	nd transferable		
for the less							skills			
picked and		4. Analyze a	given classroor	n 4.3 Iden	tify policies of	legal issues	• Core	skills targeted		
developed	from the	situation for	legal, ethical	of the educat	ional system ir	n Ghana.	inclu	ıde		
course spec		· ·	onal issues and		iss the implica		com	munication,		
Learning income			applying legal,		ical policies to			aboration,		
for each lea	rning	ethical, and			and managem			ervation and		
outcome			the situation		lage classroom			uiry skills, digital		
			resolutions to		nplication of p		liter	асу,		
			ssroom legally,		the organis					
		-	d professionally	/. managemen classroom	t of English	ianguage				
		This will include bases include		ciassroom						
			ties (NTS 1d, 2 a	ı:						
		12, 13)	(10, 10, 10							
L		-,,		I		L				

Topic	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led,		
			collaborative group work or inde		
	1.classroom organisation and management Ethical issues of classroom organisation and management 3.Professional issues of classroom organisation and management		Teacher Activity	Students Activity	
	Introduction	Stage1: 20minutes	Tutor introduces the lessonby asking student teachers to describe different categories of learners that they can find in the classroom taking physical and mental abilities into concern.	Student teachers mention different categories of learners in the classroom.	
Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.	1.classroom organisation and management	Stage 2: 20 mins Stage3: 40mins	Tutor discusses with students how to make all the different categories of learners benefit from the teaching learning process. Tutor asks student teachers to identify definite ways of making the classroom convenient for all the learners Tutorbrainstorms with student why it is necessary to make classroom convenient for all manner of learners.	Student teachers participate in the discussion. Student teachers identify ways of making the classroom convenient for all categories of learners. Student teachers give their views of why it is necessary to make the classroom convenient for all learners.	
			Tutorput student teachers in groups and tasks them to discuss why it is necessary to make the classroom convenient for all learners.	In groups, student teachers discuss reason for making the classroom convenient for all learners.	
		Stage4: 50mins	Tutor assigns different (dis)ability roles to groups of student teachers and asks the class to role play a class with different categories of learners. Tutor asks student teachers to observe and note down what they find interesting or lacking. Tutor discusses their findings with them	 Student teachersrole play the parts that are assigned to them. Student teachers observe and note down their findings. Student teachers discuss their findings 	

	Stage 5:40mins	Tutor discusses with students the three dimensions of issues and concerns that must be taken into consideration when organizing and managing the classroom: Legal issues Ethical issues and Professional issues and concerns	Student teachers contribute to the discussion
	Stage 4: 10mins Conclusion	Tutor summarizes the lesson than asks students teachers what they have learnt from the lesson	Student teachers tell the class what they have learnt from the lesson and ask for clarifications.
Which cross cutting			
issues will be addressed	 Collaboration/ teamwork 		
or developed and how	Creativity		
Lesson assessments –	Summary of Assessment Method: A		e group-work presentation
evaluation of learning:	on models of curriculum developme	•	
of, for and as learning	Core skills targeted: communication	-	y skills, digital literacy)
within the lesson(linked	Assesse(s) Learning Outcomes: Cou	ırse learning outcome 1	
to learning outcomes)			
Teaching Learning	 Smartphones 		
Resources	• Laptops		
Required Text (core)	Owu-Ewie, C. (2018). Introduction to		r language teaching (Re-
	vised). Accra: Sam-Woode Lt		
	Rodgers, B. (2015). Classroom behav	vior: A practical guide to effective t	reaching, behavior
	management	- Dublications Ltd	
Additional Reading List	and colleague support. London: Sag Hall, J. K. (2001). Methods for teach		a name units, of loarnors in the
Additional Reading List	classroom 1st Edition. New Y		ommunity of learners in the
	Young, D. J. (1998). Affect in foreign		arnina: a practical quide to
		oom atmosphere. NY: McGraw-Hill	
	Groves, E. Snr. (2009). The everythin		
		alm classroom. New York :F+W Me	
CPD Needs	Seminar on legal, ethical and p	rofessional issues involved in o	classroom organisation and
	management by an expert.		2.65

Year of B.Ed. 3 Semes	ter 1	Place of lesson in semester	123456 7 89101112
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Title of Lesson	-			law abiding iss	ues taking into	Lesson	3		
		ation equity ar				Duration			
Lesson description					theoretical and p			nsive	
		knowledge of legal, ethical and professional issues about classroom organisation and management taking into consideration policies of equity and inclusivity in the classroom							
Previous student teacher		Student teachers have already been introduced to how to manage the classroom							
knowledge, prior learning	atmosph	atmosphere for effective teaching and learning in the previous lesson.							
(assumed)									
Possible barriers to learning in			_	_	se manage a m	ultipurpos	se class to	o sui	
the lesson	learning		ners with va	ried learning n	eeds.				
Lesson Delivery – chosen to	Face-	Practical	Work-	Seminars	Independent	e-learni	_		
support students in achieving	to-face	Activity	Based		Study	opportu	ınities		
the outcomes			Learning						
Lesson Delivery - main mode of	Face-to-f	ace: opportu	nity for an e	xtended and co	herent line of ar	gument. I	t includes	;	
delivery chosen to support	discussio	n, brainstormi	ng, question	and answer, e	tc. This can be tu	itor and /	or studen	t	
student teachers in achieving the	teacher I	ed. It should n	ot usually be	the main mod	e.				
learning outcomes.	Independ	dent study: to	enable stud	ents to engage	with relevant ar	nd approp	riate mat	erials	
	to promo	te individual a	ind collabora	ative enquiry, m	nore in-depth an	alysis and	developn	nent.	
	This can	be part of any	of the above	modes					
	Seminars	: to generate	group and in	ndividual creati	vity, discussion a	nd reflect	tion: stude	ent	
	and / or	_			••				
			e s – involving	the use of inte	eractive package	s and virtu	ual learnir	ng	
	E-learning opportunities – involving the use of interactive packages and virtual learning								
	environments. This can be part of any of the above modes of delivery. It is unlikely to be a							be a	
			-	ny of the above	e modes of delive	ery. It is u	nlikely to	be a	
Purnose for the lesson, what	delivery	mode in its ow	n right.						
i an poste for the feeten, miles	delivery The purp	mode in its ow oose of the les	n right. sson is to he	elp student tea	chers get an in-	depth kno	owledge a	abou	
you want the students to	delivery The purp legal, etl	mode in its ow oose of the les nical and prof	n right. sson is to he essional issu	elp student tea ues and conce	chers get an in- rns involved in	depth kno	owledge a	abou ation	
you want the students to achieve, serves as basis for	The purp legal, et manager	mode in its ow oose of the les nical and prof nent and asse	n right. sson is to he essional issuessment with	elp student tea ues and conce	chers get an in-	depth kno	owledge a	abou ation	
you want the students to achieve, serves as basis for the learning outcomes. An	The purp legal, et manager	mode in its ow oose of the les nical and prof	n right. sson is to he essional issuessment with	elp student tea ues and conce	chers get an in- rns involved in	depth kno	owledge a	abou ation	
you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the	The purp legal, et manager	mode in its ow oose of the les nical and prof nent and asse	n right. sson is to he essional issuessment with	elp student tea ues and conce	chers get an in- rns involved in	depth kno	owledge a	abou ^r	
you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.	The purp legal, et manager	mode in its ow oose of the les nical and prof nent and asse	n right. sson is to he essional issuessment with	elp student tea ues and conce	chers get an in- rns involved in	depth kno	owledge a	abou ^r	
you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the	The purp legal, et manager	mode in its ow oose of the les nical and prof nent and asse	n right. sson is to he essional issuessment with	elp student tea ues and conce	chers get an in- rns involved in	depth kno	owledge a	about ation	
you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed	delivery of the purp legal, et manager classroor	mode in its ow pose of the les nical and prof ment and asse m. (NTS 1d, 2a	n right. sson is to he essional issuessment with	elp student tea ues and conce n the aim of n	chers get an in- rns involved in naintaining equi	depth kno classroom ty and ind	owledge an organisa clusivity i	about ation n the	
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you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification	delivery of the purp legal, ether manager classroor learning 4. Analyz situation	mode in its own once of the less once of the less once of the less once on the less once of the less once of the less once of the less of	n right. sson is to he essional issuessment with essament and	Learning I 4.1 Identifissues	chers get an in- rns involved in naintaining equi- ndicators y policies of lega- of the	depth knoclassroom ty and inc Core trans	owledge an organisa clusivity i	abou ation n the and kills	
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you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	delivery of legal, eth manager classroor least	one of the less one of the les	room cal and concerns, be and cothe essolutions to ally, ethically s will include s students	Learning I Learning I 4.1 Identifissues educa Ghana 4.2 discus of lega policie organ managa langua 4.3 discuss of pro	ndicators Ty policies of legator of the tional system in all and ethical est to the isation and gement of Englis age classroom is the implication of the implication and gement of Englis age classroom is the implication fessional issues of the im	Core trans	owledge an organisa clusivity i sferable s Core skills targeted include communi n, collabora observati and enqu skills, digi	ance ance ance ance ance ance ance ance	
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Topic Analysis of classroom situations for law abiding issues taking into	• classroom organisation and management		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
consideration equity and inclusivity.	 Ethical issues of classroom organisation and management Professional issues of classroom organisation and management 		Teacher Activity	Students Activity		
	Introduction	10minutes	Tutor introduces the lessonby revising the previous lesson with student teachers through question and answer technique	Student teachers answer questions and ask questions for clarification.		
	Policies of legal issues of the educational system in Ghana.	Stage 1: 30mins	Tutor puts student teachers into task groups and tasks them to search online for legal issues in the educational system in Ghana. Tutor call some members to lead in the discussion of the legal issues in the educational system.	 Student teachers, in task groups, browse online for legal issues in the educational system. Student teachers lead and contribute to the discussion 		
	ethical issues in the educational system in Ghana.	Stage 2: 30mins	Tutor puts student teachers into task groups and tasks them to search online for 1. ethical issues in the educational system in Ghana. Tutor call some members to lead in the discussion of the ethical issues in the educational system.	Student teachers, in task groups, browse online for legal issues in the educational system. Student teachers lead and contribute to the discussion		
	Professional issues in the educational system in Ghana.	Stage 2: 30mins	Tutor puts student teachers into task groups and tasks them to search online for Professional issues in the educational system in Ghana. Tutor call some members to lead in the discussion of some professional issues in the educational system.	Student teachers, in task groups, browse online for legal issues in the educational system. Student teachers lead and contribute to the discussion		

	Differences between curriculum and syllabus	Stage 3: 40mins	Tutor assists student teachers to explore the implications of the legal, ethical and professional issues and concerns in the Ghana educational system	Student teachers explore the implications of the legal, ethical and professional issues and concerns in the Ghana educational system		
		Conclusion:	Tutor summarizes the	Student teachers		
		10mins	lesson and uses question	answer questions		
			and answer technique to	and seek		
			close lesson.	clarifications on the		
Which cross cutting	Digital literacy			lesson.		
issues will be addressed	Collaboration/ tea	mwork				
or developed and how	Equity	IIIIWOIK				
Lesson assessments –	Component one: COURSE V	WORK:				
evaluation of learning:	•		for and as learning (One group	-work presentation		
of, for and as learning	on models of curriculum de		3(1.10)	, , , , , , , , , , , , , , , , , , , ,		
within the lesson(linked			rk/collaboration, enquiry skills,	digital literacy)		
to learning outcomes)	Weighting: 30 %					
	Assesse(s) Learning Outcor	nes: Course learnii	ng outcome 1			
Teaching Learning	 Smartphones 					
Resources	 Laptops 					
Required Text (core)			teaching: A resource for langu	age teaching (Re-		
	vised). Accra: Sam-V					
	Rodgers, B. (2015). Classroom behavior: A practical guide to effective teaching, behavior					
	management and colleague support. Lon	idan: Saga Bublicati	ons Itd			
Additional Reading List			languages: Creating a commu	nity of learners in the		
Additional Reduing List				inty of learners in the		
	classroom 1st Edition. New York: Pearson. Young, D. J. (1998). Affect in foreign language and second language learning: a practical guide to					
			sphere. NY: McGraw-Hill Educat			
	Groves, E. Snr. (2009). The	everything classroo	m management book: A teache	er's guide to an		
	organized, productiv	ve, and calm classro	oom. New York :F+W Media.			
CPD Needs	Seminar on legal, ethica	l and professiona	l issues involved in classroo	m organisation and		
	management by an expert.			-		

Year of B.Ed. 3 Semester 1 Place of lesson in semester	1234567 8 9101112
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Title of Lesson	Observatio	n and analys	sis of studen	t behaviour and	d expectations	Lesson	3
Lanca de colottos	This leases	to be to be a				Duration	
Lesson description						viours that learne	rs
	usually exn	ibit in class a	and explore	possible interv	entions.		
Previous student teacher	Student te	achers have	been intro	duced to some	legal, ethical a	nd professional is	sues in
knowledge, prior learning		ional system			G ,	•	
(assumed)							
Possible barriers to learning in the	Student tea	Student teachers may see some unique behaviours that learners usually exhibit in class as					
lesson	their being	just naught	yor bad.				
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independent	e-learning	
support students in achieving the	face	Activity	Based		Study	opportunities	
outcomes			Learning				
Lesson Delivery – main mode of			-			argument. It includ	
delivery chosen to support						ent	
student teachers in achieving the			•	e the main mod			
learning outcomes.	Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and						
		•			• • •	n-depth analysis a	ind
	-			ny of the above			
		Ū	group and i	ndividual creati	vity, discussion	and reflection: st	udent
	and / or tu		as involvin	a the use of int	oractivo packag	es and virtual lear	ning
						very. It is unlikely	
		ode in its ow		illy of the above	e modes of dem	very. It is utilikely	to be a
Purpose for the lesson, what				heln student to	eachers to explo	ore explore and di	scriss
you want the students to		•		•		and find ways and	
achieve, serves as basis for		•		NTS, 1c, 1f: 12)	exmore in class	and mid ways and	•
the learning outcomes. An			(,,,			
expanded version of the							
description.							
• Write in full aspects of the							
NTS addressed							
Learning Outcome for the	Learning O	utcomes	Lea	arning Indicato	rs	Core and trans	ferable
lesson, picked and developed					:	skills	
from the course specification	5. Observe	, analyze and	d 5.3	1 Discuss stude	ent	 Core skills tar 	geted
 Learning indicators for each 	document	student beh	avior	behaviours r	egarding	include	
learning outcome		n appropriat		organization		communication	•
		n strategy to		managemen	-	collaboration	,
		navior in a de		language cla		observation a	
	direction (NTS, 1c, 1f: 1		how to addr		enquiry skills,	digital
			5.2	2 Match appro	•	literacy,	
				intervention	_		
				to desired or	intended		
				behaviours.			

Topic Observation and analysis of student behaviour and	Sub topic • Students' peculiar	Stage/time	Teaching and learning to achieve depending on delivery mode secollaborative group work or income.	lected. Teacher led,		
expectations	 behaviours Expectation and interventio ns of student behaviour 		Teacher Activity	Students Activity		
	Introduction to the course	10minutes	Tutor introduces the lessons by asking student teachers to describe some attitudes of their mates or friends that they (dis)like	Student teachers describe some attitudes of their mates or friends that they (dis)like		
	Students' peculiar behaviours and intervention s	Stage 1: 50mins	Tutor discusses with student teachers some unique behaviours that learners usually exhibit in class.	Student teachers participate in the discussion by mentioning some unique behaviours that learners usually exhibit in class.		
		Stage 2: 60mins	 Tutorputs student teachers into groups and tasks them to explore and discuss some unique behaviours that learners usually exhibit in class. Tutor asks studentteachers in each group to suggest ways and means of handling such behaviours. 	 Student teachers explore and discuss some unique behaviours that learners usually exhibit in class. They suggest ways and means of handling such behaviours. 		
		Stage 2: 50mins	 Tutor asks the groups to present their findings to the class Tutor makes inputs where necessary. 	Student teachers,in their groups, present their findings to the class Student teachers ask questions for clarifications.		
		Conclusion: 10mins	Tutor summarizes the lesson and uses question and answer technique to close lesson.	Student teachers answer questions and seek clarifications on the lesson.		
Which cross cutting issues will be addressed or developed and how	Digital I Collabo	iteracy ration/ teamwork	,			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (One group-work presentation on models of curriculum development). Core skills targeted: communication, team work/collaboration, enquiry skills, digital literacy) Assess(s) Learning Outcomes: Course learning outcome 1					
Teaching Learning Resources	Smartp Laptops	hones				

Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching: A resource for language teaching (Re- vised). Accra: Sam-Woode Ltd. Rodgers, B. (2015). Classroom behavior: A practical guide to effective teaching, behavior management and colleague support. London: Sage Publications Ltd.
Additional Reading List	 Hall, J. K. (2001). Methods for teaching foreign languages: Creating a community of learners in the classroom 1st Edition. New York: Pearson. Young, D. J. (1998). Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere. NY: McGraw-Hill Education. Groves, E. Snr. (2009). The everything classroom management book: A teacher's guide to an organized, productive, and calm classroom. New York: F+W Media.
CPD Needs	

Year of B.Ed.	3 Ser	emester 1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Aims, types, mod	es and aspe	ects of asses	sment		Lesson	3	
		Duration						
Lesson description		This lesson introduces student teachers totypes, modes and aspects of assessment in the English						
	Language classro	om						
	6				1 11 1	1 6 . 1.		
Previous student teacher	Student teachers			d to some i	egai, ethicai an	a professional i	ssues in the	
knowledge, prior learning	educational syste	m in Ghana	l .					
(assumed)								
Possible barriers to learning	Student teachers	may accori	ata accacem	ant with ius	t test and evam	inations		
in the lesson	Student teachers	illay associ	atc assessii	ichi with jus	t test and exam	illacions.		
Lesson Delivery – chosen to	Face-to-face	Practical	Work-	Seminars	Independent	e-learning		
support students in	1 460 10 1460	Activity	Based	ocars	Study	opportunities		
achieving the outcomes		,	Learning		Stady	оррогишине		
Lesson Delivery – main	Face-to-face: op	portunity f		ded and coh	erent line of arg	ument. It include	es	
mode of delivery chosen to	discussion, brains							
support student teachers in	led. It should not					•		
achieving the learning	Independent stu	dy: to enab	le students	to engage w	ith relevant and	d appropriate ma	iterials to	
outcomes.	promote individu	al and colla	borative en	quiry, more	in-depth analys	is and developm	ent. This can	
	be part of any of	the above r	nodes					
	Seminars: to ger	erate group	and indivi	dual creativi	ty, discussion ar	d reflection: stu	dent and /	
	or tutor led.							
	E-learning oppor	tunities – in	volving the	use of intera	active packages	and virtual learn	ing	
	environments. Th	is can be pa	art of any of	f the above r	nodes of delive	y. It is unlikely to	be a	
	delivery mode in							
 Purpose for the lesson, 	The purpose of the				achers to types,	modes and aspe	ects of	
what you want the	assessment in the	e English La	nguage clas	sroom				
students to achieve,								
serves as basis for the								
learning outcomes. An								
expanded version of								
the description.								
Write in full aspects of the NTS addressed								
Learning Outcome for	Learning Outcom	105		Learning Ir	dicators	Core and	transferable	
the lesson, picked and	Learning Outcom			Learning II	idicators	skills	u ansierable	
developed from the	7. Demonstrate k	nowledge c	of types	7.1 Identif	y the various		ills targeted	
course specification	and modes of ass				for assessing	include	•	
Learning indicators for	effects on teaching				proficiency in		nication,	
each learning outcome	3k, 3l: 14)	J =	.0 (English la		collabo	•	
230	, - ,			•	the problen		ition and	
				associated	•			
					and how		iteracy,	
				· ·	such problems		,,	
					-			

Topic Aims, types, modes and	Sub topic • Aims of	Stage/time	Teaching and learning to ach depending on delivery mode	
aspects of assessment	assessment		collaborative group work or	
aspects of assessment			Teacher Activity	Students Activity
	7,500		reaction Activity	Students Activity
	assessment			
	 Modes of 			
	assessment			
	 Aspects of 			
	assessment			
	Problems of			
	assessment			
	Introduction to the	10minutes	Tutor introduces the	
	lesson	Tommutes		a Churchant to a share
	1633011		lessons by asking	Student teachers
			student teachers how	mention how they will
			they will find out	find out whether their
			whether their set	set objectives have
			objectives have been	been achieved or not.
			achieved or not.	
		Stage 1:	 Tutor asks students to 	 Student teachers
	 Aims of 	50mins	discuss why they will	discuss the aims of
	assessment		engage in assessment	assessment
			in the English	
			Language classroom.	
			Tutor discusses the	
			aims of	
			assessment(e.g.	
			diagnosis of teaching	
			and learning, grading	
			of students, selection	
			of students,).	
		Stage 2:	Tutor puts student	Student teachers, in
		60mins	teachers in groups to	groups, make
			find online and discuss	presentations on
			the types of	types of assessment
			assessment and	types of assessment
			present their finding	
			to the class.	
	 Modes of 	Stage 3:		 Student teachers
	assessment	50mins	types of assessment	contribute to the
			with student teachers.	discussion
		_	•	
		Conclusion:	Tutor summarizes the	Student teachers answer
		10mins	lesson and uses question	questions and seek
			and answer technique to	clarifications on the
			1	lesson.
			close lesson.	1033011.
Which cross cutting issues	Digital literacy	<u> </u> y	close lesson.	1033011.
Which cross cutting issues will be addressed or	Digital literacyCollaboration		close lesson.	1033011.
			close lesson.	1635011.
will be addressed or	Collaboration	/ teamwork	close lesson. ssment for and as learning (One	,
will be addressed or developed and how	Collaboration	teamwork	ssment for and as learning (One	,
will be addressed or developed and how Lesson assessments – evaluation of learning: of,	Collaboration Summary of Assessme on models of curriculu	nt Method: Asse	ssment for and as learning (Onc	e group-work presentation
will be addressed or developed and how Lesson assessments – evaluation of learning: of, for and as learning within	Collaboration Summary of Assessme on models of curriculu Core skills targeted: co	teamwork Int Method: Asse Im development Immunication, te	ssment for and as learning (Onc. eam work/collaboration, enquir	e group-work presentation
will be addressed or developed and how Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to	Collaboration Summary of Assessme on models of curriculu	teamwork Int Method: Asse Im development Immunication, te	ssment for and as learning (Onc. eam work/collaboration, enquir	e group-work presentation
will be addressed or developed and how Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Collaboration Summary of Assessme on models of curriculu Core skills targeted: co Assess(s) Learning Out	teamwork ent Method: Asse im development, ommunication, te comes: Course	ssment for and as learning (Onc. eam work/collaboration, enquir	e group-work presentation
will be addressed or developed and how Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning	 Collaboration Summary of Assessme on models of curriculu Core skills targeted: co Assess(s) Learning Out Smartphones 	teamwork ent Method: Asse im development, ommunication, te comes: Course	ssment for and as learning (Onc. eam work/collaboration, enquir	e group-work presentation
will be addressed or developed and how Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning Resources	 Collaboration Summary of Assessme on models of curriculu Core skills targeted: co Assess(s) Learning Out Smartphones Laptops 	nt Method: Asse and Method: Asse am development, communication, to accomes: Course	ssment for and as learning (One). eam work/collaboration, enquir learning outcome 1	e group-work presentation y skills, digital literacy)
will be addressed or developed and how Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning	Collaboration Summary of Assessme on models of curriculu Core skills targeted: co Assess(s) Learning Out Smartphones Laptops Owu-Ewie, C. (2018). In	Int Method: Asse and development; communication, te accomes: Course	ssment for and as learning (Onc. eam work/collaboration, enquir	e group-work presentation y skills, digital literacy)
will be addressed or developed and how Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning Resources	Collaboration Summary of Assessme on models of curriculu Core skills targeted: co Assess(s) Learning Out Smartphones Laptops Owu-Ewie, C. (2018). In vised). Accra: Sa	int Method: Assettim development; communication, tectomes: Course introduction to la am-Woode Ltd.	ssment for and as learning (Onc.). eam work/collaboration, enquir learning outcome 1 nguage teaching: A resource fo	e group-work presentation y skills, digital literacy) r language teaching (Re-
will be addressed or developed and how Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning Resources	Collaboration Summary of Assessme on models of curriculu Core skills targeted: co Assess(s) Learning Out Smartphones Laptops Owu-Ewie, C. (2018). It vised). Accra: Sa Rodgers, B. (2015). Cla	int Method: Assettim development; communication, tecomes: Course introduction to la am-Woode Ltd.	ssment for and as learning (One). eam work/collaboration, enquir learning outcome 1	e group-work presentation y skills, digital literacy) r language teaching (Re-

Additional Reading List	Hall, J. K. (2001). Methods for teaching foreign languages: Creating a community of learners in
	the classroom 1st Edition. New York: Pearson.
	Young, D. J. (1998). Affect in foreign language and second language learning: a practical guide to
	creating a low-anxiety classroom atmosphere. NY: McGraw-Hill Education.
	Groves, E. Snr. (2009). The everything classroom management book: A teacher's guide to an
	organized, productive, and calm classroom. New York :F+W Media.
CPD Needs	

Year of B.Ed. 3 Semester 1 Place of lesson in semester	123456789 10 1112
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Title of Lesson	Aims, types, mode	Aims, types, modes and aspects of assessment Lesson Duration 3						
Lesson description		This lesson introduces student teachers to types, modes and aspects of assessment in the English Language classroom						
Previous student teacher knowledge, prior learning (assumed)	Student teachers educational system		introduced	to some le	gal, ethical and	l professional issue	s in the	
Possible barriers to learning in the lesson	Student teachers r	nay associa	te assessme	ent with just	test and exami	nations.		
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Learning	Seminars	Independent Study	e-learning opportunities		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.						ials to . This .t and /	
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The purpose of this lesson is to introduce student teachers to types, modes and aspects of assessment in the English Language classroom						of	
Learning Outcome for the lesson, picked and	Learning Outcome	!S		Learning Ir	ndicators Co	re and transferable	skills	
developed from the course specification • Learning indicators for each learning outcome	7. Demonstrate kn and modes of asse effects on teaching 3k, 3l: 14)	ssment and	l their	7.1. Identifications of the various of for assess learners proficient English la 7.2 Identify problems associated such strain and how overcome problems	trategies sing cy in singuage y the sid with tegies to e such	Core skills targete include communic collaboration, observation and e skills, digital litera	enquiry	

Topic Aims, types, modes and aspects of assessment	 Sub topic Aims of assessment Types of assessment Modes of assessment Aspects of assessment 	Stage/time	Teaching and learning to outcomes: depending of selected. Teacher led, of work or independent store. Teacher Activity	on delivery mode collaborative group			
	• Problems of assessment Introduction to the	10minutes	Tutor introduces the lessons				
	lesson		by asking student teachers how they will find out whether their set objectives have been achieved or not.	Student teachers mention how they will find out whether their set objectives have been achieved or not.			
	 Modes of assessment 	Stage 1: 50mins	Tutor discusses the various modes of assessment with student teachers	student teachers contribute to discussion on the various modes of assessment			
	 Aspects of assessment 	Stage 2	 Tutor brainstorms with student learners on the aspects of assessment (e.g. formative, summative, criterion, norm,). 	Student teachers brainstorm and come out with the aspects of assessment.			
	Problems of assessment	Stage 3	Tutor leads student teachers to discuss the problems of assessment and how to solve the problems through leading and probing questions	Student teachers contribute to discussion by answering and asking questions			
		Conclusion: 10mins	Tutor summarizes the lesson and uses question and answer technique to close lesson.	Student teachers answer questions and seek clarifications on the lesson.			
Which cross cutting issues will be addressed or developed and how	Digital literaCollaboration	on/ teamwork					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	presentation on mod Core skills targeted:	ressment Method: Assessment for and as learning (One group-work models of curriculum development). ted: communication, team work/collaboration, enquiry skills, digital literacy) ng Outcomes: Course learning outcome 1					
Teaching Learning Resources	Smartphone Lantons	es					
Required Text (core)	Owu-Ewie, C. (2018) vised). Accra: Rodgers, B. (2015). C	 Laptops Owu-Ewie, C. (2018). Introduction to language teaching: A resource for language teaching (Revised). Accra: Sam-Woode Ltd. Rodgers, B. (2015). Classroom behavior: A practical guide to effective teaching, behavior 					
Additional Reading List	management and colleague support. London: Sage Publications Ltd. Hall, J. K. (2001). Methods for teaching foreign languages: Creating a community of learners in the classroom 1st Edition. New York: Pearson. Young, D. J. (1998). Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere. NY: McGraw-Hill Education. Groves, E. Snr. (2009). The everything classroom management book: A teacher's guide to an organized, productive, and calm classroom. New York: F+W Media.						
CPD Needs	υ. σαπεσα, μπ	and co	TOTAL				

Year of B.Ed.	3 Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	5 5				Lesson Duratio		3	
Lesson description	This lesson is to introduce student teachers to some advantages and problems associated with assessment in teaching and learning of the English Language.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to types, modes and aspects of assessment in the previous lesson.							
Possible barriers to learning in the lesson	Student te	eachers may	associate a	assessment	with just tests ar	nd exami	nations.	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practica I Activity	Work- Based Learning	Seminar s	Independent Study	e-learn opport		
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. Write in full aspects of the NTS	 student teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and approprismaterials to promote individual and collaborative enquiry, more in-depth anal development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflections student and / or tutor led. E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery unlikely to be a delivery mode in its own right. The purpose of the lesson is to help student teachers appreciate problems associated with assessment in the teaching and learning of the English Lar and find interventions to problems associated with the assessment procession 					ate ysis and on: Il It is		
Learning Outcome for the lesson, picked and developed from the course specification	Learning (Outcomes		Learning I	ndicators	t	Core and ransferal	ble
Learning indicators for each learning outcome	types and assessmen	nt and their ng and learr	effects	strategie learners English la Identify associated		olems egies	Core targe includ comn on, collab , obse	ted de nunicati poration ervation enquiry digital

Topic	Sub topic	Stage/time	Teaching and le	earning to achieve		
Assessment and teaching and learning	• Advantages		learning outcomes: depending on			
	and		delivery mode selected. Teacher led,			
	disadvantages		collaborative g			
	of assessment		independent st	•		
	and their			Students		
	Impact on		Teacher Activity	Activity		
	teaching and learning					
	Introduction to	10minutes	Tutor introduces the	Student teachers		
	the lesson	20	lessons by asking	mention why they		
			student teachers	want do		
			why they will want	assessment.		
			to do assessment.			
		Stage 1:	Tutor and student	Student teachers		
		50mins	teachers discuss the	contribute to the		
			advantages of	discussion on the		
			assessment in	advantages of		
			English language	assessment in		
			teaching and	English language		
			learning.	teaching and learning		
		Stage 2:	Tutor tasks student	Student teachers search		
		60mins	teachers to search	for information on the		
			for information on	internet on the		
			the internet on the	disadvantages of		
			disadvantages of	assessment in English		
			assessment in	language teaching and		
			English language	learning.		
			teaching and			
		Chana 2:	learning. Tutor discusses with	Student teachers		
		Stage 3: 50mins	Tutor discusses with student teachers the	contribute to discussion		
		30111113	impact of	on the impact of		
			assessment on	assessment on teaching		
			teaching and	and learning of English		
			learning of English	language		
			language			
		Conclusion:	Tutor summarizes the	Student teachers answer		
		10mins	lesson and uses	questions and seek		
			question and answer	clarifications on the		
			technique to close lesson.	lesson.		
Which cross cutting issues will be	Digital lit	eracy	1000011.	<u> </u>		
addressed or developed and how	_	ation/ teamwoi	rk			
		al research				
Lesson assessments – evaluation of	Summary of Assessment Method: Assessment for and as learning (One group-work					
learning: of, for and as learning within			ulum development).			
the lesson(linked to learning	Core skills targeted: communication, team work/collaboration, enquiry skills, digital					
outcomes)	literacy) Assess(s) Learning Outsemes: Course learning outseme 1					
Teaching Learning Resources	Assess(s) Learning Outcomes: Course learning outcome 1					
The state of the s	SmartphonesLaptops					
Required Text (core)		18). Introductio	n to language teaching: A r	esource for language		
			a: Sam-Woode Ltd.	, , ,		
	Rodgers, B. (2015). Classroom behavior: A practical guide to effective teaching,					
	behavior management					
	and colleague sup	pport. London: S	Sage Publications Ltd.			

Additional Reading List CPD Needs	 Hall, J. K. (2001). Methods for teaching foreign languages: Creating a community of learners in the classroom 1st Edition. New York: Pearson. Young, D. J. (1998). Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere. NY: McGraw-Hill Education. Groves, E. Snr. (2009). The everything classroom management book: A teacher's guide to an organized, productive, and calm classroom. New York: F+W Media.
Course Assessment	Course Assessment Components ¹Component 1: Subject Portfolio Assessment: (30% overall score) • Selected Items of students work (3 of them – 10% each) – 30% • Midterm assessment, - 20% • Reflective Journal 40% • Organization of the subject portfolio – 10% (how it is presented/organised)
	 ²Component 2: Subject Project (30% - overall semester score) • Introduction, a clear statement of aim and purpose of the project - 10% • Methodology: What the student teacher has done and the purpose of the project - 10% • Substantive or main lesson section 40%
	Component 3: End of semester exams 40%

 $^{^{\}rm 1}$ See rubrics on subject portfolio in Annex 6 of NTEAP $^{\rm 2}$ See rubrics on project portfolio in Annex 6 of NTEAP