

YEAR 3

SEMESTER 2

Four-Year B.Ed. Course Manual

English Language: Classroom Organisation, Management and Assessment





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Transforming Teaching, Education & Learning



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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.

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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	Credit value:	3	Semester	2
Pre-requisite	Teaching English						
Course Delivery Modes	Face-to-face ✓	Practical Activity ✓	Work-based study	Seminar	Independent Study ✓	e-learning opportunities	Practicum
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	<p>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 part of 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. The course will be assessed through assignments, group work and case studies. The course is aimed at fulfilling the following NTS and NTECF requirements: NTS 1d, 1f:12; 2c, 2e:13; 3c, 3d, 3f, and k-p; NTECF pp. 14, 22, and 39.</p>						

Course Learning Outcomes	On successful completion of the course, student teachers should be able to	
	Learning Outcomes	Indicators
	<p>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).</p>	<p>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.</p>
	<p>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)</p>	<p>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.</p>
	<p>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 inter-relationship skills with other class members (NTS 1d, 1e, 2c, 3c: 12, 13, 14)</p>	<p>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.</p>
	<p>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)</p>	<p>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.</p>

		5. Observe, analyze and document student behavior to match an appropriate intervention strategy to change behavior in a desired direction (NTS, 1c, 1f: 12)	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.	
		6. Demonstrate knowledge of student-centred language classroom environment and determine the principles that make English language teaching interesting and motivating (NTS 2c: 13)	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. Demonstrate knowledge of types and modes of assessment and their effects on teaching and learning (NTS 3k, 3l: 14)	7.1. Identify the various strategies for assessing learners proficiency in English language 7.2 Identify 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	<ul style="list-style-type: none"> Explanation of the concept of classroom organization and management. Types of classroom organisation and management. Sequencing of activities in the classroom. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • The role of the language classroom teacher • Strategies for discipline in the language classroom 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • What is student-centred language environment? • Motivating English language teaching 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Legal issues of classroom organisation and management • Ethical issues of classroom organisation and management • Professional issues of classroom organisation and management 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Students' peculiar behaviours • Expectations and interventions of student behaviour 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Aims of assessment • Types of assessment • Modes of assessment • Aspects of assessment • Problems of assessment 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Advantages and disadvantages of assessment and their Impact on teaching and learning 	<ul style="list-style-type: none"> • 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.

<p>Course Assessment</p>	<p>COMPONENT 1: Course Assessment Components Component 1: Subject Portfolio Assessment: (30% overall score)</p> <ul style="list-style-type: none"> • 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) <p>A written examination to assess student teachers’ subject and pedagogic knowledge in classroom organization, management and assessment Assess learning outcomes (CLO 1 – 7)</p> <p>COMPONENT 2: Component 2: Subject Project (30% - overall semester score)</p> <ul style="list-style-type: none"> • 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% <p>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)</p> <p>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)</p>
<p>Instructional Resource</p>	<ol style="list-style-type: none"> 1. Managing the foreign language classroom - Iowa Research Online 2. Videos on language classroom organisation
<p>Required Readings</p>	<p>Owu-Ewie, C. (2018). <i>Introduction to language teaching: A resource for language teaching</i> (Re-vised). Accra: Sam-Woode Ltd.</p> <p>Rodgers, B. (2015). <i>Classroom behavior: A practical guide to effective teaching, behavior management and colleague support</i>. London: Sage Publications Ltd.</p>
<p>Reading Lists</p>	<p>Hall, J. K. (2001). <i>Methods for teaching foreign languages: Creating a community of learners in the classroom 1st Edition</i>. New York: Pearson.</p> <p>Young, D. J. (1998). <i>Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere</i>. NY: McGraw-Hill Education.</p> <p>Groves, E. Snr. (2009). <i>The everything classroom management book: A teacher's guide to an organized, productive, and calm classroom</i>. New York :F+W Media.</p> <p>Wong, K. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). <i>The Classroom Management Book</i>. Mountain View, California: Harry K. Wong Publications.</p>

LESSON 1

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 Management				Lesson 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 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-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>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.</p>						
<ul style="list-style-type: none"> 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 	<p>The purpose of this lesson is to help students teachers to demonstrate knowledge of planning 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).</p> <p>2. It is also to help students-teachers to design the organization of the physical aspects of their classrooms (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 teaching and learning environment (NTS 3c)</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Core and transferable skills		
	CLO: Demonstrate knowledge of planning classroom organization and management by illustrating optimum use of instructional resources (computers, books, writing materials, reference material, manipulative, 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).	Students will be able to: 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			<ul style="list-style-type: none"> It is likely that students-teachers may have challenges managing the skills relating to teaching and learning English language in their classrooms. Student teachers might also not possess the needed skills to organize their language classrooms in such a way that children can take risks and improve their English language proficiency. 		

			lead to efficiency and effectiveness	This can be avoided when they have an in-depth knowledge in Foundations of Classroom Organisation and Management. <ul style="list-style-type: none"> Core skills targeted include organizational strategies, management strategies and assessment)
Topic: Foundations of Classroom Organisation and Management	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Students Activity
	Introducing the course	10minutes	<ul style="list-style-type: none"> Tutor introduces lesson to the student-teachers and also introduces the learning outcomes and their indicators. Tutor responds to questions from students-teachers. 	<ul style="list-style-type: none"> Student-teachers listen 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	<ul style="list-style-type: none"> Introduces the lesson by revising the previous lesson using question and answer technique. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Tutor brainstorms with student-teachers the concept of classroom organisation and management. Discusses with student-teachers 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. 	<ul style="list-style-type: none"> Student teachers participate in the discussion by contributing to the concept of classroom organisation and management. Student-teachers contribute to the discussion on how to plan and prepare classroom organization and management. student-teachers in their mixed ability groups identify the various resources that are needed in the planning and preparing for the classroom.
<ul style="list-style-type: none"> Types of classroom organisation and management 	Stage 2: 60mins	<ul style="list-style-type: none"> Task student-teachers in their mixed ability groups to go to YouTube to identify the various types of classroom organization and management. 	<ul style="list-style-type: none"> 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 	

			<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Sequencing of activities in the classroom. 	Stage 3: 50mins	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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.

			<ul style="list-style-type: none"> This is followed by oral presentation on the basis of their research. 	
		Conclusion: 10mins	<p>Tutor/lecturer summarizes the lesson by laying emphasis on the various Classroom Organisation and Management and sequencing of activities in the classroom.</p> <p>Tutor/lecturer does this using question and answer technique to close lesson.</p>	Student teachers answer questions and seek clarifications on the lesson.
Which cross cutting issues will be addressed or developed and how	<ul style="list-style-type: none"> Digital literacy Cultural diversity and inclusion Collaboration/ teamwork 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	<p>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)</p> <p>Assess learning outcomes (CLO 4, 5, 7)</p>			
Teaching Learning Resources	<ol style="list-style-type: none"> Managing the foreign language classroom - Iowa Research Online Videos on language classroom organization 			
Required Text (core)	<p>Owu-Ewie, C. (2018). <i>Introduction to language teaching: A resource for language teaching</i> (Revised). Accra: Sam-Woode Ltd.</p> <p>Rodgers, B. (2015). <i>Classroom behavior: A practical guide to effective teaching, behavior management and colleague support</i>. London: Sage Publications Ltd.</p>			
Additional Reading List	<p>Hall, J. K. (2001). <i>Methods for Teaching Foreign Languages: Creating a Community of Learners in the Classroom 1st Edition</i>. New York: Pearson.</p> <p>Young, D. J. (1998). <i>Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere</i>. NY: McGraw-Hill Education</p> <p>Groves, E. Snr. (2009). <i>The Everything Classroom Management Book: A teacher's guide to an organized, productive, and calm classroom</i>. New York : F+W Media</p> <p>Wong, K. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). <i>The Classroom Management Book</i>. Mountain View, California: Harry K. Wong Publications</p>			
CPD Needs	Demonstration of classroom organisation			

LESSON 2

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Classroom organisation and management as discipline				Lesson Duration	3										
Lesson description	The course helps student teachers develop appropriate English language classroom management skills including decision-making and problem-solving.															
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the concept of classroom organization and management															
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-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum									
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>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.</p>															
<ul style="list-style-type: none"> 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 	<p>The purpose of this lesson is to help students teachers to demonstrate knowledge of planning 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).</p> <p>2. It is also to help students-teachers to design the organization of the physical aspects of their classrooms (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 teaching and learning environment (NTS 3c)</p>															
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators			Core and transferable skills									
	CLO: Demonstrate knowledge of planning classroom organization and management by illustrating optimum use of instructional resources (computers, books, writing materials, reference material, manipulative, creative constructive materials, etc.) that facilitate efficiency and			Students will be able to: 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			<ul style="list-style-type: none"> It is likely that students-teachers may have challenges managing the skills relating to teaching and learning English language in their classrooms. Student teachers might also not possess the needed skills to organize their language classrooms in such 									

	effectiveness of access, use, maintenance, and storage of such resources (NTS 1c:12, NTS 2e, 2f:13).		<p>a way that children can take risks and improve their English language proficiency.</p> <ul style="list-style-type: none"> 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: Classroom organisation and management as discipline.	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Students Activity
		Introduction: 20mins	<ul style="list-style-type: none"> Introduces the lesson by reviewing the previous lesson on classroom organisation and management. 	<ul style="list-style-type: none"> Student teachers answer questions on the concept of classroom organisation and management.
	<ul style="list-style-type: none"> The role of the language classroom teacher 	Stage 1: 30mins	<ul style="list-style-type: none"> 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 the importance of English language teacher as a role model of discipline. Guides student teachers to present their findings 	<ul style="list-style-type: none"> 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 role model of discipline. Student teachers present their findings from online.
	Stage 2: 70mins	<ul style="list-style-type: none"> Brainstorms with student teachers the disadvantages of the English language teacher as a role model of discipline. Tasks student teachers to use the available gadgets, e.g. YouTube, 	<ul style="list-style-type: none"> Student teachers brainstorm on disadvantages of the English language teacher as a role model of discipline. Student teachers use the available gadgets, e.g. YouTube, smartphones, etc. to 	

			<p>smartphones, etc. to go online to search for some of the disadvantages of the English language teacher as a role model of discipline in the teaching and learning of English in the classroom.</p> <ul style="list-style-type: none"> Guides student teachers in their mixed ability groups to present their findings 	<p>go online to search for some of the disadvantages of the English language teacher as a role model of discipline in the teaching and learning of English in the classroom.</p> <ul style="list-style-type: none"> Student teachers in their mixed ability groups present their findings.
		Stage 3: 50mins	<ul style="list-style-type: none"> Guides student teachers in their mixed ability groups to role-play some of the implications of the role of the English language teacher as a role model of discipline in the classroom. Discusses with student teachers their observation in the role play. 	<ul style="list-style-type: none"> student teachers in their mixed ability groups role-play some of the implications the role of English language teacher as a model of discipline may impact the classroom. Student teachers contribute to the discussion on their observations on the role play.
		Conclusion: 10mins	<p>Tutor/lecturer summarizes the lesson by laying emphasis on the English language teacher as a role model of discipline in the classroom. Tutor/lecturer does this using question and answer technique to close lesson.</p>	<p>Student teachers answer questions and seek clarifications on the lesson.</p>
Which cross cutting issues will be addressed or developed and how	<ul style="list-style-type: none"> Digital literacy Cultural diversity and inclusion Collaboration/ teamwork 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	<p>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)</p>			
Teaching Learning Resources	<ol style="list-style-type: none"> Managing the foreign language classroom - Iowa Research Online Videos on language classroom organization 			
Required Text (core)	<p>Owu-Ewie, C. (2018). <i>Introduction to language teaching: A resource for language teaching</i> (Revised). Accra: Sam-Woode Ltd. Rodgers, B. (2015). <i>Classroom behavior: A practical guide to effective teaching, behavior management and colleague support</i>. London: Sage Publications Ltd.</p>			

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

LESSON 3

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Classroom organisation and management as discipline				Lesson Duration	3						
Lesson description	The course helps student teachers develop appropriate English language classroom management skills including decision-making and problem-solving.											
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to types of classroom organisation and management and Sequencing activities in the classroom											
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-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>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.</p>											
<ul style="list-style-type: none"> 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 	<p>The purpose of this lesson is to help students teachers to demonstrate knowledge of planning 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).</p> <p>2. It is also to help students-teachers to design the organization of the physical aspects of their classrooms (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 teaching and learning environment (NTS 3c)</p>											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators			Core and transferable skills					
	CLO: 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			Students will be able to: 1.1. Organise the physical aspects of a classroom for effective language learning. 1.2. Make inferences about the rationale behind the organization of the physical aspects of a classroom.			<ul style="list-style-type: none"> It is likely that students-teachers may have challenges managing the skills relating to teaching and learning English language in their classrooms. Student teachers might also not possess the needed skills to organize their language classrooms in such a way that children 					

	learning environment (NTS 3c)	1.3. Establish classroom procedures and expectations that will positively affect the learning environment	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)	
Topic: Classroom organisation and management as discipline	Sub topic:	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Students Activity
		Introduction: 20mins	<ul style="list-style-type: none"> Reviews the previous lesson on English language teacher as a role model of discipline. 	<ul style="list-style-type: none"> 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: 50mins	Discusses with student teachers the strategies for discipline in the language classroom	<ul style="list-style-type: none"> Student teachers participate in the discussion on the strategies for discipline in the language classroom.
		Stage 2: 50mins	<ul style="list-style-type: none"> Teacher-led demonstration of how the strategies are implemented in the classroom 	<ul style="list-style-type: none"> Student teachers practice some of the strategies for discipline in the language classroom.
		Stage 3: 50mins	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 be addressed or developed and how	<ul style="list-style-type: none"> • Digital literacy • Cultural diversity and inclusion • Collaboration/ teamwork 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	<p>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)</p> <p>Assess learning outcomes (CLO 4, 5, 7)</p>			
Teaching Learning Resources	<ol style="list-style-type: none"> 1. Managing the foreign language classroom - Iowa Research Online 2. Videos on language classroom organization 			
Required Text (core)	<p>Owu-Ewie, C. (2018). <i>Introduction to language teaching: A resource for language teaching</i> (Revised). Accra: Sam-Woode Ltd.</p> <p>Rodgers, B. (2015). <i>Classroom behavior: A practical guide to effective teaching, behavior management and colleague support</i>. London: Sage Publications Ltd.</p>			
Additional Reading List	<p>Hall, J. K. (2001). <i>Methods for Teaching Foreign Languages: Creating a Community of Learners in the Classroom 1st Edition</i>. New York: Pearson.</p> <p>Young, D. J. (1998). <i>Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere</i>. NY: McGraw-Hill Education</p> <p>Groves, E. Snr. (2009). <i>The Everything Classroom Management Book: A teacher's guide to an organized, productive, and calm classroom</i>. New York : F+W Media</p> <p>Wong, K. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). <i>The Classroom Management Book</i>. Mountain View, California: Harry K. Wong Publications</p>			
CPD Needs				

LESSON 4

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
Title of Lesson	Creating a student-centered language environment and making English language teaching interesting and motivating.							Lesson Duration	3								
Lesson description	The course helps student teachers develop appropriate English language classroom management skills including decision-making and problem-solving.																
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the role of the language classroom teacher and strategies for discipline in the language classroom																
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-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum										
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>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.</p>																
<ul style="list-style-type: none"> 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 	<p>The purpose of this lesson is to help students teachers to demonstrate knowledge of planning their classrooms, organizing and managing 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).</p> <p>2. It is also to help students-teachers to enjoy the design of the organization of their classrooms and to have interesting classroom environment for a positive, effective and efficient teaching and learning environment (NTS 3c)</p>																
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators			Core and transferable skills										
	CLO: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 inter-relationship skills with other class members (NTS 1d, 1e, 2c, 3c: 12, 13, 14)			Students will be able to: 1.1 Discuss the strategies of integrating theoretical concepts into English language classroom / instructional practices. 1.2 brainstorm the psychosocial behaviour of			<ul style="list-style-type: none"> It is likely that students-teachers may have challenges managing the skills relating to teaching and learning English language in their classrooms. Student teachers might also not possess the needed skills to organize their language classrooms in such a way that children can take risks and improve their 										

		individuals in the English language classroom 1.3 discuss the motivating factors that help students to succeed in English language classroom	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 language environment and making English language teaching interesting and motivating	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	
			Students Activity	
		Introduction: 10mins	<ul style="list-style-type: none"> Introduces the lesson by reviewing the previous lesson on strategies for discipline in the language classroom 	<ul style="list-style-type: none"> Student teachers review lesson on strategies for discipline in the language classroom.
		Stage 1: 40mins	<ul style="list-style-type: none"> Brainstorms with student teachers on their observation from STS on some of the strategies English language teachers employ in the classroom. 	<ul style="list-style-type: none"> 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	<p>Using brainstorming techniques, guides student teachers to describe student-centred language environment</p> <p>Guides student teachers to identify the various steps involved in creating the student-centred language environment.</p>	<ul style="list-style-type: none"> Students teachers contribute to the discussion on the techniques that can be employed in a student-cantered language environment. Student teachers identify the various steps involved in creating student-centred language environment. 	
	Stage 3: 40mins	<p>Tasks student teachers to use the available gadgets to go online to search the YouTube for examples of student-centred language environment.</p> <ul style="list-style-type: none"> Discusses with student teachers their findings online. 	<p>Student teachers search online to find some examples of student-centred language environment.</p> <ul style="list-style-type: none"> Student teachers contribute to the discussions of their findings online. 	

		Stage 4: 40	Tasks student teachers in their mixed ability groups to demonstrate student-centered language classroom environment.	Student teachers in their mixed ability groups demonstrate student-centered language classroom environment.
		Conclusion: 10mins	Tutor/lecturer summarizes the lesson by laying emphasis on student-centred language classroom environment. 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 developed and how	<ul style="list-style-type: none"> • Digital literacy • 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, 1individual presentations (Core skills targeted are organizational strategies, management strategies and assessment) Assess learning outcomes (CLO 4, 5, 7)			
Teaching Learning Resources	<ol style="list-style-type: none"> 1. Managing the foreign language classroom - Iowa Research Online 2. Videos on language classroom organization 			
Required Text (core)	<p>Owu-Ewie, C. (2018). <i>Introduction to language teaching: A resource for language teaching</i> (Revised). Accra: Sam-Woode Ltd.</p> <p>Rodgers, B. (2015). <i>Classroom behavior: A practical guide to effective teaching, behavior management and colleague support</i>. London: Sage Publications Ltd.</p>			
Additional Reading List	<p>Hall, J. K. (2001). <i>Methods for Teaching Foreign Languages: Creating a Community of Learners in the Classroom 1st Edition</i>. New York: Pearson.</p> <p>Young, D. J. (1998). <i>Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere</i>. NY: McGraw-Hill Education</p> <p>Groves, E. Snr. (2009). <i>The Everything Classroom Management Book: A teacher's guide to an organized, productive, and calm classroom</i>. New York : F+W Media</p> <p>Wong, K. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). <i>The Classroom Management Book</i>. Mountain View, California: Harry K. Wong Publications</p>			
CPD Needs				

LESSON 5

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
Title of Lesson	Creating a student-centered language environment and making English language teaching interesting and motivating.							Lesson Duration	3								
Lesson description	The course helps student teachers develop appropriate English language classroom management skills including decision-making and problem-solving.																
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to student-centred language environment and motivating English language teaching																
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-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum										
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>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.</p>																
<ul style="list-style-type: none"> 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 	<p>The purpose of this lesson is to help students teachers to demonstrate knowledge of planning their classrooms, organizing and managing 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).</p> <p>2. It is also to help students-teachers to enjoy the design of the organization of their classrooms and to have interesting classroom environment for a positive, effective and efficient teaching and learning environment (NTS 3c)</p>																
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning outcomes			Learning indicators			Core and transferable skills										
	CLO: 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 inter-			Students will be able to: 1.3 Discuss the strategies of integrating theoretical concepts into English language classroom / instructional practices. 1.4 brainstorm the psychosocial behaviour of individuals in the English language classroom			<ul style="list-style-type: none"> It is likely that students-teachers may have challenges managing the skills relating to teaching and learning English language in their classrooms. Student teachers might also not possess the needed skills to organize their language classrooms in such a way that children can 										

	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. <ul style="list-style-type: none"> Core skills targeted include organizational strategies, management strategies and assessment) 	
Topic: Creating a student-centered language environment and making English language teaching interesting and motivating	Sub topic:	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Students Activity
		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.	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Discusses with student teachers their findings online. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Tasks student teachers in their mixed ability groups to demonstrate some of the motivating practices that makes English language environment interesting. 	<ul style="list-style-type: none"> student teachers in their mixed ability groups demonstrate some of the motivating practices that makes English language environment interesting. 	

		Conclusion: 10mins	Tutor/lecturer summarizes the lesson 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 developed and how	<ul style="list-style-type: none"> • Digital literacy • 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) Assess learning outcomes (CLO 4, 5, 7)			
Teaching Learning Resources	<ol style="list-style-type: none"> 1. Managing the foreign language classroom - Iowa Research Online 2. Videos on language classroom organization 			
Required Text (core)	Owu-Ewie, C. (2018). <i>Introduction to language teaching: A resource for language teaching</i> (Revised). Accra: Sam-Woode Ltd. Rodgers, B. (2015). <i>Classroom behavior: A practical guide to effective teaching, behavior management and colleague support</i> . London: Sage Publications Ltd..			
Additional Reading List	Hall, J. K. (2001). <i>Methods for Teaching Foreign Languages: Creating a Community of Learners in the Classroom 1st Edition</i> . New York: Pearson. Young, D. J. (1998). <i>Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere</i> . NY: McGraw-Hill Education Groves, E. Snr. (2009). <i>The Everything Classroom Management Book: A teacher's guide to an organized, productive, and calm classroom</i> . New York : F+W Media Wong, K. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). <i>The Classroom Management Book</i> . Mountain View, California: Harry K. Wong Publications			
CPD Needs				

LESSON 6

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12	
Title of Lesson	Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.				Lesson Duration	3
Lesson description	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 student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to how to manage the classroom atmosphere for effective teaching and learning in the previous lesson.					
Possible barriers to learning in the lesson	Students may lack knowledge on how to organise manage a multipurpose class to suit learning abilities of learners with varied learning needs.					
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.	<p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>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.</p>					
<ul style="list-style-type: none"> 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 the lesson is to help student teachers get an in-depth knowledge about legal, ethical and professional issues and concerns involved in classroom organisation, management and assessment with the aim of maintaining equity and inclusivity in the classroom. (NTS 1d, 2a: 12, 13)					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Core and transferable skills	
	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)		4.3 Identify policies of legal issues of the educational system in Ghana. 4.4 discuss the implications of legal and ethical policies to the organisation and management of English language classroom discuss the implication of professional issues to the organisation and management of English language classroom		<ul style="list-style-type: none"> Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy, 	

Topic	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.	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 lesson by asking student teachers to describe different categories of learners that they can find in the classroom taking physical and mental abilities into concern.	<ul style="list-style-type: none"> Student teachers mention different categories of learners in the classroom.
	1.classroom organisation and management	Stage 2: 20 mins	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Student teachers participate in the discussion. Student teachers identify ways of making the classroom convenient for all categories of learners.
		Stage3: 40mins	<ul style="list-style-type: none"> Tutorbrainstorms with student why it is necessary to make classroom convenient for all manner of learners. Tutorput student teachers in groups and tasks them to discuss why it is necessary to make the classroom convenient for all learners. 	<ul style="list-style-type: none"> Student teachers give their views of 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Tutor discusses with students the three dimensions of issues and concerns that must be taken into consideration when organizing and managing the classroom: <ol style="list-style-type: none"> Legal issues Ethical issues and Professional issues and concerns 	<ul style="list-style-type: none"> Student teachers contribute to the discussion
		Stage 4: 10mins Conclusion	<ul style="list-style-type: none"> Tutor summarizes the lesson than asks students teachers what they have learnt from the lesson 	<ul style="list-style-type: none"> Student teachers tell the class what they have learnt from the lesson and ask for clarifications.
Which cross cutting issues will be addressed or developed and how	<ul style="list-style-type: none"> Collaboration/ teamwork Creativity 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	<p>Summary of Assessment Method: Assessment for and as learning (One group-work presentation on models of curriculum development).</p> <p>Core skills targeted: communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesse(s) Learning Outcomes: Course learning outcome 1</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> Smartphones Laptops 			
Required Text (core)	<p>Owu-Ewie, C. (2018). <i>Introduction to language teaching: A resource for language teaching</i> (Revised). Accra: Sam-Woode Ltd.</p> <p>Rodgers, B. (2015). <i>Classroom behavior: A practical guide to effective teaching, behavior management and colleague support</i>. London: Sage Publications Ltd.</p>			
Additional Reading List	<p>Hall, J. K. (2001). <i>Methods for teaching foreign languages: Creating a community of learners in the classroom 1st Edition</i>. New York: Pearson.</p> <p>Young, D. J. (1998). <i>Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere</i>. NY: McGraw-Hill Education.</p> <p>Groves, E. Snr. (2009). <i>The everything classroom management book: A teacher's guide to an organized, productive, and calm classroom</i>. New York :F+W Media.</p>			
CPD Needs	Seminar on legal, ethical and professional issues involved in classroom organisation and management by an expert.			

LESSON 1

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	Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.				Lesson Duration	3
Lesson description	This lesson is to equip student teachers with both theoretical and practical comprehensive 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 knowledge, prior learning (assumed)	Student teachers have already been introduced to how to manage the classroom atmosphere for effective teaching and learning in the previous lesson.					
Possible barriers to learning in the lesson	Students may lack knowledge on how to organise manage a multipurpose class to suit learning abilities of learners with varied learning needs.					
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.	<p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>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.</p>					
<ul style="list-style-type: none"> 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 the lesson is to help student teachers get an in-depth knowledge about legal, ethical and professional issues and concerns involved in classroom organisation, management and assessment with the aim of maintaining equity and inclusivity in the classroom. (NTS 1d, 2a: 12, 13)					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Core and transferable skills	
	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		<ul style="list-style-type: none"> Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy, 	

Topic	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Students Activity
Analysis of classroom situations for law abiding issues taking into consideration equity and inclusivity.	<ul style="list-style-type: none"> classroom organisation and management Ethical issues of classroom organisation and management Professional issues of classroom organisation and management 			
	Introduction	10minutes	<ul style="list-style-type: none"> Tutor introduces the lesson by revising the previous lesson with student teachers through question and answer technique 	<ul style="list-style-type: none"> Student teachers answer questions and ask questions for clarification.
	Policies of legal issues of the educational system in Ghana.	Stage 1: 30mins	<ul style="list-style-type: none"> Tutor puts student teachers into task groups and tasks them to search online for <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Tutor puts student teachers into task groups and tasks them to search online for <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Tutor puts student teachers into task groups and tasks them to search online for <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Tutor assists student teachers to explore the implications of the legal, ethical and professional issues and concerns in the Ghana educational system 	<ul style="list-style-type: none"> Student teachers explore the implications of the legal, ethical and professional issues and concerns in the Ghana educational system
		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	<ul style="list-style-type: none"> Digital literacy Collaboration/ teamwork Equity 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	<p>Component one: COURSE WORK: 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) Weighting: 30 % Assesse(s) Learning Outcomes: Course learning outcome 1</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> Smartphones Laptops 			
Required Text (core)	<p>Owu-Ewie, C. (2018). <i>Introduction to language teaching: A resource for language teaching</i> (Revised). Accra: Sam-Woode Ltd. Rodgers, B. (2015). <i>Classroom behavior: A practical guide to effective teaching, behavior management and colleague support</i>. London: Sage Publications Ltd.</p>			
Additional Reading List	<p>Hall, J. K. (2001). <i>Methods for teaching foreign languages: Creating a community of learners in the classroom 1st Edition</i>. New York: Pearson. Young, D. J. (1998). <i>Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere</i>. NY: McGraw-Hill Education. Groves, E. Snr. (2009). <i>The everything classroom management book: A teacher's guide to an organized, productive, and calm classroom</i>. New York :F+W Media.</p>			
CPD Needs	Seminar on legal, ethical and professional issues involved in classroom organisation and management by an expert.			

LESSON 8

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Observation and analysis of student behaviour and expectations											Lesson Duration	3			
Lesson description	This lesson is to introduce student teachers to some unique behaviours that learners usually exhibit in class and explore possible interventions.															
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to some legal, ethical and professional issues in the educational system in Ghana.															
Possible barriers to learning in the lesson	Student teachers may see some unique behaviours that learners usually exhibit in class as their being just naughty or bad.															
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.	<p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>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.</p>															
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The purpose of the lesson is to help student teachers to explore explore and discuss some unique behaviours that learners usually exhibit in class and find ways and means to help such learners. (NTS, 1c, 1f: 12) 															
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators				Core and transferable skills								
	5. Observe, analyze and document student behavior to match an appropriate intervention strategy to change behavior in a desired direction (NTS, 1c, 1f: 12)			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.				<ul style="list-style-type: none"> Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy, 								

Topic	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Students Activity
Observation and analysis of student behaviour and expectations	<ul style="list-style-type: none"> Students' peculiar behaviours Expectations and interventions of student behaviour 	10minutes	<ul style="list-style-type: none"> Tutor introduces the lessons by asking student teachers to describe some attitudes of their mates or friends that they (dis)like 	<ul style="list-style-type: none"> Student teachers describe some attitudes of their mates or friends that they (dis)like
	Introduction to the course	10minutes	<ul style="list-style-type: none"> Tutor introduces the lessons by asking student teachers to describe some attitudes of their mates or friends that they (dis)like 	<ul style="list-style-type: none"> Student teachers describe some attitudes of their mates or friends that they (dis)like
	<ul style="list-style-type: none"> Students' peculiar behaviours and interventions 	Stage 1: 50mins	<ul style="list-style-type: none"> Tutor discusses with student teachers some unique behaviours that learners usually exhibit in class. 	<ul style="list-style-type: none"> Student teachers participate in the discussion by mentioning some unique behaviours that learners usually exhibit in class.
		Stage 2: 60mins	<ul style="list-style-type: none"> Tutor puts student teachers into groups and tasks them to explore and discuss some unique behaviours that learners usually exhibit in class. Tutor asks student teachers in each group to suggest ways and means of handling such behaviours. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Tutor asks the groups to present their findings to the class Tutor makes inputs where necessary. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Digital literacy Collaboration/ 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	<ul style="list-style-type: none"> Smartphones Laptops 			

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

LESSON 9

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	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 have been introduced to some legal, ethical and professional issues in the educational system in Ghana.															
Possible barriers to learning in the lesson	Student teachers may associate assessment with just test and examinations.															
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.	<p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>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.</p>															
<ul style="list-style-type: none"> 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															
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes				Learning Indicators				Core and transferable skills							
	7. Demonstrate knowledge of types and modes of assessment and their effects on teaching and learning (NTS 3k, 3l: 14)				7.1. Identify the various strategies for assessing learners proficiency in English language Identify the problems associated with such strategies and how to overcome such problems				<ul style="list-style-type: none"> Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy, 							

Topic Aims, types, modes and aspects of assessment	Sub topic <ul style="list-style-type: none"> • Aims of assessment • Types of assessment • Modes of assessment • Aspects of assessment • Problems of assessment 	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Students Activity
	Introduction to the lesson	10minutes	<ul style="list-style-type: none"> • Tutor introduces the lessons by asking student teachers how they will find out whether their set objectives have been achieved or not. 	<ul style="list-style-type: none"> • Student teachers mention how they will find out whether their set objectives have been achieved or not.
	<ul style="list-style-type: none"> • Aims of assessment 	Stage 1: 50mins	<ul style="list-style-type: none"> • Tutor asks students to discuss why they will engage in 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, ...). 	<ul style="list-style-type: none"> • Student teachers discuss the aims of assessment
		Stage 2: 60mins	<ul style="list-style-type: none"> • Tutor puts student teachers in groups to find online and discuss the types of assessment and present their finding to the class. 	<ul style="list-style-type: none"> • Student teachers, in groups, make presentations on types of assessment
	<ul style="list-style-type: none"> • Modes of assessment 	Stage 3: 50mins	<ul style="list-style-type: none"> • Tutor discusses the types of assessment with student teachers. 	<ul style="list-style-type: none"> • Student teachers contribute to the discussion
		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	<ul style="list-style-type: none"> • Digital literacy • Collaboration/ 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	<ul style="list-style-type: none"> • Smartphones • Laptops 			
Required Text (core)	Owu-Ewie, C. (2018). <i>Introduction to language teaching: A resource for language teaching</i> (Revised). Accra: Sam-Woode Ltd. Rodgers, B. (2015). <i>Classroom behavior: A practical guide to effective teaching, behavior management and colleague support</i> . London: Sage Publications Ltd.			

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

LESSON 10

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12	
Title of Lesson	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 have been introduced to some legal, ethical and professional issues in the educational system in Ghana.					
Possible barriers to learning in the lesson	Student teachers may associate assessment with just test and examinations.					
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.	<p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>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.</p>					
<ul style="list-style-type: none"> 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					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Core and transferable skills	
	7. Demonstrate knowledge of types and modes of assessment and their effects on teaching and learning (NTS 3k, 3l: 14)		7.1. Identify the various strategies for assessing learners proficiency in English language 7.2 Identify the problems associated with such strategies and how to overcome such problems		<ul style="list-style-type: none"> Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy, 	

Topic Aims, types, modes and aspects of assessment	Sub topic <ul style="list-style-type: none"> • Aims of assessment • Types of assessment • Modes of assessment • Aspects of assessment • Problems of assessment 	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Students Activity
	Introduction to the lesson	10minutes	<ul style="list-style-type: none"> • Tutor introduces the lessons by asking student teachers how they will find out whether their set objectives have been achieved or not. 	<ul style="list-style-type: none"> • Student teachers mention how they will find out whether their set objectives have been achieved or not.
	<ul style="list-style-type: none"> • Modes of assessment 	Stage 1: 50mins	<ul style="list-style-type: none"> • Tutor discusses the various modes of assessment with student teachers 	<ul style="list-style-type: none"> • student teachers contribute to discussion on the various modes of assessment
	<ul style="list-style-type: none"> • Aspects of assessment 	Stage 2	<ul style="list-style-type: none"> • Tutor brainstorms with student learners on the aspects of assessment (e.g. formative, summative, criterion, norm, ...). 	<ul style="list-style-type: none"> • Student teachers brainstorm and come out with the aspects of assessment.
	Problems of assessment	Stage 3	<ul style="list-style-type: none"> • Tutor leads student teachers to discuss the problems of assessment and how to solve the problems through leading and probing questions 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Digital literacy • Collaboration/ 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	<ul style="list-style-type: none"> • Smartphones • Laptops 			
Required Text (core)	Owu-Ewie, C. (2018). <i>Introduction to language teaching: A resource for language teaching</i> (Revised). Accra: Sam-Woode Ltd. Rodgers, B. (2015). <i>Classroom behavior: A practical guide to effective teaching, behavior management and colleague support</i> . London: Sage Publications Ltd.			
Additional Reading List	Hall, J. K. (2001). <i>Methods for teaching foreign languages: Creating a community of learners in the classroom 1st Edition</i> . New York: Pearson. Young, D. J. (1998). <i>Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere</i> . NY: McGraw-Hill Education. Groves, E. Snr. (2009). <i>The everything classroom management book: A teacher's guide to an organized, productive, and calm classroom</i> . New York :F+W Media.			
CPD Needs				

LESSON 1

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Assessment and teaching and learning											Lesson Duration	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 teachers may associate assessment with just tests and examinations.															
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.	<p>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.</p> <p>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</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>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.</p>															
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The purpose of the lesson is to help student teachers appreciate problems associated with assessment in the teaching and learning of the English Language and find interventions to problems associated with the assessment process. 															
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes				Learning Indicators				Core and transferable skills							
	7. Demonstrate knowledge of types and modes of assessment and their effects on teaching and learning (NTS 3k, 3l: 14)				7.1. Identify the various strategies for assessing learners proficiency in English language Identify the problems associated with such strategies and how to overcome such problems				<ul style="list-style-type: none"> Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy, 							

Topic	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Students Activity
Assessment and teaching and learning	• Advantages and disadvantages of assessment and their Impact on teaching and learning			
	Introduction to the lesson	10minutes	<ul style="list-style-type: none"> Tutor introduces the lessons by asking student teachers why they will want to do assessment. 	<ul style="list-style-type: none"> Student teachers mention why they want do assessment.
		Stage 1: 50mins	<ul style="list-style-type: none"> Tutor and student teachers discuss the advantages of assessment in English language teaching and learning. 	<ul style="list-style-type: none"> Student teachers contribute to the discussion on the advantages of assessment in English language teaching and learning
		Stage 2: 60mins	<ul style="list-style-type: none"> Tutor tasks student teachers to search for information on the internet on the disadvantages of assessment in English language teaching and learning. 	Student teachers search for information on the internet on the disadvantages of assessment in English language teaching and learning.
		Stage 3: 50mins	<ul style="list-style-type: none"> Tutor discusses with student teachers the impact of assessment on teaching and learning of English language 	Student teachers contribute to discussion on the impact of assessment on teaching and learning of English language
		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	<ul style="list-style-type: none"> Digital literacy Collaboration/ teamwork Individual research 			
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	<ul style="list-style-type: none"> Smartphones Laptops 			
Required Text (core)	Owu-Ewie, C. (2018). <i>Introduction to language teaching: A resource for language teaching</i> (Re-vised). Accra: Sam-Woode Ltd. Rodgers, B. (2015). <i>Classroom behavior: A practical guide to effective teaching, behavior management and colleague support</i> . London: Sage Publications Ltd.			

Additional Reading List	<p>Hall, J. K. (2001). <i>Methods for teaching foreign languages: Creating a community of learners in the classroom 1st Edition</i>. New York: Pearson.</p> <p>Young, D. J. (1998). <i>Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere</i>. NY: McGraw-Hill Education.</p> <p>Groves, E. Snr. (2009). <i>The everything classroom management book: A teacher's guide to an organized, productive, and calm classroom</i>. New York :F+W Media.</p>
CPD Needs	
Course Assessment	<p>Course Assessment Components</p> <p>¹Component 1: Subject Portfolio Assessment: (30% overall score)</p> <ul style="list-style-type: none"> • 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)
	<p>²Component 2: Subject Project (30% - overall semester score)</p> <ul style="list-style-type: none"> • 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%
	<p>Component 3: End of semester exams 40%</p>

¹ See rubrics on subject portfolio in Annex 6 of NTEAP

² See rubrics on project portfolio in Annex 6 of NTEAP

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