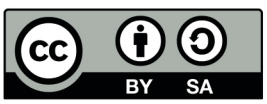
YEAR 1

SEMESTER 2

Four-Year B.Ed. Course Manual

COMMUNICATION SKILLS

The Government of Ghana



Published by the Ministry of Education; Ghana, under Creative Commons Attribution-ShareAlike 4.0 International License.

TABLE OF CONTENTS

FOREWORD ..... **iii**
ACKNOWLEDGEMENTS ..... **iv**
INTRODUCTION TO COURSE MANUALS ..... **v**

COURSE DETAILS **1**
THE VISION FOR THE NEW FOUR-YEAR B.ED. CURRICULUM 1
GOAL FOR THE SUBJECT OR LEARNING AREA 1
COURSE DESCRIPTION 1
KEY CONTEXTUAL FACTORS 1
CORE AND TRANSFERABLE SKILLS AND CROSS CUTTING ISSUES, INCLUDING EQUITY AND INCLUSION 2

LESSON 1
ACADEMIC DISCOURSE (THE CONCEPT OF COMMUNICATION AND FORMS) 9

LESSON 2
ACADEMIC DISCOURSE (BARRIERS TO EFFECTIVE COMMUNICATION) 13

LESSON 3
DEVELOPING LANGUAGE SKILLS (ACADEMIC LISTENING) 19

LESSON 4
DEVELOPING LANGUAGE SKILLS (ACADEMIC SPEAKING) 24

LESSON 5
DEVELOPING LANGUAGE SKILLS
(DEVELOPING READING SKILLS - TYPES AND EXAMPLES OF READING) 29

LESSON 6
DEVELOPING LANGUAGE SKILLS – ACADEMIC READING
(DEVELOPING CRITICAL AND ANALYTIC READING) 33

LESSON 7
DEVELOPING LANGUAGE SKILLS –TYPES AND EXAMPLES OF ACADEMIC WRITING 37

LESSON 8
PROCESSES IN ACADEMIC WRITING (PRODUCT AND PROCESS) 41

LESSON 9
DEVELOPING CRITICAL WRITING SKILLS 45

LESSON 10
STUDY SKILLS (NOTE TAKING AND NOTE MAKING) 49

LESSON 11
STUDY SKILLS (TIME MANAGEMENT AND EXAMINATION PREPARATION SKILLS) I 54

LESSON 12
DOCUMENTING (REFERENCING) SOURCES 59

FOREWORD

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

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

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

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

Professor Mohammed Salifu
Director General,
Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

Core Writing Team

Prof. Ruby Hanson	**Science**
Dr. Vincent Anum Ankamah-Lomotey	
Mr. Jonathan Ayelsoma Samari	
Prof. Victor Antwi	
Prof Reuben Tamakloe	
Dr. Ernest I.D. Ngman-Wara	
Prof. Darmian K. Mereku	**Mathematics**
Prof. Christopher A. Okpoti	
Mr. Ahmed K. Amihere	
Mr. Zakaria A. Sadiq	
Prof. Reginald Ocansey	**Physical Education and Music and Dance**
Prof. Cosmas W.K. Mereku	
Dr. Mawuyram Quessie Adjahoe	
Dr. Harriet Naki Amui	
Dr. Emmanuel Osei Sarpong	
Dr. Ephrem K. Kwaa-Aidoo	**ITC**
Mr. Victor King Anyanful	

Dr. Winston Abroampa	**Pedagogy**
Prof. Samuel Kweku Hayford	
Prof. Imoro Braimah	
Prof. Anthony Donkor	
Dr. Maxwell Kwesi Nyatsikor	
Mr. Kweku Esia-Donkoh	
Dr. Paul Kwadwo Addo	
Dr. Yaw Nyadu Offei	
Prof. Charles Owu-Ewie	**Literacy and Language and Communication Studies**
Mr. Robert Quansah	
Mr. Kwasi Adomako	
Dr. Yvonne A.A. Ollennu	
Mr. Richard Bampoh Addo	
Dr. Salome Praise Otami	
Dr. Jemima Anderson	
Dr. Sarah Emma Eshun	
Dr. Mrs. Cecilia Esinam E. Agbeh	**French**
Mr. Ibrahim Osmanu	
Mr. Felix A. Odonkor	

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 CoEs 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 topics 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 topics for weekly PD meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, in order 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 …….....

COMMUNICATION SKILLS

COURSE DETAILS							
Course name	COMMUNICATION SKILLS						
Pre-requisite	Introduction to language and literacy studies						
Course Level	100	**Semester**	1	**Course Code**		**Credit Value**	3

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.

GOAL FOR THE SUBJECT OR LEARNING AREA

The literacy studies program is designed to train effective teachers who are able to support all learners in communicating effectively through speaking, listening, reading and writing so that they can achieve success in education, develop into lifelong learners and improve literacy for all of Ghana's children.

COURSE DESCRIPTION

This is an introductory course for all new student teachers. It is designed to help student teachers to develop effective language and study skills for their academic work; improve their vocabulary, become familiar with the conventions of standard English Language usage and develop strategies for preparing for and taking examinations. The course also aims at equipping student teachers with the mechanical skills for academic writing and reading. Additionally, the course will develop student teachers' skills for communicating effectively in both the academic environment and classroom context. The course will offer student teachers the opportunity to visit schools and to acquaint themselves with how teachers communicate with their learners. It will identify the challenges student teachers may face and introduce the requisite skills to manage their time effectively and plan for their studies. Furthermore, the course will offer student teachers the opportunity to apply appropriate technology to use and access information to improve their communicative competence.

The course will be delivered through learner-centred teaching strategies like discussions, self-study, think-pair-share, observations, videos/audio-visual, group/individual work, etc. Such approaches will be employed taking into consideration all manner of learners. Student teachers who take the course will be assessed through: report writing, assignments, group work, school visits/observation, quizzes, examinations and class participation. The course seeks to fulfil the following National Teachers Standards (NTS) and National Teacher Education Curriculum Framework (NTECF) requirements: NTS 1a, b; 2e, and 3 b, e, i, j, and NTECF bullets 5. 9; p.25.

KEY CONTEXTUAL FACTORS

Effective communication by teachers is crucial for effective communication with their learners and stakeholders. Additionally, teaching student teachers to speak, listen, read and write for academic and professional purposes have received little attention. These skills are crucial in student teachers' academic and professional endeavour. However, these key components are de-emphasised in the current teacher-training curriculum. This has affected student teachers' ability to communicate effectively in their academic work and with their learners in the classroom. There is the misconception that once student teachers take courses in English their communication skills will improve but this is not always the case. The aim of the course therefore is to train student teachers to possess good communication skills and to apply them in their academic work and in their classroom as teachers.

CORE AND TRANSFERABLE SKILLS AND CROSS CUTTING ISSUES, INCLUDING EQUITY AND INCLUSION

- Critical thinking and problem solving
- Collaboration
- Communication
- Observation and Enquiry skills
- Digital literacy
- Cultural and linguistic diversity and inclusion

Course Learning Outcomes	Learning Indicators
1. Demonstrate knowledge and understanding of the nature of academic communication. (NTECF bullet 9, p.25).	• Explain the process and forms of communication. • Discuss barriers to communication in academic writing. • State strategies for overcoming barriers to effective communication.
2. Demonstrate knowledge and understanding of academic listening and speaking and apply them to improve their academic communication and professional work as would be teachers. (NTS 2c)	• Identify the types of listening and speaking in academic communication. • Identify the role of listening and speaking in academic communication. • Use appropriate listening and speaking strategies in their academic communication and professional life.
3. Develop critical and analytic thinking skills in reading and apply them to improve their communication in their academic environment and professional work. (NTS 3e).	• Identify different types of reading in academic communication. • Use appropriate reading strategies and types for targeted academic purposes. • Exhibit enhanced critical and analytical reading abilities in their academic communication. • Use appropriate reading strategies in their academic communication and professional life.
4. Develop good academic writing skills to improve their communication in the academic environment and professional work as would be teachers (NTS 1a).	• Identify types of academic writing. • Identify the features of the various academic writings. • Identify the processes involved in academic writing (Product and Process writing). • Discuss various ways of developing critical writing. • Write a report on their school visit on how teachers develop critical writing skills among learners and how to improve their professional skills in developing writing as would be teachers.
5. Demonstrate knowledge and understanding of study skills and apply them in their studies to enhance their professional development. (NTS 1b).	• Take and make brief but comprehensive notes from lessons taught or materials read. • Use the internet to gather information on topics discussed in class for studies. • Identify and pick out salient information from books, articles, lessons and online materials. • Make a daily routine chart to manage daily academic life. • Develop appropriate strategies to prepare for lectures and examinations and develop their professional competence as would be teachers.

Course Learning Outcomes	Learning Indicators
6. Demonstrate knowledge and skills in citing and making reference to academic documents and apply them in their writing by use of appropriate technology (e.g. computer applications (NTS 3b, j and NTECF bullet 8, p. 25)	• Make in-text citation and references to sources of materials used in writing academic essays/term papers and projects/reports. • Use appropriate technology as tool to search for information and write references.

1. Course Content

Unit/ Week	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	Academic Discourse	1.1 Nature of academic communication 1.1.1 What is communication (review) 1.1.2. Forms of Communication in an academic environment 1.1.3. Barriers to effective Communication in academic writing 1.1.4. Overcoming the barriers to effective communication in academic writing	**1. Discussion** (Tutor introduces the topic and leads class in discussion on the concept and forms of communication). **2. Graphic organiser/concept mapping** (student teachers make a concept map of the barriers to effective communication in their academic and social life). **3. Brainstorming and class presentation** (student teachers are put in groups to brainstorm on how to overcome the barriers of communication and make class presentation). **4. Checklist** (student teachers complete checklist to see if lesson objectives are met).
2	Developing language skills (listening and speaking)	2.1 Academic listening 2.1.1 Types of listening 2.1.2 Importance of listening 2.1.3 Academic listening skills (evaluate information, organise information, predict information) 2.1.4 Academic listening strategies 2.2 Academic speaking 2.2.1 Types of speaking 2.2.2 Importance of speaking 2.2.3 Academic speaking skills (evaluate information, organise information predict information) 2.2.4 Academic speaking strategies.	**1. Discussion** (Tutor introduces lesson on types of listening and speaking and uses leading and probing questions for class discussion on types of listening and speaking. **2. Think-pair-share** (lead class to think-pair-and share information on importance of listening and speaking in effective communication. **3. Group work** (put student teachers in groups and let them work on academic listening and speaking skills and strategies in academic communication). **4. Video** (show YouTube video on academic listening and speaking and lead student teachers in discussion what was viewed and how they can apply such activities in developing the listening and speaking skills of their learners in the classroom.)

Unit/ Week	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
3	Developing language skills (reading)	3. 1 Types of reading 3.1.1. Intensive reading 3.1.2. Extensive reading 3.1.3. Skimming 3.1.4. Scanning 3.2. Developing critical and analytic reading 3.2.1. Monitoring reading 3.2.2. Metacognition 3.2.3. Graphic and semantic organisers 3.2.4. Critical reading for information 3.2.5. Generating questions	1. **Group work** (student teachers work in groups and brainstorm and look for information on types of reading and how they promote academic communication). 2. **Practical work** (student teachers are given reading texts to practice the various reading types). 3. **Discussion** (teacher leads class discussion on how to develop critical and analytic reading skills). 4. **In addition to this,** tutors should use any appropriate learner-centred approach that takes into consideration all diverse learners and ensure that student teachers are involved in the learning process and how to develop such approaches in their work with pupils in school.
4	Developing language skills (Academic writing)	4.1. Types of writing 4.1.1. Types of writing (Argumentative, Cause and effect, Compare and contrast, Evaluative and Summary 4.1.2 Features of types of writing 4.2. Processes in academic writing 4.2.1 Product writing 4.2.2 Process Writing 4.2.2.1. Prewriting (planning/finding information). 4.2.2.2 Writing (drafting, Revising and Editing). 4.2.2.3. Final product 4.3. Developing critical writing 4.3.1. Developing arguments 4.3.2. Summarising and paraphrasing 4.3.3. Structuring and sequencing 4.4.4. Paragraph development	1. **Research and presentation** (student teachers discuss the various types of writing in academic setting assigned to them and make presentation to class). 2. **Video** (teacher shows a video of a teacher presenting the processes involved in academic writing to student teachers and leads them to identify the steps involved in process writing). 3. **Practical Work** (student teachers are made to select topic and write essays following the steps involved in process approach to writing). 4. **Self-study** (individual student teachers research on components of critical writing and write essays and submit for peer/teacher evaluation). 5. **Practical activity** (student teachers are presented with texts and asked to paraphrase and summarise them). 6. **Discussion** (teacher leads class discussion on grammar, how it affects effective writing and how learners can minimise grammatical and punctuation errors in their academic writing). 7. **Problem solving** (student teachers identify and resolve grammatical errors in a given text).

Unit/ Week	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
5	Developing Study Skills	5.1 Study skills 5.1.1. Note-taking and note making 5.2. Gathering relevant materials and studying for information 5.3. Time management 5.4. Examination preparation skills	1. **Discussion** (teacher lead discussion using leading and probing questions taking into consideration all manner of learners). 2. **Oral tapes/videos** (student teachers listen to oral tapes/videos and take notes of the main ideas presented). 3. **Group work** (student teachers are put into mixed groups to use appropriate technology to gather specific information and present to class bringing out main ideas in material read). 4. **Graphic organiser/concept mapping** (student teachers use appropriate technology to design graphic organisers/concept map to plan their time for their individual daily and weekly activities/routines. 5. **Observation** (student teachers visit schools to see how pupils study skills are developed and write short reports on this and on how they can transfer study skills they have developed to their 'would be' learners: opportunity to share in class). 6. **Self-study** (student teachers reflect on how they plan for examinations and share with class).

Unit/ Week	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
6	Documenting (Referencing) Sources	6.1 In-text citations and Referencing 6.1.1. In-text citation, 6.1.2 References (APA) and bibliography 6.2 Using technology in information search and referencing	1. **Lecture and discussion** (teacher introduces the topic on documenting sources and use leading and probing question to lead student teachers to discuss the topic). 2. **Student teachers are introduced to term papers**/thesis/project writing templates on the computer). 3. **Group work** (student teachers work in assigned groups to work on different topics e.g. ethical issues in research, plagiarism etc. and make presentation to class). 4. **Research and Presentation** (student teachers search for information online and books on how to reference different forms of materials used in writing academic papers). 5. **Practical work** (student teachers write academic essays which require in-text citation and referencing).

2. Teaching and Learning Strategies

This course will be taught in a one 3-hour session each week.

- Group work
- Demonstrations
- Think, pair and share
- School visits
- Discussion
- Concept mapping
- Individual work and presentation
- Teacher modelling
- Brainstorming
- Questioning

3. Course Assessment Components

Component 1: COURSEWORK

Summary of Assessment Method: Assessment of learning
Presentation and 1500 word report:
Group presentation with individual reports from each student teacher on forms of communication and developing language skills. Each student to focus on developing one of : reading or writing or speaking or listening .
(Core skills addressed include communication, creativity, teamwork/collaboration, inclusivity, observation and inquiry skills, digital literacy)
Weighting: 30%
Assesses Learning Outcomes: Course Learning outcomes measured 1, 2, and 5
NTS
2e) Understands how children develop and learn in diverse contexts and applies this
in his or her teaching.
2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

Component 2: Examination

Summary of Assessment Method:
End of semester examination, questions based on all course learning outcomes
Weighting: 40 %
Assesses Learning Outcomes: Course learning outcomes measured: all
NTS 2c) Gas secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.

Component 3: COURSEWORK

Summary of Assessment Method: Summary of Assessment Method: Report, assessment for learning
Student teachers write a report on how pupils' study skills and communication skills are developed in school and include how they can transfer study skills they have developed to their 'would be' learners: opportunity to share in class). (core skills targeted are inclusivity, communication, critical thinking, observation and inquiry skills, digital literacy, team work)
Weighting: 30%
NTS
1a) Critically and collectively reflects to improve teaching and learning.
2b)Has secure content knowledge, pedagogical knowledge and pedagogical content
knowledge for the school and grade they teach in.
2d) At pre-primary and primary the teacher knows the curriculum for the years
appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction
Assesses Learning Outcomes: Learning Outcomes to be measured 2 4

4. Required Reading List

Lockwoode, R. B. & Folse, K. S. (2017). Four Points Speaking for Academic Purpose. Ann Arbor: Michigan University Press.

Byrnes, J. P. & Wasik, B. A. (2008). Language and Literacy Development: What Educators need to know. New York, NY: Guilford Press.

Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Samwoode Publishers.

Additional Reading Lists:

Ajmani, J. C. (2012). Good English: Getting it right. New Delhi: Rupa Publications. [Chapter 1]
APA (2010). A guide to APA referencing (6th edition). Washington DC: American Psychological Association.

Berko Gleason, J. (ed) (2005). The development of language (6thed). Needam Heights, MA: Pearson
Carroll, M. J., Bowyer-Crane, C., Duff, F. G., Hulme, C. & Snowling, M. J. (2011). Developing language and literacy: effective intervention in the early years. West Sussex, UK: Wiley-Blackwell.

Hasson, G. (2012). Brilliant communication skills: What the best communicators know, do and say. Upper Saddle River, New Jersey: Pearson Education.

Lockwoode, R. B. & Folse, K. S. (2017). Four Points Speaking for Academic Purpose. Ann Arbor: Michigan University Press.

Machado, J. M. (2016). Childhood Experiences in language arts. Boston: Cengage Learning.
Muchnick, C. (2011). The everything guide to study skills: Strategies, types and tools you need to succeed in school. Avon, MA: F+W Media Inc.

Oshina, A. & Hogue, A. (2006). Writing academic English. NY: Longman Press
Owens, R. E. (2001). Language development: An introduction (5thed). New York: Merrill.

Salehzadeh, J. (2005). Academic listening strategies. Ann Arbor: Michigan University Press
Saxton, M. (2017). Child language: Acquisition and development. Thousand Oaks, CA: Sage Publications.

5. Teaching and Learning resources

- Computer/laptop
- Projector
- Smartphones
- Tablets
- TV and Radio
- Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA)
- The iBox (CENDLOS)
- Language lab
- sample academic writings

6. Course related professional development for tutors/lecturers

See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 1

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	**Academic Discourse (The concept of communication and forms)**					**Lesson Duration**	**3 hours**
Lesson description	This lesson introduces the student teacher to the nature of academic communication. It also defines and discusses what communication is and the forms of communication in an academic environment.						
Previous student teacher knowledge, prior learning (assumed)	The student teacher can explain language and they have been writing academic texts.						
Possible barriers to learning in the lesson	Poor English language background. Poor academic writing skills. Large class size.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, think-pair-share, etc. This can be tutor and / or student teacher-led. It should not usually be the main mode. **Practical Activity:** enable experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities. **Seminars:** generate group and individual creativity, discussion and reflection. This will be student and / or tutor-led. **E-learning opportunities:** involves 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.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Demonstrate knowledge and understanding of the nature of academic communication (reading and writing). (NTECF bullet 9, p.25).	• Explain the process and forms of communication. • Discuss effective academic writing skills using discipline specific language.	• Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy.

Topic:	**Sub-Topic:**	**Stage/ time**	**Teacher Activity**	**Student Activity**
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher led collaborative group work or independent study.				
Academic Discourse		Introduction: 10 minutes	**Question and answer** Guide student teachers to review their knowledge on language and communication through questioning. (PDP Theme 2, P. 11).	Student teachers respond to questions asked by the tutor to review their knowledge on language in particular and communication in general.
	What is communication?	Stage 1: 30 mins	**Class Discussion** Guide student teachers using probing and thought- provoking questions to discuss the various definitions of communication to come out with an acceptable definition of their own. Encourage student teachers to contribute to the discussion. (PDP Theme 3, P. 64).	Student teachers answer questions and contribute to class discussion on the definitions of communication by using available technology and books to look for information on the topic. Student teachers come out with their own acceptable definition of the concept.

	Forms of Communication in an academic environment	Stage 2: 80 mins	**Group Work** Group student teachers and assign each group the task of discussing forms of communication. Encourage student teachers to use available technology and books where necessary. Later, ask student teachers to do oral presentation for peer and tutor comments. (PDP Theme 4, P. 79).	Each of the groups discusses their views on the forms of communication using online information and books and makes oral presentation to the class for peer and tutor comments.
	Nature of academic communication	Stage 3: 40 mins	**Brainstorming** Guide student teachers to brainstorm in groups on the nature of academic communication using probing and leading questions and later ask student teachers to share information for comments. (PDP Theme 3, P. 64). Encourage student teachers to use available technology where necessary. Let student teachers discuss how this lesson will help them in their communication in the classroom as would be professionals.	Student teachers brainstorm in groups using available technology to look for information on what characterises academic communication and later share their information with the entire class for discussion. Student teachers discuss how this lesson will help them in their communication in their communication in the classroom as would be professionals.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
		Closure/ Conclusion: 20 mins	Tutor employs question and answer technique to recap and close the lesson. Tutor gives feedback to student teachers' questions. (PDP Theme 2, P. 7. Assignment: Put student teachers in groups to read about barriers to effective communication from the relevant pages of the core reading text and online sources in preparation for the next lesson.	**Face-To-Face** Answer the questions asked by the tutor/ lecturer. Student teachers also ask questions for clarification. In groups, student teachers read about barriers to effective communication. Student teachers prepare a PowerPoint presentation with the information gathered to share in the next lesson.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Summary of Assessment Method: Assessment for learning (group presentation written from the oral presentation on forms of communication (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1 (NTCEF bullet 9) towards assessment component 1
Teaching Learning Resources	• Smartphones. • Laptops. • Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA). • The iBox (CENDLOS).
Required Text (core)	Ajmani, J. C. (2012). Good English: Getting it right. New Delhi: Rupa Publications. [Chapter 1]
Additional Reading List	*Hasson, G. (2012). Brilliant communication skills: What the best communicators know, do and say. Upper Saddle River, New Jersey: Pearson Education. [Part1-Chapter 1],*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 2

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	12 3 4 5 6 7 8 9 10 11 12

Title of Lesson	**Academic Discourse (Barriers to effective communication)**					**Lesson Duration**	**3 hours**
Lesson description	This lesson builds on communication and the different forms of communication as discussed in the previous lesson. In this lesson, barriers to effective communication will be discussed as well as ways of overcoming these barriers. This will equip student teachers with skills to communicate effectively in academic discourse and in their professional life as classroom teachers.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to the meaning and forms of communication. Student teachers' own experiences of communication will be essential to draw upon.						
Possible barriers to learning in the lesson	Students may not be aware about the barriers that affect effective communication.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** discussion. **Independent study:** individual reflections and reading assignment. **Seminar:** group presentations. **E-learning opportunity:** use of mobile phones and searching for information online.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Demonstrate knowledge and understanding of the nature of academic communication. (NTECF bullet 9, p.25).	• Discuss barriers to communication in academic writing. • State strategies for overcoming barriers to effective communication.	• Core skills targeted include self-reflection, communication, critical thinking, collaboration, observation and enquiry skills and digital literacy.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher-led, collaborative group work or independent study.				
Academic Discourse		Introduction: 10 mins	**Questioning and answering** Recap the previous lesson using the 'verbal basketball' technique [one person answers a question and 'throws' the question to another person].	Student teachers share what they remember from the previous lesson and calls another student from the class to also share what he/ she remembers.
	Barriers to effective communication	Stage 1: 50 mins	**Group Work** Tutor/lecturer begins the lesson by presenting a spider diagram with 'barriers to effective communication' in the centre and asks student teachers to identify the barriers. Tutor invites each group to share their findings with class through PowerPoint presentations. (PDP Theme 4, P. 79). Tutor/lecturer summarizes the presentations and guides student teachers to pick out the key barriers to effective communication to complete the provided spider diagram.	Student teachers form groups and search for information online on barriers to communication. Each group presents their findings about barriers to effective communication in a PowerPoint to class. Each presentation is followed by peer and tutor comments. Student teachers work with tutor/ lecturer to identify key barriers to effective communication from the group presentations. These barriers are used to complete the blank spaces on the provided spider diagram.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Overcoming barriers to effective communication	Stage 3: 40 mins	**Class Discussion** Put student teachers into mixed groups to identify ways of overcoming barriers to effective communication and orally present to class for discussion. Use probing and thought-provoking questions to enhance participation in the discussion (PDP Theme 4, P. 25). Ask student teachers to identify which of the identified barriers to effective communication might also act as barriers for pupils' communication in the school and how this will improve their communication in the classroom as professional teachers.	In mixed groups, student teachers brainstorm on ways of overcoming the barriers identified and share their ideas in a whole class for discussion. Student teachers to identify which of the identified barriers to effective communication might also act as barriers for pupils' communication in the school and how this will improve their communication in the classroom as professional teachers.
		Stage 4: 30 mins	**Independent study** Ask student teachers individually to reflect on their own communication to identify barriers and ways of overcoming such barriers. Allow time for student teachers to record these as part of their reflective journal (PDP Theme 9, P. 21).	Student teachers reflect on their own communication practices to identify barriers in their communication and ways of overcoming those barriers to improve their communication. Student s record these in their reflective journals.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
		Stage 5: 20 mins	**Practical work** Tutor give a piece of writing to student teachers to identify issues in the text, which obstruct effective communication in the text and suggest how the text can be made to enhance effective communication.	Student teachers read a piece of writing text provided by the tutor to identify issues in the text which make obstruct effective communication in the text and suggest how the text can be made to enhance effective communication.
		Closure/ Conclusion: 10 mins	Ask student teachers to summarize the lesson orally, highlighting the key points raised. Tutor responds to questions from student teachers for clarification. Follow-up: Ask student teachers to read about 'types of reading' in preparation for the next lesson.	Student teachers summarize the lesson by highlighting the key points raised in the lesson. Student teachers ask questions they may have for clarification. Student teachers prepare ahead of the next lesson by reading about 'types of reading' from the relevant pages of the core reading text and online sources.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Summary of Assessment Method:** Assessment of learning (Homework assignment on the barriers to effective communication (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1 (NTECF bullet 9)Continued preparation for Assessment Component 1
Teaching Learning Resources	• PowerPoint slides. • Projector. • Laptops. • Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA).
Required Text (core)	*Ajmani, J. C. (2012). Good English: Getting it right. New Delhi: Rupa Publications. [Chapter 7 and 8]*
Additional Reading List	*Hasson, G. (2012). Brilliant communication skills: What the best communicators know, do and say. Upper Saddle River, New Jersey: Pearson Education. [Chapters 5 and 8].*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 3

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	12 3 4 5 6 7 8 9 10 11 12

Title of Lesson	**Developing language skills (Academic Listening)**					**Lesson Duration**	**3 hours**
Lesson description	This lesson primarily deals with academic listening. It focuses on types of listening and the importance of listening. The lesson also deals with academic listening skills and strategies.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to barriers to communication and how to overcome such barriers in their own communication.						
Possible barriers to learning in the lesson	Students may be unaware that listening is not the same as hearing and of listening specific skills and strategies for listening.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** give opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, think-pair-share, etc. This can be tutor and / or student teacher-led. It should not be the only mode. **Practical activity:** enable experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities. **Seminars:** generate group and individual creativity, discussion and reflection. This will be student teacher and / or tutor led. **E-learning opportunities –** involve 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.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Demonstrate knowledge and understanding of academic listening and speaking and apply them to improve their academic communication and professional work as would be teachers.	• Identify the types of listening in academic communication. • Identify the role of listening in academic communication. • Use appropriate listening strategies in their academic communication and professional life.	Core skills targeted include self-reflection, communication, critical thinking, collaboration, observation, enquiry skills and digital literacy.

Topic:	**Sub-Topic:**	**Stage/ time**	**Teacher Activity**	**Student Activity**
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher-led, collaborative group work or independent study.				
Developing language skills (listening and speaking)		Introduction: 10 mins	Through question and answers, tutor asks student teachers to recap the previous lesson on barriers to communication and overcoming the barriers. Tutors gives an overview of the day's lesson by highlighting the key things under academic listening that will be discussed.	Student teachers recap the previous lesson on barriers to communication and overcoming the barriers by responding to questions from the tutor. Student teachers make notes of key points to be discussed in this lesson.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Types of listening	Stage 1: 40 mins	**Discussion** Tutor introduces lesson for the day on types of listening and engages the class in a discussion about the types of academic listening. Tutor uses leading and thought-provoking questions to encourage student teachers' participation in the discussion, including the difference between effective listening for academic and professional purposes.	Student teachers listen critically to the introduction and engage in class discussion about the types of academic listening by responding to questions from tutor and other colleagues. Student teachers also discuss the differences between academic listening and listening for professional purpose as teachers.
	Importance of listening in academic communication	Stage 2: 40 mins	**Think-Pair-Share** Tutor asks student teachers to individual look for information on the importance of listening in academic communication from the internet and books. Ask student teachers to pair up and share their findings with a partner and then share the findings with the entire class in the form of discussion. During the whole class discussion, tutor encourages student teachers to comment on the findings of their colleagues.	Student teachers individually use the internet and available books to look for information on the importance of listening in academic (and professional) communication. Student teachers pair up to share their findings with a partner and later share with the entire class. Student teachers comment on each other's findings during the whole class discussion.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Academic listening skills and strategies School Visit	Stage 3: 80 mins	**Group work** Tutor shows a YouTube video clip on academic listening. Tutor puts class into small groups and assign some groups with looking for information on academic listening skills while other groups look for information on academic listening strategies. Tutor encourages student teachers to use available technology, books and information from the video shown to find information for the area assigned to them. Tutor asks the groups to make PowerPoint presentation on the areas assigned to them. **Practical Activity:** Tutor plays a recorded speech and asks student-teachers to write the main ideas from the speech for class discussion Ask student teachers to observe how teachers are supporting learners to develop listening skills and then write a brief report on their observations for class discussion in the next lesson. Review with student teachers the key things they might look out for in their observations and how best to make a note-based report on this for discussion during the following lesson.	Student teachers watch YouTube video clip on academic listening and take notes of key points for later group work. In groups, student teachers use information from the video shown, available online sources and books to look for information for their assigned task. Student teachers make PowerPoint presentations on the information gathered for their task. Student teachers listen to a recorded speech and write down the main ideas from the speech for class discussion. Student teachers observe in classrooms how teachers are supporting their learners to develop their listening skills. Student teachers write a note-based report on their observation. To report back in the next lesson for discussion.

		Closure/ Conclusion: 10 mins	Tutor asks student teachers to write down the key points from the lesson to share with others. Tutor asks student teachers to read on academic (and professional) speaking from online sources and the required textbook in preparation for the next lesson.	Student teachers write down key points from the lesson and share with others. Student teachers prepare for the next lesson by reading on academic and professional speaking from online sources and the required textbook.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Summary of Assessment Method:** Assessment as learning (write report on observation on how teachers are supporting learners to develop listening skills) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 2 (NTS 2c) Continued preparation for Assessment Component 1 NTS to be assessed is NTS 2c 2c, Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Teaching Learning Resources	• PowerPoint slides • Projector • Laptops • YouTube video on academic listening • Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA).
Required Text (core)	*Salehzadeh, J. (2005). Academic listening strategies. Ann Arbor: Michigan University Press [Unit 1 - 3].*
Additional Reading List	*Ajmani, J. C. (2012). Good English: Getting it right. New Delhi: Rupa Publications. [Chapter 7 and 8].* *Hasson, G. (2012). Brilliant communication skills: What the best communicators know, do and say. Upper Saddle River, New Jersey: Pearson Education. [Chapters 5 and 8].*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 4

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	12 3 **4** 5 6 7 8 9 10 11 12

Title of Lesson	**Developing language skills (Academic Speaking)**					**Lesson Duration**	**3 hours**
Lesson description	This lesson primarily deals with academic speaking. It focuses on types of speaking and the importance of speaking. The lesson also deals with academic speaking skills and strategies.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to academic listening skills and strategies in the previous lesson.						
Possible barriers to learning in the lesson	Large class size.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** give opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, think-pair-share, etc. This can be tutor and / or student teacher-led. It should not be the main mode. **Practical Activity:** enable experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities. **Seminars:** generate group and individual creativity, discussion and reflection: student and / or tutor led. **E-learning opportunities –** involve 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.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Demonstrate knowledge and understanding of academic listening and speaking and apply them to improve their academic communication.	• Identify the types of speaking in academic communication. • Identify the role of speaking in academic communication. • Use appropriate speaking strategies in their academic communication and professional life.	Core skills targeted include self-reflection, communication, critical thinking, collaboration, observation and enquiry skills and digital literacy.

Topic:	**Sub-Topic:**	**Stage/ time**	**Teacher Activity**	**Student Activity**
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher-led, collaborative group work or independent study.				
Developing language skills (listening and speaking)		Introduction 20 mins	Discuss with student teachers about how teachers support learners to develop listening skills from the report from their school visit. Tutors gives an overview of the day's lesson by highlighting the key things under academic (and professional) speaking that will be discussed.	Student teachers discuss their note-based report from school visit with tutor on how teachers support learners to develop listening skills. Feedback on key points from discussion in class. Student teachers make notes of key points to be discussed in this lesson.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Types of Speaking	Stage 1: 30 mins	**Discussion** Tutor introduces lesson for the day on types of speaking and engages the class in a discussion about the types of speaking. Tutor uses leading and thought-provoking questions to encourage student teachers' participation in the discussion.	Student teachers listen critically to the introduction and engage in class discussion about the types of academic (and professional) speaking by responding to questions from tutor and other colleagues.
	Importance of speaking in academic communication	Stage 2: 40 mins	**Think-Pair-Share** Tutor asks student teachers individually to look for information on the importance of speaking in academic communication from the internet and books. Ask student teachers to pair up and share their findings with a partner and then share the findings with the entire class in the form of discussion. During the whole class discussion, tutor encourages student teachers to comment on the findings of their colleagues.	Student teachers individually use the internet and available books to look for information on the importance of speaking in academic communication. Student teachers pair up to share their findings with a partner and later share with the entire class. Student teachers comment on each other's findings during the whole class discussion.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Academic speaking skills and strategies	Stage 3: 80 mins	**Group work** Tutor shows a YouTube video clip on academic speaking. Tutor puts class into small groups and assign some groups with looking for information on academic speaking skills while other groups look for information on academic speaking strategies. Tutor encourages student teachers to use available technology, books and information from the video shown to find information for the areas assigned to them. **Practical Activity:** Tutor asks the groups to make oral presentation on the areas assigned to them.	Student teachers watch YouTube video clip on academic speaking and take notes of key points for later group work. In groups, student teachers use information from the video shown, available online sources and books to look for information for their assigned task. Student teachers make oral presentations on the information gathered for their task.
	School Visit		Ask student teachers to observe how teachers are supporting learners to develop speaking skills and make notes on their observations and how they will use such skills in their classroom teaching for their portfolio.	Student teachers observe in classrooms how teachers are supporting their learners to develop their speaking skills. Student teachers make notes on their observations and on how they will apply such skills as professional teachers to benefit their learners for their portfolio.

		Closure/ Conclusion: 10 mins	Tutor asks student teachers to write down the key points from the lesson to share with others. Tutor responds to questions from student teachers for clarification.	Student teaches write down key points from the lesson and share with others. Student teachers ask questions for clarification.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Quiz on types, importance and strategies on academic speaking skills. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 2 (NTS 2c) NTS to be assessed is 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Teaching Learning Resources	• PowerPoint slides • Projector • Laptops • YouTube video on academic speaking • Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA).
Required Text (core)	*Lockwoode, R. B. & Folse, K. S. (2017). Four Points Speaking for Academic Purpose. Ann Arbor: Michigan University Press.*
Additional Reading List	*Ajmani, J. C. (2012). Good English: Getting it right. New Delhi: Rupa Publications. [Chapter 7 and 8].* *Hasson, G. (2012). Brilliant communication skills: What the best communicators know, do and say. Upper Saddle River, New Jersey: Pearson Education. [Chapters 5 and 8].*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 5

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	12 3 4 5 6 7 8 9 10 11 12

Title of Lesson	**Developing language skills (Developing Reading Skills - Types and examples of Reading)**					**Lesson Duration**	**3 hours**
Lesson description	This lesson introduces the student teachers to different types of reading that may occur in a classroom- intensive reading, extensive reading, skimming and scanning. It also discusses different strategies and techniques that are used for different types of reading tasks in an academic context.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned the roles of speaking and listening on academic communication and strategies to improve them to enhance effective academic communication and professional life.						
Possible barriers to learning in the lesson	Student teachers may not be able to match their reading strategies to their reading purposes and so they may not be able to apply the appropriate strategy in their academic work.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher-led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. **Practical Activity:** enable experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities. **E-learning opportunities:** involve 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.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Develop critical and analytic thinking skills in reading and apply them to improve their communication in their academic environment and professional work. (NTS 3e).	• Identify different types of reading in academic communication. • Use appropriate reading strategies and types for targeted academic purposes.	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills.

Topic :	**Sub-Topic:**	**Stage/ time**	**Teacher Activity**	**Student Activity**
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher led, collaborative group work or independent study.				
Academic Discourse		Introduction: 20 mins	Discuss with student teachers about how teachers support learners to develop speaking skills from the note-based report from their school visit. Tutor gives an overview of the current lesson on types of reading.	Student teachers discuss their note-based report from school visit with tutor on how teachers support learners to develop speaking skills. Feedback key points to class. Student teachers note down key points to be discussed in the current lesson.
	Definition of academic reading	Stage 1: 20 mins	**Discussion** Tutor introduces lesson by asking student teachers to write down what they think reading is. Tutor guides student teachers to discuss what they have written down and summarizes to arrive at an acceptable definition of academic reading.	Student teachers individually write down their views of academic reading to present for class discussion. Student teachers participate in whole class discussion by sharing their understanding of academic reading to help arrive at an acceptable definition for academic reading.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Types of Reading	Stage 2: 70 mins	**Group work** Tutor presents the types of reading to student teachers and divides the class into four groups. Tutor assigns each group a type of reading to search for more information using available online sources and the required textbook. Tutor guides student teachers to make poster presentations with the information gathered on the type of reading assigned to them. Including how it is relevant to reading undertaken in school. Tutor and other student teachers give comments on the poster presentations. After poster presentations, tutor summarizes the entire presentations to highlight the main points on types of reading and when to use them.	Student teachers take note of the types of reading presented by tutor for further discussion. In groups, student teachers use online resources and the required textbook to search for information about the type of reading assigned to them. Each group of student teachers make a poster presentation to the class with the information gathered on the types of reading assigned to them and including how this is relevant to reading in school. Student teachers give comments to their colleagues on the poster presentations. Student teachers take notes of the key points being highlighted by tutor.
		Stage 3: 60 mins	**Practical Activity** Tutor gives student teachers pieces of texts to demonstrate the different types of reading discussed. Tutor invites student teachers to share their feedback and observations on the demonstrations of the types of reading for discussion.	Using a given text, student teachers demonstrate the different types of reading discussed. Student teachers share their feedback and observations on the demonstrations of the types of reading for discussion.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	School Visit		**School Visit:** Tutor asks student teachers to observe classroom teachers to identify the different type(s) of reading they employ to support learning. Ask them to indicate how they might apply such reading types in their teaching. Make notes in their portfolio for class discussion in the next lesson.	During school visit, student teachers observe classroom teachers to identify the different types of reading employed to support learning, how they might apply such reading types and any others covered in this course in their work as teachers to improve students' reading. Make notes in their portfolio for class discussion in the next lesson.
		Closure/ Conclusion: 10 mins	Tutor leads student teachers to recap the lesson on types of reading by sharing what they have learnt and how they will apply these in their own academic and professional life.	Student teachers share what they have learnt from the day's lesson and how they will apply these in their academic and professional life.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Summary of Assessment Method: Assessment for learning (Group poster presentations on the types of reading (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 3 (NTS 3e) Continued preparation for assessment component 1 NTS to be assessed is NTS 3e 3e. Employs a variety of instructional strategies that encourages student participation and critical thinking.
Teaching Learning Resources	• Sample reading texts • Power point slides • Projector • Laptops • TV and Radio • Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA). • The iBox (CENDLOS)
Required Text (core)	*Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Samwoode Publishers [Unit 13].*
Additional Reading List	*Byrnes, J. P. & Wasik, B. A. (2008). Language and Literacy Development: What Educators need to know. New York, NY: Guilford Press.* *Carroll, M. J., Bowyer-Crane, C., Duff, F. G., Hulme, C. & Snowling, M. J. (2011). Developing language and literacy: effective intervention in the early years. West Sussex, UK: Wiley-Blackwell.*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 6

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	12 3 4 5 6 7 8 9 10 11 12

Title of Lesson	**Developing Language skills – Academic Reading (Developing critical and analytic reading)**					**Lesson Duration**	**3 hours**
Lesson description	This lesson is focused on developing critical and analytical reading in student teachers. It will present strategies for critical and analytic reading such as monitoring reading, metacognition, graphic and semantic organisers, critical reading for information and generating questions.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to the types of reading in the previous lesson.						
Possible barriers to learning in the lesson	Large class size. Student teachers may not be used to critical and analytical reading.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** give opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** enable student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. **Seminars:** generate group and individual creativity, discussion and reflection. This will be student and / or tutor-led. **E-learning opportunities:** involve 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.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Develop critical and analytic thinking skills in reading and apply them to improve their communication in their academic environment and professional work. (NTS 3e).	• Use appropriate reading strategies and types for targeted academic purposes. • Exhibit enhanced critical and analytical reading abilities in their academic communication.	• Core skills targeted include communication, critical thinking, collaboration, observation, enquiry skills and digital literacy.

Topic:	**Sub-Topic:**	**Stage/ time**	**Teacher Activity**	**Student Activity**
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher led, collaborative group work or independent study.				
Developing critical and analytic reading		Introduction: 20 mins	Discuss with student teachers the observation they made on their school visit on how classroom teachers use different type(s) of reading in their teaching to develop the reading skills of learners.	Contribute to discussion on the type(s) of reading teachers use to promote the reading skills of learners from their school visit. Identify key types of reading students have observed in school and any other types of reading discussed in the course, which might be useful in their profession as would-be teachers.
	Strategies for critical and analytic reading	Stage 1: 80 mins	**Group Work** Tutor puts student teachers into 4 main groups and assigns each group one of the strategies of critical and analytic reading (Monitoring reading, Graphic and semantic organisers, Critical reading for information and Generating questions).	Student teachers work in groups to search for information online and in the core textbook to explain the strategy assigned to them and how to apply the strategy in their own reading.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Developing critical and analytic reading			Tutor asks each group to use available technology and the core textbook to find information about the meaning of the strategy assigned to them and how to apply that strategy in reading for academic information. Tutor guides student teachers to present their findings on the strategy assigned to them. Tutor comments on each presentation to highlight the key points. (PDP Theme 3, P. 75)	In their groups, student teachers make PowerPoint presentations on the information gathered to the class. Student teachers take note of the key points being highlighted by tutor after each group's PowerPoint presentation. Student teachers give peer comments after each PowerPoint Presentation.
		Stage 2: 60 mins	**Practical activity** Tutor gives out an academic text to student teachers to practice individually on the critical and analytic reading strategies discussed in reading the given text. Tutor facilitates a class discussion by asking student teachers to share the information obtained from the given text with the class.	Student teachers work individually to practice the critical and analytic strategies for reading using the given text. Student teachers share the information obtained from the given text.
		Closure: 15 mins	Tutor/lecturer uses questions to student teachers summarize the lesson. (PDP Theme 2, P. 35). Tutor answers questions from student teachers for clarification.	Student teachers summarize the lesson indicating the key things they have learnt. Student teachers asks questions for clarification.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment for learning (diagnostic quiz on the strategies for critical and analytic reading. (Core skills targeted are communication, teamwork/collaboration, enquiry skills, digital literacy). Assesses Learning Outcomes: Course learning outcome 3 (NTS 3e) NTS to be assessed is NTS 3e 3e. Employs a variety of instructional strategies that encourages student participation and critical thinking.
Teaching Learning Resources	• Smartphones. • Laptops.
Required Text (core)	*Machado, J. M. (2016). Childhood Experiences in language arts. Boston: Cengage Learning. [Section 5].*
Additional Reading List	*Berko, G. J. (ed) (2005). The development of language (6thed). Needam Heights, MA: Pearson [Chapter 10]*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 7

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	12 3 4 5 6 7 8 9 10 11 12

Title of Lesson	**Developing Language skills –Types and Examples of academic writing**					**Lesson Duration**	**3 hours**
Lesson description	This lesson introduces student teachers to types of writing, which includes Argumentative, Cause and effect, Compare and contrast, Evaluative and Summary. The course also exposes student teachers to the ways these types of academic writing are executed.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to the types of reading in the previous lesson.						
Possible barriers to learning in the lesson	Large class size. Student teachers may not be used to the various examples of academic writing.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** give opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher-led. It should not usually be the main mode. **Independent study:** enable student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. **Seminars:** generate group and individual creativity, discussion and reflection. This can be student and / or tutor-led. **E-learning opportunities:** include veg 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.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Develop good academic writing skills to improve their communication in the academic environment and professional work as would be teachers (NTS 3i).	• Identify types of academic writing. • Identify the features of the various academic writings. • Identify the processes involved in academic writing (Product and Process writing). • Discuss various ways of developing critical writing. • Write a report on their school visit on how teachers develop critical writing skills among learners.	• Core skills targeted include communication, critical thinking, collaboration and digital literacy.

Topic:	**Sub-Topic:**	**Stage/ time**	**Teacher Activity**	**Student Activity**
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher-led collaborative group work or independent study.				
Developing Language skills – Academic Writing (Types and how they are written)		Introduction: 15 mins	Revise previous lesson on types of reading with student teachers through question and answer technique.	Answer questions asked by the tutor/lecturer to revise previous lesson on types of reading; including points on reading in school.
	Definition of academic writing	Stage 1: 20 mins	**Discussion** Use leading and thought-provoking questions to help student teachers define academic writing. Encourage student teachers to use their smart phones in looking for the definition of academic writing.	Student teachers answer question from tutor to define academic writing. Student teachers use their smart phones to assist them find the definition of academic writing.

	Types of writing	Stage 2: 90 mins	**Group Work** Tutor shows video on teaching academic writing to student teachers and asks them to note the main issues for their group tasks. Tutor puts student teachers into mixed ability groups and assigns each group one of the types of writing (Argumentative, Cause and effect, Compare and contrast, Evaluative and Summary). Tutor asks each group to use available technology and the core textbook to find information about the characteristics and steps in writing the type of writing assigned to them. Tutor guides student teachers to present their findings on the type of writing assigned to them. Tutor and peers comment on each presentation to highlight the key information presented. (PDP Theme 3, P. 75).	Student teachers watch the video and note important things from the video for their group work. Student teachers work in groups to search for information online and in the core textbook to find information on the type of writing assigned to them. Student teachers make PowerPoint presentations on the information gathered on the type of writing assigned to them to the class for peer and teacher comments. Student teachers note the main points in each presentation.
	Writing the types of academic writing	Stage 3: 60 mins	**Practical activity** Tutor gives out samples of academic writing to the new groups formed of the types of writing discussed. Tutor leads student teachers to read and identify the features of each type of writing. Tutor facilitates a class discussion on the features of the texts read to compare with the presentations they did to consolidate what student.	Student teachers work from the new groups formed to read text giving to them by the tutor and read for the features of the text assigned to them. Student teachers note the features of the type of text assigned to them and, in a class discussion, compare the features noted in their texts. Student teachers compare with what they presented to teachers have learned.

	School Visit		**School Visit:** Provide student teachers with checklist on the features of types of writing to find out how teachers teach the types of writing and how to improve their professional skills in developing writing as would be teachers and write a report to be discussed in the following lesson.	Student teachers visit schools to find out how teachers in the JHS, Upper Primary or early grade teach the range of types of writing. They complete the checklist and note the key points they have learned about teaching writing for discussion in the following lesson.
		Closure/ Conclusion: 15 mins	Tutor/lecturer uses questions to get student teachers to summarize the lesson (PDP Theme 2, P. 35). Tutor answers questions from student teachers for clarification. **Follow-up:** Give a gist of what will be learned in the following week and ask student teachers to read ahead of time.	Student teachers answer questions posed by tutor to summarize the lesson. Student teachers ask questions for clarification. Student teachers note down the lesson to be learned for the following week for reading.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Assesses Learning Outcomes:** Course learning outcome 4 (NTS 1a) Work towards component 3 – report from school visits NTS to be assessed are NTS 1a) 1a. Critically and collectively reflects to improve teaching and learning.
Teaching Learning Resources	• Teaching academic writing 2017 – YouTube video by Ranney, Susan. • Smartphones. • Laptops.
Required Text (core)	*Oshina, A. & Hogue, A. (2006). Writing academic English. NY: Longman Press .* *[6 &7].*
Additional Reading List	*Berko G., J. (ed) (2005). The development of language (6thed). Needam Heights, MA: Pearson [Chapter 10].* *Machado, J. M. (2016). Childhood Experiences in language arts. Boston: Cengage Learning. [Section 5].*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 8

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	12 3 4 5 6 7 **8** 9 10 11 12

Title of Lesson	**Processes in academic writing (Product and Process)**					**Lesson Duration**	**3 hours**
Lesson description	The lesson deals with the processes in academic writing. The lesson exposes student teachers to the two main processes involved in academic writing, which are the product writing and the process writing. The lesson helps student teachers to know and understand the steps involved in process writing.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been taught types of academic writings and their features.						
Possible barriers to learning in the lesson	Student teachers may not know the processes involved in academic writing.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** give opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher-led. It should not usually be the main mode. **Independent study:** enable student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. **Seminars:** generate group and individual creativity, discussion and reflection. This will be student and / or tutor-led. **E-learning opportunities:** involve 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. **Practical Activity:** enable experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Develop good academic writing skills to improve their communication in the academic environment and professional work as would be teachers (NTS 1a).	• Identify the processes involved in academic writing (Product and Process writing).	Core skills targeted include communication, critical thinking, collaboration, observation, enquiry skills, digital literacy and inclusivity.

Topic:	**Sub-Topic:**	**Stage/ time**	**Teacher Activity**	**Student Activity**
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher led, collaborative group work or independent study.				
Academic Discourse The Writing Process	Revision of the previous lesson and on what writing process is.	Introduction: 10 mins	Discuss with student teachers the observation they made on their school visit on how classroom teachers use different type(s) of writing in their teaching to develop the writing skills of learners. Revise previous lesson on types of academic writing with student teachers through question and answer technique based on the report from their school visit. Provide an overview of the current lesson.	Student teachers' feedback from observation on types of writing used in school to develop writing skills. Identify key issues and questions for discussion re teaching writing in school. Student teachers answer the questions asked by the tutor to revise previous lesson on types of academic writing. Student teachers take note of the main things to be discussed in the current lesson.
	Product writing	Stage 1: 40 mins	**Pair work and Discussion** Ask student teachers, through leading and probing questions, to identify the two main types of teaching writing. Ask student teachers to work in pairs to identify what product writing means and what it entails. Follow this with a class discussion on product writing for student teachers to get the main import of product writing. (PDP Theme 2. P. 75)	Student teachers answer questions to identify the two main types of teaching writing. Student teachers work in pairs to look for information on product writing. Student teachers get involved in the class discussion on the topic by answering tutor questions and make comments to contribute to the discussion.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher led, collaborative group work or independent study.				
				Student teachers write down the main import of the discussion.
	Process Writing	Stage 2: 80 mins	**Group Work and Presentation** Introduce lesson by showing a video clip on steps involved in the process writing. Based on the video put student teachers into groups bearing in mind their ability and gender. Assign to each group a step in the writing process as found in the video. Let each group use available technology and textbook to find information on the step in the process writing assigned to them and accompanying activities. Ask student teachers to do group PowerPoint presentation on the step assigned to them for class discussion and comments. (PDP Theme 4, p. 79).	Student teachers watch a video clip on steps involved in process writing. Student teachers get into groups and work on assigned step in the process writing. Student teachers first brainstorm and later use available technology and books to find information on the assigned task. Student teachers do PowerPoint presentation for class discussion and comment from tutor.
		Stage 3: 40 mins	**Independent study/ Practical work.** Ask student teachers to work individually to do a semantic mapping of the main contents of the entire lesson as a summary. Provide a topic for students to write an essay on it following the process writing approach.	Student teachers work individually to do a semantic mapping of the contents of the entire lesson as a summary. Student teachers write on a topic provided by the tutor using the process writing approach for class discussion.

	School Visit		Ask student teachers to observe how teachers teach writing in the basic school and compare with what they learned in lesson in a note- based report to the tutor and for next class discussion. Ask student teachers to indicate how their observation coupled with what they have learned in class will improve their writing and that of their learners as professional teachers.	Student teachers in their school visit further observe how teachers at the basic school teach writing and compare with what they learned in lesson in a note-based report to the tutor and for discussion in the next lesson. Student teachers to indicate how their observation coupled with what they have learned in class will improve their writing and that of their learners as professional teachers.
		Closure/ Conclusion: 10 mins	Answer student teachers' questions for clarification. Give a preview of the next lesson and ask student teachers to look for information on it.	Student teachers ask questions for clarification. Note the key issues in the preview of next lesson presented by tutor and read on it for next class.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Work towards Component 3: COURSEWORK** Summary of Assessment Method: Report, assessment for learning, Student teachers write a report on how pupils' study skills and communication skills are developed in school and include how they can transfer study skills they have developed to their 'would be' learners: opportunity to share in class). (core skills targeted are inclusivity, communication, critical thinking, observation and inquiry skills, digital literacy, team work) **Weighting: 30%** NTS 1a) Critically and collectively reflects to improve teaching and learning. 2b)Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 2d) At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction
Teaching Learning Resources	• PowerPoint slides • Projector • Video clip on how to teach writing: The writing process https://www.youtube.com/watch?v=JPUh9mfSqWU • Smartphones • Laptops
Required Text (core)	*Owu-Ewie, C. (2018). Introduction to language teaching: A resource for language teachers. Accra: Sam-Woode Ltd. [Unit 23; pp. 203-207].*
Additional Reading List	*Hasson, G. (2012). Brilliant communication skills: What the best communicators know, do and say. Upper Saddle River, New Jersey: Pearson Education. [Chapter 5 & 8].* *Berko G., J. (ed) (2005). The development of language (6thed). Needam Heights, MA: Pearson.*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 9

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	12 3 4 5 6 7 8 9 10 11 12

Title of Lesson	**Developing Critical Writing Skills**					**Lesson Duration**	**3 hours**
Lesson description	The lesson introduces student teachers to strategies that will help them develop critical writing skills for their academic work. The lesson will expose student teachers to strategies such as developing argument, summarising and paraphrasing, structuring and sequencing, and paragraph development.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have discussed processes in academic writing.						
Possible barriers to learning in the lesson	Student teachers may not be aware that doing critical writing involves some special strategies to be developed.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** give opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and or student teacher-led. It should not usually be the main mode. **Independent study:** enable student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. **Seminars:** generate group and individual creativity, discussion and reflection. This will be student and / or tutor-led. **E-learning opportunities:** involve 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. **Practical Activity:** enable experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Develop good academic writing skills to improve their communication in the academic environment and professional work as would be teachers. (NTS 1a).	• Discuss various ways of developing critical writing. • Write a report on their school visit on how teachers develop critical writing skills among learners and how to improve their professional skills in developing writing as would be teachers.	• Core skills targeted include communication, critical thinking, collaboration, observation, enquiry skills, and digital literacy.

Topic:	**Sub-Topic:**	**Stage/ time**	**Teacher Activity**	**Student Activity**
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher led, collaborative group work or independent study.				
Developing language skills (Academic writing)		Introduction: 10 mins	Tutor leads discussion on school reports presented by student teachers on their previous school visit on comparing processes in the process writing approach they learned and what the observed in schools. Tutor gives an overview of the day's lesson by sharing the key issues that will be discussed.	Student teachers through discussion compare the processes involved in writing approach they learned in CoE and the approach employed by teachers during their school visit. Identify key issues raised. Student teachers note down key issues to be discussed in the lesson.
	Developing critical writing	Stage 1: 30 mins	**E-learning & Discussion** Tutor shows a video clip on developing critical writing and asks student teachers to make notes for further discussion. Tutor facilitates a class discussion on the video shown through leading and probing questions and summarizes by highlighting the key strategies in developing critical writing.	Student teachers watch a video clip and make notes on the key points for discussion. Student teachers participate in a whole class discussion by sharing their observations from the video. Student teachers note down the strategies involved in developing critical writing.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Developing language skills (Academic writing)	Strategies for developing critical writing	Stage 2: 80 mins	**Group work** Tutor puts student teachers into groups and assigns each group a strategy under developing critical writing to read about from online sources. Use available technology and the core textbook. Tutor asks the groups to make poster presentations with the information they have acquired to the class. Tutor leads a class discussion after each groups' presentation through question and answer.	In their groups, student teachers use available technology and the core textbook to look for and discuss information about the strategy assigned to their group. Groups make poster presentations to the class on the strategy assigned to them. Student teachers engage in class discussions after each presentation by asking and answering questions.
		Stage 2: 50 mins	**Practical Activity** Tutor gives student teachers a topic on a social issue and asks them to write on using information from the video shown and group presentations and discussions done earlier. Let student teachers write individually and then share their write up with a partner for peer review. Tutor asks student teachers to share their write-ups with the whole class for discussion to evaluate strategies for developing critical writing.	Student teachers individually write about the given topic using all the information gathered from the lesson. Student teachers pair up and share their write-ups for peer review. Student teachers participate in class discussion by sharing their write-ups and comment on others. Student teachers evaluate each other's write-up against the strategies for developing critical writing.
	School visit		Ask student teachers to use a checklist provided on what they have done about critical writing to observe how teachers are supporting learners to develop critical writing skills in the basic school and how this compares with what was done in CoE.	During school visit, student teachers use provided checklist on what has been done on writing to observe how teachers are supporting learners to develop critical writing skills in the basic school.

			They should identify points that contribute to their understanding of how to teach critical writing and write a report for their portfolio.	Identify lessons learned for their own teaching. Write a note-based report for their portfolio and discussion in the next lesson.
		Closure/ Conclusion: 10 mins	Tutor asks student teachers to mention one important thing they have learnt from the lesson to improve their own writing. Tutor answers questions from student teachers for clarification. Tutor gives a preview of the next lesson on study skills and asks student teachers to read about it ahead of the next lesson.	Student teachers reflect and mention one important thing they have learned from the lesson to improve their own writing. Student teachers take note of the topic for the next lesson and read about from online sources and the core textbook to prepare for the next lesson.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment for learning (Poster presentation and assignment on the strategies in developing critical writing, Core skills targeted are communication, team work/ collaboration, enquiry skills, digital literacy). Assesses Learning Outcomes: Course learning outcome 4 (NTS 1a) work towards assessment component 1 NTS to be assessed is NTS1a) 1a. Critically and collectively reflects to improve teaching and learning.
Teaching Learning Resources	• PowerPoint slides. • Projector. • Video clip/ YouTube videos. • Smartphones. • Laptops. • Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA). • The iBox (CENDLOS).
Required Text (core)	*Oshina, A. & Hogue, A. (2006). Writing academic English. NY: Longman Press. [Chapters 6, 7 & 9].*
Additional Reading List	*Berko Gleason, J. (ed) (2005). The development of language (6thed). Needam Heights, MA: Pearson.* *Byrnes, J. P. &Wasik, B. A. (2008). Language and Literacy Development: What Educators need to know. New York, NY: Guilford Press.* *Carroll, M. J., Bowyer-Crane, C., Duff, F. G., Hulme, C. &Snowling, M. J. (2011). Developing language and literacy: effective intervention in the early years. West Sussez, UK: Wiley-Blackwell.* *Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Samwoode Publishers [unit 23].*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 10

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	12 3 4 5 6 7 8 9 10 11 12

Title of Lesson	**Study Skills (Note taking and Note making)**					**Lesson Duration**	**3 hours**
Lesson description	The lesson is designed to help improve the study skills of student teachers. It focuses on helping student teachers use appropriate ways to take notes during lesson delivery and also make their personal notes when they read for information. The lesson also exposes student teachers to ways of using the internet and books to gather information.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers have been introduced to critical writing.						
Possible barriers to learning in the lesson	Student teachers may not be used to effective ways of taking and making notes.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** give opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher-led. It should not usually be the main mode. **Independent study:** enable student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. **Seminars:** generate group and individual creativity, discussion and reflection. This will be student and / or tutor-led. **E-learning opportunities:** involve 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. **Practical Activity:** enable experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Demonstrate knowledge and understanding of study skills and apply them in their studies. (NTS 1b).	• Take and make brief but comprehensive notes from lessons taught or materials read. • Use the internet to gather information on topics discussed in class for studies. • Identify and pick out salient information from books, articles, lessons and online materials.	Core skills targeted include communication, critical thinking, collaboration, observation, enquiry skills, digital literacy, and inclusivity.

Topic:	**Sub-Topic:**	**Stage/ time**	**Teacher Activity**	**Student Activity**
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher led, collaborative group work or independent study.				
Study Skills (Note taking and note making) and gathering information Presentation software II		Introduction: 15 mins	Students are given time to discuss critical writing skills they observed using their check lists completed during school visit and how it will help their professional development. Tutor reviews previous lesson on developing critical writing through the question and answer technique. Tutor gives an overview of this lesson and the key things that will be discussed. Tutor asks student teachers to note three main things they hope to learn from the lesson.	Student teachers discuss critical writing skills they observed using their check lists completed during school visit and how it will help their professional development. Student teachers answer questions from tutor as a way of reviewing previous lesson on developing critical writing. Student teachers note down the points that will be discussed in the lesson on three main ideas they hope to get from the lesson.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Definition and Differences between note taking and note making.	Stage 1: 40 mins	**Think-Pair-Share** Tutor asks student teachers to think about the meaning of the difference between note taking and note making individually. Tutor asks student teachers to pair up and share their ideas and search online for additional information using available technology and book(s). Tutor asks student teachers to make notes of their ideas to share with the whole class for discussion. Tutor guides student teachers to share the notes they made in pairs with the whole class for discussion.	Student teachers think about the meaning of and difference between note taking and note making individually. Student teachers work in pairs to share their ideas about note taking and note making and use available technology to search for additional information. In their pairs, student teachers make notes of their ideas for class discussion. Student teachers participate in class discussion, sharing their ideas for comments from the tutor and other colleagues.
	Note-taking	Stage 2: 40 mins	**Discussion:** Tutor introduces this section of the lesson by showing a video clip on how to take notes in class: The 5 best methods. Tutor asks student teachers to write the five best methods that were mentioned in the video. Tutor leads class discussion on the best ways of taking notes and things to do when taking notes. Tutor encourages student teachers to use the internet for information on note-taking.	Student teachers watch the video clip on how to take notes in class: The 5 best methods. Student teachers write the five best methods of taking notes from the clip. Student teachers use the internet and books to find additional information on the topic.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Note-making	Stage 3: 40 mins	**Discussion** Tutor leads discussion on points to consider in note-making by using probing and leading questions. Tutor encourages student teachers to ask questions and make comments to improve the discussion. Tutor asks student teachers as part of the practical activity to use information from the internet. Tutor emphasizes the required points to consider when making notes and submit for class discussion.	Student teachers answer questions posed by the tutor for discussion, make comments and ask questions for clarification to enrich the discussion. Student teachers make their own notes from information they get from the internet and books on points to consider when making notes and submit for class discussion.
	Practical Activity	Stage 4: 20 mins	Tutor gives student teachers a written speech and ask them to make notes of the main issues raised in the speech.	Student teachers read a given written speech and make notes of the main issues raised in the speech for class discussion.
	School Visit		Tutor asks student teachers in their school visits to observe how learners take notes and make notes during lessons for their portfolio. Let student teachers indicate how the observation will help shape their work as professional teachers.	Student teachers visit schools and observe how learners take notes and make notes during lessons and write report for assessment. Student teachers indicate how the observation will help shape their work as professional teachers.
	Closure/Conclusion	15 mins	Tutor asks student teachers to individually write the main points discussed in the lesson. Tutor asks student teachers to evaluate whether the three things they want to be answered at the beginning of the lesson have been answered or not.	Student teachers write the main points discussed in the lesson individually. Student teachers find out whether the three things they want to be answered at the beginning of the lesson have been answered or not.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Work towards Component 1: COURSEWORK** Student teachers make notes on: differences between taking notes and making notes and how to take and make notes). (Core skills targeted are communication, team work/ collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 5 (NTS 1b) NTS to be assessed is NTS1b 1b. Improves personal and professional development through lifelong learning and Continuous Professional Development.
Teaching Learning Resources	• Smartphones. • YouTube Video on how to take notes in class: The 5 best methods. • Projector. • Computer.
Required Text (core)	*Muchnick, C. (2011). The everything guide to study skills: Strategies, types and tools you need to succeed in school. Avon, MA: F+W Media Inc. [Chapters 6 & 7].*
Additional Reading List	*Ajmani, J. C. (2012). Good English: Getting it right. New Delhi: Rupa Publication. [Part 3 & 4]* *Hasson, G. (2012). Brilliant communication skills: What the best communicators know, do and say. Upper Saddle River, New Jersey: Pearson Education. [Chapters 5 & 8].* *Berko G., J. (ed) (2005). The development of language (6thed). Needam Heights, MA: Pearson.*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 11

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	12 3 4 5 6 7 8 9 10 11 12

Title of Lesson	**Study Skills (time management and examination preparation skills) I**					**Lesson Duration**	**3 hours**
Lesson description	This lesson introduces the student teachers to proper time management and examination preparation skills.						
Previous student teacher knowledge, prior learning (assumed)	The student teachers have learned about note-taking and note-making.						
Possible barriers to learning in the lesson	Student teachers might not be aware of how to manage their time properly and how to prepare effectively for examinations. Large Class size.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** give opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher-led. It should not usually be the main mode. **Independent study:** enable student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. **Seminars:** generate group and individual creativity, discussion and reflection. This will be student and / or tutor-led. **E-learning opportunities:** involve 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. **Practical Activity:** enable experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Demonstrate knowledge and understanding of study skills and apply them in their studies. (NTS 1b).	• Make a daily routine chart to manage daily academic life. • Develop appropriate strategies to prepare for lectures and examinations.	• Core skills targeted include communication, critical thinking, collaboration, observation, enquiry skills, and digital literacy.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher led, collaborative group work or independent study.				
Study Skills (time management and examination preparation skills)		Introduction: 20 mins	Tutor uses question and answer technique to help student teachers recap the previous lesson on note-taking and note-making. Tutor makes student teachers aware of the current lesson and the main issue(s) to be covered in the lesson. Tutor asks student teachers to write the main things they want to get from the lesson.	Student teachers answer questions to revise the previous lesson on note-making and note-taking. Student teachers take note of the objective of the new lesson. Student teachers write down the main things they want from the new lesson.

	Time Management	Stage 1: 40 mins	**Pair-Work and Discussion** Tutor introduces the lesson by showing a video clip on time management. Tutor asks student teachers to take note of the main points in the video for class discussion. Tutor asks student teachers to work in pairs to compare the main things they noted from the video and brainstorm on issues of time management that were not mentioned in the video. Tutor opens class discussion on the topic through questions and answers. Tutor encourages student teachers to contribute to the discussion. (PDP Theme 3, p. 69)	**Face-To-Face & E-learning** Student teachers watch the video on time management and take notes of the main issues discussed in the video. Student teachers pair with their colleagues and compare notes and brainstorm on other issues on time management that were not discussed in the video. Student teachers participate in the discussion by answering questions and make comments and contributions to the discussion. Student teachers take note of the main issues raised on time management.
	Preparation for examination	Stage 2: 70 mins	**Group Work and discussion** Tutor puts student teachers in groups and asks them to brainstorm on how they prepare for examination. Tutor shows a video on preparing for examinations and let student teachers compare what they saw in the video with what they brainstormed on. Tutor leads class discussion on preparation for examination. (PDP Theme 4, p. 79)	In groups, student teachers brainstorm on how they prepare for examination. Student teachers watch video on preparing for examinations and compare what they saw in the video with what they brainstormed on. Student teachers contribute to class discussion on preparation for examination.

	Reflection	Stage 3: 20 mins	**Self-reflection** Tutor let student teachers reflect on how they prepare for examination and compare with what has been discussed in class. (PDP Theme 4, P. 25)	Student teachers reflect on how they prepare for examination and compare with what they have learned in class.
	School Visit		Tutor asks student teachers to observe the classroom timetable and how teachers follow it to manage their time during the school visit and how the observation will help improve how they will manage their time as professionals. Let student teachers write a report on it for their portfolio.	Student teachers, in their school visit observe the classroom time-table and how teachers follow to manage their time and how the observation will help them manage their time as professionals. Write a report on it for their portfolio.
	Time management Plan	Stage 4: 20 mins	**Practical Activity** Tutor asks student teachers to prepare a time management plan for their daily activities based on discussions made on time management.	Student teachers prepare a daily time management plan based on discussions made on time management.
		Closure/ Conclusion: 10 mins	Tutor employs question and answer technique to recap and close the lesson and ask student teachers to write essays where in-text citation will be needed and submit to class later. Tutor assigns student teachers to read on referencing for the next class.	Student teachers answer questions to summarise the lesson. They write an essay which requires in-text citation to present later as assignment. Student teachers read on the topic “Referencing” for the next class.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Student teachers work on their time management plan). (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 5 (NTS 1b) NTS to be assessed is NTS1b 1b. Improves personal and professional development through lifelong learning and Continuous Professional Development.
Teaching Learning Resources	• PowerPoint slides • Projector • YouTube video on How to Study for Exams [Top 6 Steps for Cramming Like a Genius] https://www.youtube.com/watch?v=UIMI4Hh4PxU • Smartphones • Laptops • TV and Radio • Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA) • The iBox (CENDLOS)
Required Text (core)	*Muchnick, C. (2011). The everything guide to study skills: Strategies, types and tools you need to succeed in school. Avon, MA: F+W Media Inc. [Chapters 5, 10 & 11].*
Additional Reading List	*Hasson, G. (2012). Brilliant communication skills: What the best communicators know, do and say. Upper Saddle River, New Jersey: Pearson Education. [Chapters 5 & 8].*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.

LESSON 12

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	**Semester**	2	**Place of lesson in semester**	12 3 4 5 6 7 8 9 10 11 12

Title of Lesson	**Documenting (Referencing) Sources**					**Lesson Duration**	**3 hours**
Lesson description	The lesson exposes student teachers to the knowledge and understanding of in-text citation and referencing in academic writing. The course also deals with using technology to search for information and for referencing.						
Previous student teacher knowledge, prior learning (assumed)	The student teacher can identify authors, year of publication and publisher.						
Possible barriers to learning in the lesson	Student teacher might not be aware of how to document or reference others' works. Large class size.						
Lesson Delivery - chosen to support student teachers 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.	**Face-to-face:** give opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher-led. It should not usually be the main mode. **Independent study:** enable student teachers to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes. **Seminars:** generate group and individual creativity, discussion and reflection. This will be student and / or tutor-led. **E-learning opportunities:** involve 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. **Practical Activity:** enable experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Demonstrate knowledge and skills in citing and making reference to academic documents and apply them in their writing by use of appropriate technology (e.g. computer applications). (NTS 3b, j and NTECF bullet 8, p. 25).	• Make in-text citation and references to sources of materials used in writing academic essays/term papers and projects/reports. • Use appropriate technology as tool to search for information and write references.	

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: Depending on delivery mode selected; teacher led, collaborative group work or independent study.				
Academic Discourse		Introduction: 20 mins	Tutor discusses student teachers' school visit reports on time management with them as feedback. Tutor gives student teachers different reading materials and asks them to identify the authors, titles, year of publication and publishers. Tutor gives an overview of the current lesson by sharing the key issues that will be discussed on referencing.	Student teachers contribute to discussion on school visit reports on time management and take notes of important issues raised by the tutor and colleagues as feedback. In small groups, student teachers work together to identify the authors, titles, year of publication and publishers. Student teachers take note of key issues that will be discussed in the current lesson on referencing.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Academic Discourse	In-text citation	Stage 1: 30 mins	**Discussion** Tutor facilitates a class discussion on in-text citations in books and journals with single author, multiple authors, corporate authors and those without authors using the APA style. After discussion, give groups of student teachers different academic materials to identify various in-text citations.	Student teachers participate in class discussion by asking and answering questions on in-text citation in books and journals with single author, multiple authors, corporate authors and those without authors using the APA style. In small groups, student teachers work together to identify various in-text citations from given academic materials.
	Referencing	Stage 2: 60 mins	**Group work** Tutors discusses with student teachers the meaning of referencing and introduces the format for doing APA referencing. Tutor introduces how referencing is done for the following: books, journal articles, reports, online materials and corporate materials. Tutor gives student teachers different academic materials like books, journal articles, reports, online materials and corporate materials to work in groups by appropriate APA referencing style for the materials provided. Tutor ask each group to do a PowerPoint presentation of their work for further discussion and comments from tutor and other student teachers.	Student teachers participate in class discussion on the meaning of referencing and the format for doing APA referencing. Student teachers take note of the APA referencing style for different materials such as books, journal articles, reports, online materials and corporate materials. In small groups, student teachers work together using appropriate APA referencing style to reference materials given by their tutor. Student teachers in their groups, do a PowerPoint presentation of their work for further discussion and comments from the tutor and other student teachers.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Academic Discourse	Using technology to look for information	Stage 3: 30 mins	**Brainstorming & Discussion** Tutor asks student teachers to brainstorm on how technology can be used to search for information. Tutor asks student teachers to share their ideas with the whole class for discussion. Tutor introduces student teachers to search engines (e.g. Google) and other open educational resources that student teachers can refer to for academic and professional information. Tutor asks student teachers to get on their phones and laptops to search for relevant information.	Student teachers brainstorm on how technology can be used to search for information. Student teachers engage in class discussion by sharing their ideas on the use of technology for searching for information. Student teachers note down information being shared by tutor on available search engines (e.g. Google) and other open educational resources that they can refer to for academic and professional information. Student teachers use their phones, laptops and other available technology to search for relevant information.
	Referencing	Stage 4: 25 mins	**Practical Activity** Tutor provides student teachers with jumbled examples of references and asks them to work in pairs and write the references properly using the APA style. Ask student teachers to discuss how this will help them in their writing of academic papers as professionals.	Student teachers work in pairs to rearrange given references appropriately using the APA style and share their work with class for comments. Student teachers discuss how this will help them in their writing of academic papers as professionals.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Academic Discourse		Closure/ Conclusion: 10 mins	Tutor employs question and answer technique to recap and close the lesson and answers student teacher questions to clarify any misunderstandings. At the end of the lesson, tutor briefs student teachers on the various specialisms starting in year 2 and the distinctive features of each specialism. Tutor answers questions student teachers may have about the specialisms.	Student teachers answer questions to recap the main ideas in the lesson. Student teachers ask questions for clarification. Student teachers take note of the various specialisms and their distinctive features and ask any questions they may have about the specialisms.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	End of semester examination preparation NTS 1b. Improves personal and professional development through lifelong learning and Continuous Professional Development.
Teaching Learning Resources	• PowerPoint slides • Projector • Smartphones • Laptops • TV and Radio • Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA) • The iBox (CENDLOS)
Required Text (core)	*APA (2010). A guide to APA referencing (6th edition). Washington DC: American Psychological Association.*
Additional Reading List	*Hasson, G. (2012). Brilliant communication skills: What the best communicators know, do and say. Upper Saddle River, New Jersey: Pearson Education. [Chapters 5 & 8].*
CPD needs	See PD Material on Year 1 Semester 2 Course on Literacy and Communication.