

# Four-Year B.Ed. Course Manual

# **Ghanaian Language: Translation Practice**









**GOVERNMENT OF GHANA** 









### **FOREWORD**

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

### **ACKNOWLEDGEMENTS**

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

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

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

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

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

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

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

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### INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

#### The manuals serve the following purposes:

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

#### Specifically, they also:

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

#### Who are course manuals for:

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

### **USING THIS MANUAL**

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

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

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

Course Title	TRANSLATION PRACTICE							
Course Code	GLE 412	Course Level: 400	Credit value: 3	Semest	er: 2			
Pre-requisite	N/A							
Course Delivery Modes	Face-to- face	Practical Activity	Work- Based Learning	Semina	Indeper Study	ndent	e-learning opportunities	Practicum
Course Description for significant learning (indicate NTS, NTECF, to be addressed)  Course Learning	This course introduces the student teacher to the techniques of translation. It exposes student teacher to the various theories of translation, types of translation, and the processes in translation. Student teacher will then have practice of translating different materials in the source language to the target language, and vice versa. The course will be taught by the following pedagogical mode: discussion, group/individual work presentation, classroom observation, school visits, brainstorming, and demonstration. The course will be assessed through examination, class assignments and presentations, checklist for learning outcomes, demonstration, peer assessment, project work, report on classroom observation, report on supervision by mentors/lecturers, portfolio, and class participation. The course is designed to meet the following NTS, NTECF, BSC, GLE expectations and requirements: (NTS 1a, b: 12), (NTS 2c: 13), (NTS 2e: 13), (NTS 2f: 13), (NTS 3e: 14), (NTS 3j: 14), (NTECF 3: 20), (NTECF 3: 29), and (NTECF 3: 25).							
Outcomes including INDICATORS for each learning outcome.								
	Learning Outcomes: Indicators:							
	1. demonstrate knowledge and skills in translating a given from English to Ghanaian language or (NTS 2c: 13), (NTECF 3: 20).						_	
	teaching us f: 12), (NTS	trate knowl ing Ghanaia 2c, d: 13), :13), (NTECF	n language. ( (NTS 3a, e,	NTS 1a, f, g, i, j:	translation 2.2. to em	ploy st	r knowledge frategies that sho arners are consid	w individual
		Con- translat	cept of ion		slation es, types,		ass brainstormin cept of translatio	-
		2. Proce translat				proc teac step tran	ess discussion on tesses of translat hers are taken th -by-step process slation. Student to rely participate in tess.	ion. Student irough the es in teachers
		3. Kinds translat			ed Literal	of transgroutlead	ass discussion or anslation. Studer assigned the task slating texts in gr uping and selectic ership of the gro particular attenti	nt teachers of coups. The on of the up should

			2. Unduly Free versus Idiomatic or Meaning-based translation.	1.Class do an assignment and compare kinds of translation. The most appropriate kind of translation is discussed taking into consideration the background and diversities of the learners.
		4. Translation of different materials	1. Translating from Ghanaian language to English and vice versa)	1. Student teachers are assigned the task of translating texts in groups. The grouping and selection of the leadership of the group should pay particular attention to SENDs, gender, etc. issues. Student teachers peer
		5. Oral interpretation		assess their works.
				1. Student teachers watch video or listen to audio recordings of speech and they take turns in interpreting them. Student teachers peer assess each other's interpretation
Course Assessment	6	nt 1: COLIRSEWORK		demonstration.

# Course Assessment (Educative assessment of, for and as learning)

#### Component 1: COURSEWORK

COMPONENT 1: Subject Portfolio Assessment (30% overall)

- Selected items of student work (3 of them-10%)- 30%
- Midterm assessment, -20%
- Reflective Journal 40 %
- Organisation of the portfolio -10% (how it is presented /organised)

#### Notes

Selected items of students works include assignments and presentation/practicals (demonstrations)

- 1. Assignment/class presentations: The assignments will assess the problem-solving skills and student teacher's ability to identify and perform assigned tasks in translation.
- 2. Demonstration: It will involve student teachers' ability to demonstrate enthusiastically their knowledge and skills in using the appropriate kind of translation for a text.
- 3.Reflective journal: It will consist of student reflection on lessons taught, presentations made, assessment comments, students' presented works, checklist for learning outcomes written in reflective journal in the course.
- 4. Mid semester exams: This will be organised at the end of the  $6^{th}$  week to cover topics on the first six lessons taught in translation .

#### Assesses Learning Outcomes:

- 1.Peer assessment/class participation/demonstration/Assignment: It will assess students' ability to demonstrate enthusiastically their knowledge and skills in assigned tasks and performance, which addresses CLOs 1 and 2.
- 2.Demonstration: It will assess student teacher's ability to demonstrate enthusiastically their knowledge and skills in interpreting oral texts and translation of texts which addresses CLOs 1 & 2.
- 3.Reflective journal: It will assess students' ability to organise himself or herself as s/he develops professionally. This will address CLOs 1, 2,
- 4.Mid semester exams: This will be test knowledge and understanding as well as application of Ghanaian language in teaching early grade with the translation skills

ı		<del>,</del>
		acquired CLOs 1, 2 NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
J		Component 2: Subject Project: (30% overall semester score)
		•
		<ul> <li>Introduction, a clear statement of aim and purpose of the project -10%</li> <li>Methodology: what the student has done and why to achieve the purpose of the project-20%</li> </ul>
		<ul> <li>Substantive or main section -40%</li> <li>Conclusion 30%</li> </ul>
		Notes: Notes:
		1. Report: It will comprise of writing a bilingual book of at least 25pages to be used to teach in early grade This should be in English and the Ghanaian language of study.  NTS 3b :14, NTS 1a, b
		Assesses Learning Outcomes:  1. Report:
		(i). Written report by Student teachers: It will assess student teacher's written report on the application of the knowledge and skills in translation teaching and learning. This addresses the CLO $1\ \&\ 2$ .
K		Component 3: End of semester Examination (40%)
		Notes:  1. Examination: It will comprise supply tests such as fill-ins and translating of texts and oral interpretation from all the lessons.
		Assesses Learning Outcomes:  1. Examinations: The examination will assess student teachers knowledge and skills in comprehending, summarizing, and translating texts. They will address CLOs: 1 & 2.
L	Instructional Resources	Sound recorder, tactile materials for visual impairment purposes.
	Required Text for all Ghanaian Languages:	Baker, M. (2005). <i>In other words.</i> London: Routledge. Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i> . London: Routledge. Bell, R. T. (1991). <i>Translation and Translating</i> . London: Longman Group Ltd. Munday, J. (2001). <i>Introducing Translation Studies</i> . London: Routledge.
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	list for Ga	Crystal, D. (Ed). (1991). <i>Encyclopedia of Language</i> . Cambridge: Cambridge University Press.
		Duff, A. (1990). <i>Translation</i> . Oxford: Oxford University Press.
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		Larson, M.L. (1992). <i>Meaning-Based Translation</i> : A Guide to cross Language Equivalence.
		Lanham: University Press of America.
		Nemark, P. (1988). A Textbook of Translation. London: Prentice Hall Regents.
		Nemark, P. (1981). Approaches to Translation. Oxford: Pergamon.
		Papegaaij, B. & Schubert, K. (1988). <i>Text Coherence in Translation</i> . Dordrecht: Foris.
	2. Additional reading	Toury, G. (Ed.). (1987). <i>Translation Across Cultures</i> . New Delhi: Bahri.  Bower, R. A. (Ed.). (1988). <i>On Translation</i> . Massachusetts: Havard University Press.
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		Duff, A. (1990). <i>Translation</i> . Oxford: Oxford University Press.
		Frawley, W. (1984). Translation: Literary, Linguistics and philosophical perspectives.
		London: Associated
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		Larson, M.L. (1992). <i>Meaning-Based Translation</i> : A Guide to cross Language Equivalence.
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		Nemark, P. (1988). <i>A Textbook of Translation</i> . London: Prentice Hall Regents.
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		Toury, G. (Ed.). (1987). Translation Across Cultures. New Delhi: Bahri.
3.	Additional reading	Bower, R. A. (Ed). (1988). <i>On translation</i> . Massachusetts: Harvard University Press.
	list for Nzema	Crystal, D. (Ed). (1991). <i>Encyclopedia of Language</i> . Cambridge: Cambridge University
		Press.  Duff A (1990) Translation Oxford: Oxford University Press
		Duff, A. (1990). <i>Translation</i> . Oxford: Oxford University Press.  Frawley, W. (1984). <i>Translation: Literary, Linguistics and philosophical perspectives.</i>
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		University Press.
		Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i> . London:
		Routledge.
		Halliday, M.A.K. (1990). Discourse and the Translator. London: Longman.
		Wilson, R.F. (1980). Writing, Analysis and Application. Boston: Allyn & Bacon.
4.	Additional reading	Bower, R. A. (Ed). (1988). <i>On translation</i> . Massachusetts: Harvard University Press.
	list for Fante	Duff, A. (1990). <i>Translation</i> . Oxford: Oxford University Press.
		Frawley, W. (1984). Translation: Literary, Linguistics and philosophical perspectives.
		London: Associated
		University Press.
		Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i> . London: Routledge.
		Halliday, M.A.K. (1990). <i>Discourse and the Translator</i> . London: Longman.
5.	Additional reading	Bower, R. A. (Ed). (1988). <i>On translation</i> . Massachusetts: Harvard University Press.
	list for Twi	Crystal, D. (Ed). (1991). Encyclopedia of Language. Cambridge: Cambridge University
		Press.
		Duff, A. (1990). <i>Translation</i> . Oxford: Oxford University Press.
		Frawley, W. (1984). Translation: Literary, Linguistics and philosophical perspectives.
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		Obianim S. J. (1960). E3egbe ŋuti Nunya Akpa Evelia. London, William Clowes and Sons.
		Sowah, C. W. (2006). Nyadug4mesese: Ada`u Siwo Le E`u. Accra, Salt N Light
7.	Additional reading	Bower, R. A. (1998). <i>On Translation</i> . (Ed). Massachusetts: Harvard University Press.
	list for Dagaare	Duff, A. (1990). <i>Translation</i> . Oxford: Oxford Univ. Press.
		Larson, M.L. (1992). <i>Meaning-Based Translation</i> : A Guide to cross Language Equivalence.
		Lanham: University Press of America.
		Newmark, P. (1988). <i>A Textbook of Translation</i> . Oxford: Prentice Hall Regents.
		Newmark, P. (1981). <i>Approaches to Translation</i> . Oxford: Pergamon.
		Papegaaij, B. & Schubert, K. (1988). <i>Text Coherence in Translation</i> . Dordrecht: Foris.
		Tourey, G. (Ed.). (1987). Translation across Cultures. New Delhi: Bahri.
		WYCIFF Bible translators. (1977). Notes on Translation. No. 64.
8.	Additional reading	Catford, J. C. (1994). Linguistic Theory of Translation. Edinburg University Press.
	list for Kasem	Larson, M. (1998). <i>Meaning-Based Translation</i> . University Press of America
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list for Kusaal	Frawley, W. (1984). Translation: Literary, Linguistics and philosophical perspectives.
	London: Associated
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	translation. London: Routledge.
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Year of B.Ed.	4	Semester	2	Place of lesson in semester	<b>1</b> 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	What is translation							
						Lesson Duration	3	
Previous studen teacher knowledge, prio learning (assum	also made them aw learners. This first le assessment compor The student teacher	This lesson introduces student teachers to the meaning of translation and what translation entails. It also made them aware the need to practise the knowledge in translation in teaching early grade learners. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.  The student teachers may have done a bit of translation at home after listening to some news						
Possible barriers to learning in th	Student teachers mi	ght likely no	t be able to	distinguish be	tween the type:	s of translation		
Lesson Lesson Delivery chosen to suppostudents in achieving the outcomes		Face-to-face Practical Activity Based Learning Learning Practical Learning Practical Activity Practical Based Learning Practical Based Learning Practical Study Practical Study Practical						
Lesson Delivery main mode of delivery chosen support student teachers in achieving the learning outcomes.	Independent study: Seminars: group pr e-learning opportur	Face-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection. e-learning opportunities: video clips on YouTube, Praat software Practical Activity: practising production of vowels						
Purpose for the lesson, what you want the students to achieve, serves as ba for the learning outcomes. A expanded version of the description.     Write in full aspects of the	and literacy. This wi play in the learning is	The purpose this lesson to the address the misconceptions student teachers may have about language and literacy. This will create the awareness among the student teachers about the language and literacy play in the learning process.						
Learning     Outcome for     the lesson,     picked and     developed     from the	Learning Outcomes	Learning Outcomes  Learning Indicators  Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How withese be addressed or developed?						
course specification • Learning indicators for each learning	(NTS 2c: 13), (NTECF	Ghanaian la		apply the ski translating a from English language or v	given text to Ghanaian	There is a tender the tutor/lecture translate more English into the language and the second sec	rer might from Ghanaian	

	I		T .	
outcome			t : : : : : : : : : : : : : : : : : : :	curbed by not overlooking Chanaian language due to ime. Group work can be given ahead of lesson. In grouping the student eachers, gender and mixed abilities should be considered. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital iteracy,
Topic: Concept of Translation (theories types	Sub topic	Stage/time	Teaching and learning to achieve depending on delivery mode select collaborative group work or indep	cted. Teacher led,
and skills)			Teacher Activity	Student Activity
		Introduction: 20 mins	Question and Answer  Tutor reminds student teachers on the use of the course manual and the expectations by student teachers at this point. The course is introduced to teachers to be aware that it is a practical course which has to be applied in teaching early grade learners for better understanding.  (PDP Theme 2:35).	Question and Answer  Student teachers pay attention while the Tutor introduces the course manual and later ask questions for clarification.
				•
	Explanation of translation	Stage 1: 90mins	Class discussion Tutor ask student teachers to brainstorm on the concept of translation and share ideas with their colleagues  Tutor/lecturer listens to some of the ideas from student teachers.  Tutor explains what translation entails to student teachers. (PDP Theme 4:79)  Tutor/lecturer shows a video of a teacher teaching early grade learners in their own language for class to discuss (PDP Theme 4:79).  Tutor listens to some ideas from the video watched.  Tutor demonstrates how the application of the translation course helps in teaching in the early grade	Class discussion  Student teachers brainstorm in groups and share the ideas with colleagues.  Student teachers share their findings in groups in class.  Student teacher watches the video carefully for class discussion.  Student teachers share their views from the video watched (PDP Theme 4: 79)  Student teachers get the concept in doing the course and its aims (PDP 4: 25, 79)

			class as they saw in the YouTube video. (PDP Theme 4:79)			
			,			
	Brief discussion on some theories of translation	Stage 2: 60mins	<ul> <li>Class discussion</li> <li>Tutor shows a powerpoint presentation on some translation theories for the student teachers to discuss.</li> <li>Tutor leads class discussion on the power point and talks in general about some theories in translation.</li> <li>Tutor asks student teachers to read on theories of translation for the next lessons and types.</li> </ul>	Class discussion  Student teachers listen to the powerpoint presentation.  Student teachers participate in class discussion on the theories in the powerpoint presentation under the guidance of the tutor/lecturer (PDP Theme 3: 69).  Student teachers present their views for class discussion. (PDP Theme 4: 79)		
	Closure/Conclusion	Stage 3: 10mins	Question and answer     Tutor employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35)     Tutor puts student teachers in groups to also read on types of translation	<ul> <li>Question and answer</li> <li>Student teachers answer the questions asked.</li> <li>The student teachers ask for clarifications. (PDP Theme 2:35)</li> <li>Student teachers will read on types of translation for the next lesson.</li> </ul>		
Which cross cutting issues will be addressed or developed and how	Digital litera     Cultural dive	cy ersity and inclusion		the next lesson.		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning  (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)  Assesses Learning Outcomes: Course learning outcomes 1					
Teaching Learning Resources	<ul><li>PowerPoint</li><li>Projector</li></ul>					
Required Text (core)	Baker, M. (2005).	In other words. Londo	on: Routledge.			
Additional Reading	Hatim, B. & Munday,	J. (2005). Translation	n: An advanced resource book. London	: Routledge.		
CPD Needs	Seminar on the need					

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

Title of Lesson	Theories in Translat		Lesson Duration		3					
Lesson description	This lesson introduc the types of translat				es used in trans	lation	and also o	discus	ses	
Previous student teacher knowledge, prior learning (assumed)	The student teacher	S								
Possible barriers to learning in the lesson		Student teachers might not know the theories used in translation.								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Student teachers may not have the skills in translation  Face-to-face Practical Activity Based Learning Learning Practicum Study Opportunitie Study Practicum Opportunitie Study Opportu							ticum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: discuss Independent study: Seminars: group pro Practical Activity: pr	individual a esentation, o	nd collabor liscussion a	ative enquirend reflection						
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes.     An expanded version of the description.     Write in full aspects of the NTS addressed										
Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcomes		Learning	Indicators	Identify w core and t inclusivity diversity. addressed	ransfe , equit How w	rable skills y and add vill these b	s, ressin		
Learning indicators for each learning outcome	1. demonstrate know skills in translating to Ghanaian language. 13), (NTECF 3: 20).	exts in a	translatir from Eng	ng a given tex lish to n language o	There is a tutor/lecturexamples of familiar with other stude addressed diversify be other langes student te abilities sheet commodular.	tender urer m from o ith exc ent te by ma y inclu uages. achers ould b skills ta nunica	ncy that the ight focus one language luding lang achers. The aking effort ding exam In groupir s, gender a	on ge s/h guages is can t to uples fi ng the nd mi red. clude al thin ation a	s of be rom xed nking,	

Topic: Vowels (distribution and sequences)	Sub topic	Stage/time	Teaching and learning to ach depending on delivery mode collaborative group work or	selected. Teacher led,
			Teacher Activity	Student Activity
		Introduction: 15 mins	Face-to-face     Tutor/lecturer uses probing question to review what was learnt in the last lesson     Tutor/lecturer bases on the student teachers previous knowledge to introduce the topic for the day. (PDP Theme 2:35)	Face-to-face/Independent study  Student teachers review their previous knowledge and respond to the question by the tutor/lecturer.
	Theories of translation	Stage 1: 90mins	Group discussion and presentation  Tutor/lecturer groups students and ask each group to share their research findings on translation theories. (PDP Theme 4:25)  Tutor clarifies issues on the theories presented and explains them clearly.  Tutor/lecturer guides student teachers to understand two of the theories. (PDP Theme 4:79)  Tutor gives a very short text of about five lines to be practiced using the theory.  Tutor listens to some samples of the translation and discusses the application of the theory to the text translated.	Group discussion and presentation  Student teachers in their respective groups share their findings from the research on translation theories in class. (PDP Theme 4: 79).  Each group makes oral presentation in class and tutor clarifies the presentation for a better understanding. (PDP Theme 4: 79)  Student teachers do the exercise of translating the text.  Student teachers read the text and listens to the explanation of the application of the theory to their translated text.
	Types of translation and Skills used in translation	Stage 2: 60mins	Individual enquiry and class discussion  Tutor/lecturer asks student teachers to search online the types of translation for class discussion. (PDP Theme 2: 35).  Tutor/lecturer leads the class discussion on types of translation and give sample sentences to illustrate. Tutor answers questions asked by student teachers.  Tutor guides student	Individual enquiry and class discussion  Student teachers search for types of translation for class discussion. (PDP Theme 3: 69).  Student teachers share their findings on the types of translation in the class discussion and asks questions for clarification.  Student teachers apply the skills in translating few sentences.

	Closure/Conclusion	Stage 3: 15mins	•	teachers to understand the skills needed in translation and gives few sentences to be translated.  Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35).  Tutor asks student teachers to observe how teachers apply their translation skills in teaching early grade	•	Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35). Student will observe during school visit skills used in teaching early grade learners by
			•	learners and note in their reflective journal. Tutor asks student teachers to read on the processes in translation for the next lesson.	•	teachers and put down their findings in a reflective journal. Student teachers do research on the processes in translation for the next lesson
Lesson assessments –					1	
evaluation of learning:	Summary of Assessm	ent Method: Asse	ssme	ent for and as learning		
of, for and as learning	1 group presentation			-		
within the lesson	(Core skills targeted a	are communication	, teai	m work/collaboration, enq	uiry	skills, digital literacy)
(linked to learning						
outcomes)		tcomes: Course le	arnii	ng outcomes 4, 5, and 6		
Teaching Learning	<ul> <li>PowerPoint</li> </ul>					
Resources	<ul> <li>Projector</li> </ul>					
Required Text (core)	Baker, M. (2005). <i>In ot</i>					
Additional Reading List			_	. London: Longman Group	Ltd.	
	,	•		udies. London: Routledge.		
CPD Needs	Workshop on acquiring	ng skills for translat	ion t	o teach early grade learne	rs	

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
					12 3 4 3 0 7 0 3 10 11 12

Title of Lesson	Process	es in trans	slation				Lesson Duration	3	
Lesson description	This les	son introd	uces student te	achers to the	steps involve		translation. Stude	ent	
					-		sentences for pra		
Previous student teacher knowledge, prior learning (assumed)	The student teachers have tried some translation in the previous lesson.								
Possible barriers to learning in the lesson	Student languag		may not know t	he detail steps	involved in	trans	slating a text into a	ny	
Lesson Delivery – chosen to	Face-								
support students in achieving the outcomes	to- face	al Activity	Learning	Jenniu J	Study		opportunities	· · · · · · · · · · · · · · · · · · ·	
Lesson Delivery – main mode			ussion, questior	and answer					
of delivery chosen to support			l <b>y:</b> individual ar		e enquiry.				
student teachers in achieving	-		presentation, di						
the learning outcomes.			<b>unities:</b> video c						
		al Activity:							
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learnin	g Outcome	es	Learning Ind	:	issue skills addr these deve	tify which cross cues-core and transfe is, inclusivity, equit essing diversity. He be addressed or eloped?	erable y and ow will	
	skills in Ghanaia	translating	e. (NTS 2c:	apply the ski translating a text from En <sub>i</sub> Ghanaian lar vice versa	given glish to guage or	tutor trans langu addr Engli grou gend be co	e is a tendency that r/lecturer might for slating text from Gi uage to English. The essed by giving text ish and Ghanaian late ping the student to ler and mixed abilitions core skills targeted communication, contained observation and e skills, digital literal	cus on hanaian is can be tt in both anguage. In eachers, ties should d include ritical ation, nquiry	

Sub topic	Stage/time	_	o achieve learning outcomes: node selected. Teacher led, k or independent study
		Teacher Activity	Student Activity
	Introduction: 20 mins	Tutor/lecturer asks student teachers to summarise what was learnt in the previous lesson. Tutor/lecturer introduces the topic for the day (PD Theme 2:35)	Student teachers summarise what was learnt in the previous lesson
Processes	Stage 1: 90mins	Collaborative enquiry	Collaborative enquiry and group
in translation		<ul> <li>and group discussion</li> <li>Tutor/lecturer asks student teachers in groups to share their research on the steps in translation with the class.</li> <li>Tutor does a powerpoint presentation on the steps involved in translation for students to listen.</li> <li>Tutor leads a class discussion to compare their findings and the presentation to update the knowledge in the processes in translating text.</li> <li>Tutor gives a text in the language of study to be practice in class applying the steps</li> </ul>	<ul> <li>Student teachers in groups do a presentation orally to the class on the research findings. Student teachers watch the video clip on YouTube.</li> <li>Student teachers listens to the presentation by the Tutor.</li> <li>Student teachers now compare their findings in the research with the presentation by the tutor and corrects the understanding in the steps involved in translating text. (PDP Theme 4: 79)</li> <li>Student teachers practice the text by employing the steps discussed in class.</li> </ul>
Toyt	Stage 2: 60mins	in translation.	Class discussion
Text translation practice	Stage 2: 60mins	Class discussion  Tutor listens to some few student teachers translations of the text given in stage 1.  Tutor asks student teachers to share briefly how they translated the text using the steps and clarifies any question asked. (PDP Theme 4: 25).	<ul> <li>Class discussion</li> <li>Student teachers read the text translated to the class for discussion. (PDP Theme 3: 69).</li> <li>Student teachers share briefly the steps used to translate the text and corrects any misconceptions or misunderstanding through question. (PDP Theme 4: 79)</li> </ul>

	School visit		Ask student teachers to their during school visit the steps were used by them during their school visit by teachers and write down their findings in their reflective journal as part of their portfolio.	Student teachers write down how they applied some translation skills during their school visit in the last semester and note down their findings in their reflective journal as part of their portfolio.
	Closure/Co nclusion	Stage 3: 10mins	Tutor summarises the lesson and close the lesson (PDP Theme 2: 35) Tutor gives a short text to student teachers in groups in the language of study to be translated for the next lesson. Student teachers are asked to read on the next topic kinds of translation for the next lesson.	<ul> <li>Student teachers answer the questions asked.</li> <li>The student teachers ask for clarifications. (PDP Theme 2:35)</li> <li>Student teachers in groups take the text to be translated for the next lesson.</li> <li>Student teachers read on the topic for the next lesson.</li> </ul>
Which cross cutting issues will be addressed or	_	cal literacy ural diversity and inc	clusion	
developed and how				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Report the ob- learners in sc (Core skills ta Assesses Lear	oservations about te hool during their sch rgeted are commun rning Outcomes: Co	nool visit/ internship in ref	ion knowledge to teach early grade
Teaching Learning Resources	• Proje	erPoint ector o clip/ YouTube vide	eos	
Required Text (core)	Baker, M. (20	005). In other words.	. London: Routledge.	
Additional Reading List	Munday, J. (2	001). Introducing Tr	Translating. London: Long anslation Studies. London:	-
CPD Needs	Seminar on th	he steps involved in	translating text	

Year of B.Ed.	4	Semester	2	Place of lesson in semester	123456789101112

Title of Lesson	Kinds of translation	Kinds of translation						
Lesson description	This lesson introduces student teachers to the kinds of translation such as literal verses modified literal translation, unduly free verses idiomatic meaning. This will enable student teachers to apply the knowledge in translating materials read to early grade learners to get the correct and precise information.							
Previous student	The student teachers	he student teachers have done a bit of translation in the previous lesson.						
teacher								
knowledge, prior								
learning (assumed)								
Possible barriers to	Student teachers ma	y not know	the when t	o apply a kind of	translation			
learning in the	Student teachers may	y not have a	pplied this	to a text during t	heir internship.			
lesson						T		
Lesson Delivery –	Face-to-face	Practical	Work-	Seminars	Independent	e-learning		Practicum
chosen to support		Activity	Based		Study	opportuni	ties	
students in			Learning					
achieving the								
outcomes								
Lesson Delivery –	Face-to-face: discussi							
main mode of	Independent study:							
delivery chosen to	Seminars: group pre	sentation, c	liscussion a	nd reflection.				
support student	Practical Activity:							
teachers in								
achieving the								
learning outcomes.								
Purpose for								
the lesson,								
what you want								
the students								
to achieve,								
serves as basis								
for the								
learning								
outcomes. An								
expanded								
version of the								
description.								
Write in full								
aspects of the NTS addressed								
Learning	Learning Outcomes		Learn	ning Indicators	Ide	ntify which	cross	cutting
Outcome for	Learning Outcomes		Lean	g maicators		ues-core and		_
the lesson,						ls, inclusivit		
picked and						dressing dive	• •	-
developed						se be addre	-	
from the						eloped?		
course	1. demonstrate know	ledge and	apnl	y the skills in tran		likely the te	eache	r may not
specification	skills in translating te	-		text from English	-	e enough tii		
Learning	Ghanaian language. (		_	aian language or		nslation and		
indicators for	(NTECF 3: 20).		versa			ds of transla		
each learning	, , , , ,		•			alt with by do		
outcome						earch before		
						eracting with		
						ore the less		
	i .							

Topic: Kinds of translation	Sub topic	Stage/time	Teaching and learning to achieve le on delivery mode selected. Teache work or independent study	communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, earning outcomes: depending
			Teacher Activity	Student Activity
		Introduction: 15 mins	Tutor/lecturer ask student teachers to summarise the previous lesson and asks question to test the understanding. Tutor/lecturer introduces the topic for the lesson. (PDP Theme 2:35)	Student teachers summarise the previous lesson and respond to the questions asked by the tutor/lecturer.
	Kinds of	Ctogo 1.	Group discussion and	Charles the calcase we had
	translation (literal translation).	Stage 1: 90mins	Tutor shows a clip on someone translating a speech for students to watch for a discussion. Tutor/lecturer based on the clip watched and ask student teachers in the groups to tell which kind of translation was employed from the video after the research and explained the kind identified. (PDP Theme 4:25)  Tutor/lecturer leads a class discussion to explain literal translation and modified literal translation after listening to the student teachers views. (PDP Theme 4:79)  Tutor gives a short text to be translated in groups in relation to the kind of translation identified and	<ul> <li>Student teachers watch the clip for a class discussion.</li> <li>Student teachers in groups share the kind of translation they find in the video after the research before the class and explain the kind identified.</li> <li>Student teachers participates in the class discussion and corrects the concept of literal and modified translation. (PDP Theme 4: 79).</li> <li>Each group makes oral presentation in class after translating the given text. (PDP Theme 4: 79)</li> </ul>
	Unduly free verses	Stage 2:	share with the class.	Individual enquiry and class
	Unduly free verses idiomatic meaning translations.	Stage 2: 60mins	Individual enquiry and class discussion  Tutor/lecturer asks student teachers to share with the class the research on unduly free verse idiomatic meaning based translation(PDP Theme 2: 35).  Tutor/lecturer listens to the research finding and clarifies the kind of translation.  Tutor gives some few sentences to be translated from English into the Ghanaian language of study.	<ul> <li>Individual enquiry and class discussion</li> <li>Student teachers share their finding on this kind of translation from the research done with the class.</li> <li>Student teachers asks questions to clarify the understanding on idiomatic translation and meaning based translation through questions. (PDP Theme 3: 69).</li> </ul>

Which cross	School visit  Closure/Conclusion  • Digital litera	•	given sentences to be read in class to illustrate the kind of translation under discussion.  Put down in their report their findings.  Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35) Tutor gives an assignment to be submitted the next two days on translation.	<ul> <li>Student teachers translate the given sentences and samples read in class.</li> <li>report the findings.</li> <li>Student teachers answer the questions asked.</li> <li>The student teachers ask for clarifications. (PDP Theme 2:35)</li> <li>Student teachers takes the assignment to be presented after the lesson.</li> </ul>		
cutting issues will be addressed or	Cultural diversity and inclusion					
developed and how						
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning Assignment to be submitted (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 1					
Teaching Learning Resources	<ul><li>Powerpoint</li><li>Projector</li></ul>					
Required Text (core)	Baker, M. (2005). <i>In o</i>	ther words. Lond	don: Routledge.			
Additional Reading List	Baker, M. (Ed.). (1998	3). Encyclopedia	of Translation Studies. London: Routle	edge.		
CPD Needs	Workshop/seminar o	n kinds of trans	lation and its application.			

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

Title of Lesson	Translation	n of different	text/ material	s (Practice 1)			Lesson Duratio				
Lesson description	simple text discussing	his lesson introduces student teachers to the application of the theories learnt in translating imple text from English to Ghanaian language of study and vice versa. This will look at text iscussing things about one self									
Previous student teacher knowledge, prior learning (assumed)	The studen	t teachers beg	gan translating	sentences							
Possible barriers to learning in the lesson			not be aware o		in translating . translation						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Learning	Seminars	Independent Study	e-learn opport	_	Practicum			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independe	<b>nt study:</b> indi group presen	question and a ividual and coll tation, discussi	aborative en							
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the NTS addressed											
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning</li> </ul>	Learning O	utcomes		Learning Ind	dicators	issues-co	re and tr usivity, e g diversi be addr	-			
outcome	in translatir	rate knowled ng texts in a G NTS 2c: 13), (I	ihanaian	apply the sk translating a from English Ghanaian la vice versa	a given text n to	It is possilidiction for the transl addressed time for the giving text where possible. Core inclustration obse	ole the classifies the classifies at the classifies the common at thinking boration.	nay slow is can be ig enough n and also lesson geted nunication, ng, ,			

Topic: Different text/materials (self)	Sub topic	Stage/time	depending on delivery mo	achieve learning outcomes: ode selected. Teacher led,
			collaborative group work	
			Teacher Activity	Student Activity
		Introduction: 20 mins	Tutor/lecturer     begins the lesson by     asking student     teachers to share     their experience in     teaching during     internship to the     early grade.      Tutor/lecturer     dwells on the     experience and     introduces the topic     as practicing some     translation. (PDP     Theme 2:35)	Student teachers shares the experience in teaching early grade and how they applied the Ghanaian language to the teaching (PDP Theme 2:35)     Student teachers gives comments on each experience and prepares for the practice in class.
		Stage 1: 90mins	Practicing and class	Practicing and class
			discussion Tutor gives a short sentence to be translated in class. Tutor shows a video doing translation to two group of people considering the on selection of diction /choice of words. Tutor discusses the video with student teachers to consider the reader and discipline of the text to be translated as seen in the video. Tutor then asks student teachers to compare the sentence translated before the video was shown and write their reflections in a journal on the choice of words used	discussion  Student teachers translate the sentence individually. (PDP Theme 4: 79).  Student teachers watch the video and give their views.  Student teachers ask questions on the choice of words used in translation for clarification.  Student teachers now compare the sentence translated and tell if the right choice of words have been used by noting that in the journal for reflection.
		Stage 2: 60mins	Tutor gives a text on talking about one self which is for early grade learners to be translated in groups for discussion in class  Tutor discusses each group translated text and its appropriateness on the choice of words  (PDP Theme 4:79)	Group discussion and presentation  Each group translates the text for the class discussion.  Each group reads the translation for discussion led by the tutor. (PDP Theme 4: 79)

	School Visit	Ask student teachers to share some of the experiences on speeches of teachers and learners speech when they went school visit and put down their observation for discussion.	Student teachers share     the experiences in the     early grade class     teachers and learners     speech during school     visit and put down their     observation for     discussion.					
	Closure/Con clusion Stage 3: 10r	Tutor/lecturer employs discussion technique to recap and close the lesson (PDP Theme 2: 35)Tutor informs student teachers of writing a bilingual book t the end of the course	<ul> <li>Student teacher participates in discussion to summarise the lesson.</li> <li>The student teachers ask for clarifications. (PDP Theme 2:35)</li> <li>Student teachers take note of the project to be submitted at the end of the course</li> </ul>					
Which cross cutting issues will be addressed or developed and how	<ul><li>Digital literacy</li><li>Cultural diversity and in</li></ul>	nclusion						
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	1 group presentation of tran A bilingual book of about 19	Summary of Assessment Method: Assessment for and as learning I group presentation of translated text for peer assessment A bilingual book of about 15pages to be submitted at the end of the course Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)						
Teaching Learning	PowerPoint							
Resources Required Text (core)		Projector  Baker, M. (2005). <i>In other words.</i> London: Routledge.						
Additional Reading List	Munday, J. (2001). Introduci	n and Translating. London: Longman G ing Translation Studies. London: Routle						
CPD Needs	Workshop/seminar on trans	slation.						

Year of B.Ed.	4	Semester	2	Place of lesson in semester	4 2 2 4 5 6 7 2 2 4 2 4 2 4 2
					1 2 3 4 5 <b>O</b> 7 8 9 10 11 12

Title of Lesson	Translation	of different te	ext/ materi	als (Practice I	11)		Lessoi Durati		3		
Lesson description		introduces stu different disci			ating text involvi d home.	ing paragra	phs of t	wo or			
Previous student teacher knowledge, prior learning (assumed)	The student	t teachers have	e not transl	ated technica	I texts in the sub	oject area b	efore.				
Possible barriers to learning in the lesson	Student tea	udent teachers may not know the vocabulary in the discipline									
Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main	Face-to-face	Practical Activity e: discussion, of	Work- Based Learning	Seminars	Independent Study	e-learning opportun	_	Practi	icum		
mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independer	nt study: indiv group presenta	idual and c	ollaborative e							
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>											
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	Learning O	utcomes	Lear	ning Indicato	ors	Identify wissues-conskills, included addressin will these developed	e and to usivity, g divers be add	ransfe equity sity. Ho	rable and w		
	and skills in	rate knowledgr translating tex an language. (N ECF 3: 20).	ts appl	n text from E	translating a nglish to ge or vice versa	It is I study not I voca to be can be read text discutarge community think observations.	ikey tha ent teac nave all bulary for transla e solver in class for in	hers mether for the ted. The t	text his ted ss ills itical tion,		

Topic: Translating different materials (Practice	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
			Teacher Activity	Student Activity		
		Introduction: 20 mins	Tutor/lecturer puts some few words on the board (words used in the school and home) for student teachers to translate.  Tutor/lecturer dwells on the student teachers' views to introduce the topic for the lesson. (PDP Theme 2:35)	Student teachers attempt to translate the words (PDP Theme 2:35)		
	Translation Practice (school)	Stage 1: 60mins	Individual enquiry  Tutor gives a textbook used in early grade about school to be translated into the language of study by student teachers for oral presentation (read aloud).  Tutor discusses the first two paragraphs of the text after listening to oral presentation of the first two paragraphs and corrects the vocabulary chosen.	<ul> <li>Individual enquiry</li> <li>Student teachers translate the text into the language of study. (PDP Theme 3: 69).</li> <li>Student teachers do oral presentation on the first two paragraphs.</li> <li>Student teachers partake in the discussion and choose the most appropriate words for the translation.</li> </ul>		
	Discussion of the text	Stage 2: 90mins	Group discussion and reflection and presentation  Based on stage 1, Tutor/lecturer allows student teachers to continue the translation of the whole text about school. (PDP Theme 4:25)  Tutor asks some groups to read their translation.  Tutor/lecturer leads student teachers on the choice and coherence of translating by referring to the sample presentation of the text. (PDP Theme 4:79)	Student teachers continue to translate the text about school  Some groups are asked to read out their translated text. (PDP Theme 4: 79)  Each group makes oral presentation in class o. (PDP Theme 4: 79)  Student teachers take note of the coherence and choice of words for the text and do some correction here necessary.		
	Closure/Con clusion	Stage 3: 10mins	<ul> <li>Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35)</li> <li>Tutor gives a text to be translated for the next lesson.</li> </ul>	<ul> <li>Student teachers         <ul> <li>answer the questions</li> <li>asked.</li> </ul> </li> <li>The student teachers         <ul> <li>ask for clarifications.</li> <li>(PDP Theme 2:35)</li> </ul> </li> <li>Student teachers take         <ul> <li>the text for translation</li> </ul> </li> </ul>		

Which cross cutting issues	Digital literacy
will be addressed or	Cultural diversity and inclusion
developed and how	
Lesson assessments –	
evaluation of learning: of,	Summary of Assessment Method: Assessment for and as learning
for and as learning within	1 group presentations
the lesson (linked to	(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)
learning outcomes)	Assesses Learning Outcomes: Course learning outcomes 1
Teaching Learning	PowerPoint
Resources	Projector
Required Text (core)	Baker, M. (2005). <i>In other words.</i> London: Routledge.
Additional Reading List	Baker, M. (Ed.). (1998). Encyclopedia of Translation Studies. London: Routledge.
	Bell, R. T. (1991). <i>Translation and Translating</i> . London: Longman Group Ltd.
	Munday, J. (2001). Introducing Translation Studies. London: Routledge.
CPD Needs	Workshop/seminar on skills in using knowledge of translation to teach early grade lerners

Year of B.Ed.	4	Semester	2	Place of lesson in semester	_	7
					123456	8 9 10 11 12

Title of Lesson	Transla	tion of diffe	rent tex	t/ materi	als (Practice	III)		Lesson Duration	3		
Lesson description								n history. It w grade learner			
Previous student teacher knowledge, prior learning (assumed)  Possible barriers to	The stu	e student teachers may have some knowledge of some vocabularies.  me vocabularies will not be easily be accessible to student teachers									
learning in the lesson	Some vo	me vocabularies will not be easily be accessible to student teachers									
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to- face	Practical Activity	Work-Learnin		Seminars	Independe Study		learning portunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of	Indeper Semina		: individ	ual and co	collaborative of ssion and ref						
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	Learnin	g Outcomes		Learnin	g Indicators		issues- skills, i addres	fy which cross core and tran inclusivity, eq ssing diversity be addressed pped?	sferable uity and . How will		
	knov tran: Ghai (NTS 20). 2. demiknov teac Ghai (NTS 2c, c	onstrate wledge and s slating texts naian langua 5 2c: 13), (NT onstrate wledge and s hing using naian langua 5 1a, f: 12), (I d: 13), (NTS 3 j: 14). (NTS 2	in a age. FECF 3: skills in age. NTS Ba, e, f,	trai fro lan 2.1. ap teach tr 2.2. to e show in	oly the skills in nslating a give m English to o guage or vice ply their kno ranslation. employ strate dividual dive s are consider	en text Ghanaian versa owledge to egies that rsity of the	It is like may not history learned transla ahead • Cook the object of the cook is a second to the cook	ely that stude of have vocab y used for earl rs. Discussion ited after givir of the lesson. ore skills targe ommunication ninking, collab bservation and kills, digital lites	ularies for y grade of text ng them out eted include , critical oration, d enquiry		

Topic:	Sub topic	Stage/time	Teaching and learning to achieve loon delivery mode selected. Teache work or independent study	
			Teacher Activity	Student Activity
		Introduction: 20 mins	<ul> <li>Tutor/lecturer asks student teachers to summarise what they have learnt so far in the translation</li> <li>Tutor/lecturer dwells on the student teachers' views to review skills needed translation for the lesson.         (PDP Theme 2:35)     </li> </ul>	Student teachers summarise what they have learnt so far in the translation course (PDP Theme 2:35)
		Stage 1: 90mins	Tutor asks the groups to read out their translated text on history for a group discussion.  Tutor leads the discussion after listening to the group discussion on the choice of words grammar such as tense  Tutor asks student teachers to write the text for submission in the class.	Student teachers read out the text on history for a group discussion. (PDP Theme 3: 69).  Student teachers read out the translated text and partake in the discussion.
	Closure/ Conclusio n	Stage 2: 60mins Stage 3: 10mins	Class discussion and presentation  Tutor/lecturer groups and assigns each group a part(two paragraphs each) of a long text which has early grade vocabularies to translate in class.  Tutor/lecturer guides the class to peer review each other's work. (PDP Theme 4: 79)  Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35)  Tutor ask student teachers to submit the whole text as	Class Discussion and presentation  Each group does its assigned paragraph of the long text  Each group makes oral presentation in class for peer review.  The student teachers peer review each presentation in class (PDP Theme 4: 79)  Student teachers answer the questions asked.  The student teachers ask for clarifications. (PDP Theme 2:35)  Student will submit the
Which cross cutting issues	• Di	gital literacy	after the class	whole text after the lesson
will be addressed or developed and how	• Cu	Iltural diversity a		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Peer review (Core skills literacy)	v by student tead targeted are con	ethod: Assessment for and as learnichers nmunication, team work/collaborations: Course learning outcomes 12	
Teaching Learning		werPoint		
Resources Required Text (core)		ojector 2005). <i>In other</i> w	vords. London: Routledge.	
Additional Reading List			n and Translating. London: Longman ing Translation Studies. London: Rou	
CPD Needs	Workshop/	seminar on meth	nods of getting skills in translation	<u>——</u>

Year of B.Ed.	4	Semester	2	Place of lesson in semester	0
					1 2 3 4 5 6 7 <b>O</b> 9 10 11 12

Title of Lesson	Translation of different text/ material	ls (Practice IV)		Lesson Duration	3					
Lesson description	This lesson continues with translating learners									
Previous student teacher knowledge, prior learning (assumed) Possible barriers to	The student teachers have might have  The student teacher may not have tau				rly grade					
learning in the lesson	learners and may lack vocabulary for t	- '	Grianaian Langua	ige before to ca	ily grade					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face Practical Wor Activity Base	k- Seminars	-	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: discussion, question and Independent study: individual and co Seminars: group presentation, discuss Practical Activity: practising written to	llaborative enquiry. sion and reflection.								
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>										
Learning     Outcome for the lesson, picked and developed from the course specification	Learning Outcomes	Learning Indicators	issues skills, addre these develo		ferable ity and How will r					
Learning indicators for each learning outcome	1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). 2. demonstrate knowledge and skills in teaching using Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14). (NTS 2f:13), (NTECF 4: 42), (IEP 5: 11).	apply the skills translating a gifrom English to Ghanaian languvice versa  2.1. apply their knoto teach translation  2.2. to employ stratthat show individual diversity of the lear are considered	ven text may n numer learne transla owledge or leegies al timers	sely that studen not have vocaburacy used for ears. Discussion of ated after giving I of the lesson. Core skills target ommunication, hinking, collabous servation and kills, digital liter	laries for orly grade of text g them out ed include critical ration, enquiry					

Topic: Selecting, designing and using TLMs for the	Sub topic	Stage/time	Teaching and learning to achie depending on delivery mode scollaborative group work or in	selected. Teacher led,
teaching and learning			Teacher Activity	Student Activity
the sound system of a Ghanaian Language		Introduction: 30 mins	Tutor/lecturer uses probing question to ask student teachers to share their experiences during school visit on the teaching of numeracy to early grade learners.  Tutor/lecturer then listens to the experiences from the student teachers and ask them to give their reflection on them before introducing the lesson characteristics of a good TLM. (PDP Theme 2:35)	Student teachers share their experience on the teaching of numeracy to early grade learners during the internship. findings during the school visit  Student teachers share their views on the teaching of numeracy and give their reflections on them. (PDP Theme 2:35)
		Stage 2: 70mins	Group discussion and	Group discussion and
	Individual.	Stone 2: 70min	<ul> <li>Tutor/lecturer gives a text with numeracy vocabularies used for early grade o be translated in groups as each group is assigned with about two paragraphs to translate.</li> <li>Tutor asks student teachers to read out their assigned paragraphs for class discussion after 30min of doing the exercise.</li> <li>Tutor the guides student teachers to write out some vocabularies and phrases on numeracy used in early grade classroom.</li> </ul>	Student teachers translate the assigned paragraphs of the text about numeracy.  Student teachers read out their assigned paragraphs and partake in the class discussion. (PDP Theme 4: 79)  Student teachers note down some of the phrases and vocabularies used in early grade classroom.
	Individual translation	Stage 3: 70mins	Demonstration and group discussion	Demonstration and group discussion
	practise		Tutor gives a text full of vocabularies used in teaching early grade as a test for submission after an hour to be done individually.	Each student teacher does the test and submits it after an hour. (PDP Theme 4: 79)
	Closure/Conclusion	Stage 5: 10mins	Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35) Tutor asks student teachers to read on oral interpretation and	<ul> <li>Student teachers         answer the         questions asked.</li> <li>The student teachers         ask for clarifications.         (PDP Theme 2:35)</li> <li>Student teachers         prepare to read on</li> </ul>

			translation for the next	oralinterpretation		
				oral interpretation		
			lesson and do a	and prepare slides		
			powerpoint	for presentation in		
			presentation	groups.		
Which cross cutting	Digital literacy					
issues will be	Cultural diversity and inclusion					
addressed or						
developed and how						
Lesson assessments –						
evaluation of	Summary of Assessment Method: Assessment for and as learning					
learning: of, for and	Submission of translated text after the lesson					
as learning within	(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)					
the lesson (linked to						
learning outcomes)	Assesses Learning Outcomes: Course learning outcomes 1, 2					
Teaching Learning	PowerPoint					
Resources	Projector					
Required Text (core)	Munday, J. (2001). Introducing Translation Studies. London: Routledge.					
Additional Reading	Baker, M. (2005). In other words. London: Routledge.					
List	Baker, M. (Ed.). (1998). Encyclopedia of Translation Studies. London: Routledge.					
	Bell, R. T. (1991). Translation and Translating. London: Longman Group Ltd					
CPD Needs	Workshop/seminar on skills in oral interpretation					

Year of B.Ed.	4	Semester	2	Place of lesson in semester	0
					1 2 3 4 5 6 7 8 <b>9</b> 10 11 12

Title of Lesson	Oral Interp	retation					Lesson Duration	3	
Lesson description	translation	This lesson introduces student teachers to what oral translation is and the difference between translation. This will help student teachers to translate information to aid in teaching early grade learners.							
Previous student teacher knowledge, prior learning (assumed)	Student tea	Student teachers may have witnessed instant oral interpretation							
Possible barriers to learning in the lesson	Student tea	Student teachers may not have done oral interpretation before							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practic al Activit y	Work-I Learnin		Seminars	Independen Study	t e-learning opportunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.		<b>nt study:</b> group pre	individu	al and o	nd answer. collaborative ission and ref				
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>									
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	Learning O	utcomes		Learni	ing Indicators		Identify which crossissues-core and traskills, inclusivity, eaddressing diversit these be addressed developed?	nsferable quity and y. How will	
	texts in a language (NTECF 3 2. demons and skilusing Gh. (NTS 1a, d: 13), (N	in transla Ghanaiar (NTS 2c: : 20). trate known lls in te anaian lan f: 12), (N ITS 3a, e, to S 2f:13),	ting 13), wledge eaching iguage. iTS 2c, f, g, i, j:	tr fr la 2.1. a teach • 2. tr di	oply the skills anslating a gi om English to nguage or vice pply their kn translation.  2. to employ nat show indiversity of their e considered	ven text of Ghanaian re versa owledge to strategies vidual elearners	It is possible that st teachers do not know difference between translated text and interpretation. The direct teachers to work clips on YouTube to ideas.  • Core skills targe include common critical thinkin collaboration, observation at skills, digital liti	ow the a written oral tutor can watch video o get some geted unication, g,	

Sub topic	Stage/time	Teaching and learning to a depending on delivery mo collaborative group work of	
		Teacher Activity	Student Activity
	Introduction: 10 mins	Tutor/lecturer asks student teachers to summarise what have been learnt in the past lessons.  Tutor/lecturer then introduces the topic (PDP Theme 2:35)	Student teachers summarise what have been learnt in the previous lessons .
	Stage 1: 60mins	Class discussion  Tutor/lecturer asks student teachers to do powerpoint presentation assigned after the last lesson. (PDP Theme 3: 69)  Tutor discusses the presentation and guides student teacher to understand what oral interpretation entails.	Class discussion  Student teachers do powerpresentaion in groups on the research done before the lesson. (PDP Theme 3: 69).  Student teachers partake in the discussion and asks questions to clarify what oral interpretation entails.
	Stage 2:	Group discussion and	Group discussion and practice
	50mins	<ul> <li>Tutor/lecturer shows a PowerPoint presentation on some theories used in oral translation and some differences between translation written and oral interpretation.</li> <li>Tutor asks student teacher to tell their views on the presentation</li> <li>Tutor guides student teachers to understand some theories in oral interpretation and the differences between translated text and oral interpretation through discussion.</li> </ul>	<ul> <li>Student teachers attentively listen to the powerpoint presentation and they note down their observations from the presentation.</li> <li>Student teachers share their observation and views from the presentation. (PDP Theme 3: 69).</li> <li>Student teachers take part in the discussion to get an understanding of some theories in oral interpretation and the differences (PDP Theme 4: 79)</li> </ul>
Factors to consider i oral interpreta	n 50mins	Group presentation  Tutor/lecturer asks student teachers to search online some factors needed to be considered in oral interpretation	Student teachers search online factors to be considered in oral interpretation.     Student teachers share the findings with the class

	1	I	1				
			•	Tutor listens to the findings of student teachers. Tutor guides student teachers to understand the factors considered in oral interpretation and demonstrates with simple sentences. (PDP Theme 4:79)	•	Student teachers ask questions to understand the factors needed to be considered in oral interpretation and listens to the demonstration by the teacher. (PDP Theme 4: 79)	
	Closure/Concl	Stage 3:					
	usion	10mins	•	Tutor/lecturer asks student teachers to summarise what was learnt to close the lesson (PDP Theme 2: 35) Tutor informs student teachers that the next lesson is practical so they can attempt interpreting utterances on their own before the lesson.	•	Student teachers summarise what was learnt. (PDP Theme 2:35) Student teachers notes down the information about attempting to practise before the lesson.	
Which cross cutting issues will	Digital literacy						
be addressed or developed	_	l diversity and inc	lusio	n			
and how	- Calcard diversity and inclusion						
Lesson assessments –	Summary of Assessment Method: Assessment for and as learning						
evaluation of learning: of, for	1 group presentation for peer assessment						
and as learning within the	(Core skills targeted are communication, team work/collaboration, enquiry skills, digital						
lesson (linked to learning	literacy)						
outcomes)	Assesses Learning Outcomes: Course learning outcomes 1, 2						
Teaching Learning Resources	PowerPoint						
	Project						
Required Text (core)	Munday, J. (200)	1). Introducing Tro	ansla	tion Studies. London: Ro	utle	dge.	
Additional Reading List	Baker, M. (2005). <i>In other words.</i> London: Routledge. Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i> . London: Routledge. Bell, R. T. (1991). <i>Translation and Translating</i> . London: Longman Group Ltd.						
CPD Needs	Workshop/semi	nar on how to app	oly or	al interpretation in teac	hing	early grade learners.	

Year of B.Ed.	4	Semester	2	Place of lesson in semester	10
					1 2 3 4 5 6 7 8 9 <b>L U</b> 11 12

Title of Lesson	Oral Interpretation Pr	ractical I					Lesson		3
		Duration							Ū
Lesson description		This lesson introduces student teachers to the knowledge and the skills of doing instant interpretation n order to apply in the early grade classrooms.							
Previous student	The student teachers	he student teachers have might have seen or heard instant oral interpretation before.							
teacher knowledge,									
prior learning									
(assumed) Possible barriers to	The student may not	hava dana	inctant into	raratation had	ioro				
learning in the lesson	The student may not	nave done	mstant mie	i pretation bei	ore.				
Points on inclusivity.									
equity and addressing									
diversity									
Lesson Delivery –	Face-to-face	Practical	Work-	Seminars	Independent	e-lea	rning	Prac	ticum
chosen to support		Activity	Based		Study	oppo	ortunities		
students in achieving			Learning						
the outcomes									
Lesson Delivery –	Face-to-face: discussi								
main mode of	Independent study:								
delivery chosen to support student	Seminars: group pres	sentation, c	discussion a	nd reflection.					
teachers in achieving	Practical Activity.	Practical Activity:							
the learning									
outcomes.									
Purpose for the									
lesson, what you									
want the									
students to									
achieve, serves									
as basis for the									
learning outcomes. An									
expanded									
version of the									
description.									
Write in full									
aspects of the									
NTS addressed			•		•				
• Learning	Learning Outcomes		Le	arning Indicat		-	hich cross		_
Outcome for the							e and trans		
lesson, picked							isivity, equ	-	
and developed from the course							diversity.		will
specification						se pe a reloped		,,	
Learning	1. demonstrate know	ledge and s	skills in •	apply the sk			: hat studen	t teac	hers
indicators for	translating texts in a	_		translating		-	ave tried in		
each learning	language. (NTS 2c: 13		: 20).	text from E	_	•	ion before		can
outcome	2. demonstrate know			Ghanaian la	_		d by letting		
	teaching using Gha			or vice vers	a tea	chers p	ractise ahe	ad of	the
	(NTS 1a, f: 12), (NTS			1. apply their	less				
	3a, e, f, g, i, j: 14). (N	TS 2f:13), (	NTECF	knowledge	to teach •		skills target		
	4: 42), (IEP 5: 11).			translation.			nunication,		
						thinki	ng, collabo	ration	١,

			224	-1			
			2.2. to employ strategies	observation and enquiry			
			that show individual	skills, digital literacy,			
			diversity of the				
			learners are				
0.11.1	6.1.	a	considered				
Oral interpretation	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes:				
			depending on delivery mode				
			collaborative group work or				
			Teacher Activity	Student Activity			
		Introduction:	Tutor/lecturer uses	Student teachers reflect			
		20 mins	probing question to ask	on the last lesson and			
			student teachers to	their personal			
			reflect on what was	experiences during the			
			learnt in the last lesson	school visit and they			
			and their personal	share them in class. (PDP			
			experiences during the	Theme 2:35)			
			school visit and share	Student teachers note			
			with the class.	down their reflections in			
			Tutor asks student	their journal after			
			teachers to write down	sharing the experiences			
			their reflections in the	with the class.			
			reflective journal after	with the class.			
			sharing the experiences				
			with the class. (PDP				
			Theme 2:35)				
	Oral interpretation	Stage 1:	Class discussion	Class discussion			
	practice	150mins	Tutor/lecturer shows a	Student teachers watch			
	processes	130111113	video of a teacher	the video carefully and			
			teaching early grade	begin to translate as			
			learners for each	called by the tutor to the			
			student to translate	class.			
			two sentences of the	Student teachers			
			utterances of what	practise what was in the			
			said in the video.	video and notes down			
			Tutor then listens to	the comments on			
			the each student	grammar(PDP Theme 3:			
			translating checking on	69)			
			the grammar. (PDP				
			Theme 3: 69)				
	Closure/Conclusion	Stage 2: 10mins	Tutor/lecturer ends the	Student teachers shares			
			lessons by asking	the views on the			
			student teachers to	practicals and asks			
			share their observation	questions for			
			from the practicals and	clarifications. (PDP			
			answers questions	Theme 2:35)			
			answer technique to	Student teachers takes			
			close the lesson (PDP	the video to practice			
			Theme 2: 35)	ahead of class.			
			Student gives some				
			more videos on				
			teaching in early grade				
			classroom for student				
			teachers to practice				
			before the next lesson.				

Which cross cutting	Digital literacy
issues will be	Cultural diversity and inclusion
addressed or	
developed and how	
Lesson assessments –	
evaluation of	Summary of Assessment Method: Assessment for and as learning
learning: of, for and	1 report on observation from school visit in the reflective journal.
as learning within the	(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)
lesson (linked to	
learning outcomes)	Assesses Learning Outcomes: Course learning outcomes 1,2
Teaching Learning	PowerPoint
Resources	Projector
Required Text (core)	Baker, M. (2005). In other words. London: Routledge.
Additional Reading	Baker, M. (2005). <i>In other words.</i> London: Routledge.
List	Baker, M. (Ed.). (1998). Encyclopedia of Translation Studies. London: Routledge.
CPD needs	Seminar on applying oral interpretation in early grade classroom

Lesson description  This lesson continues to equip student teachers with more vocabularies to use in teaching early grade tacher knowledge, prior learning (assumed)  Possible barriers to learning in the lesson Positor of includivity, equity and addressing diversity  Lesson Delivery— chosen to support students in achieving the outcomes  Lesson Delivery— main mode of delivery chosen to support student teachers have might attempt oral interpretation in school before.  Face-to-face: discussion, question and answer.  Independent study: individual and collaborative enquiry.  Seminars: group presentation, discussion and reflection.  Practical Activity:  Seminars: group presentation, discussion and reflection.  Practical Activity:  Learning outcomes.  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded eversion of the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning Outcomes  Learning Outcomes  Learning Outcomes  Learning Indicators  Learning Indi	Lesson description
learners through practicals	Lesson description
reacher knowledge, prior learning (assumed)  Possible barriers to learning in the lesson Delivery—chosen to support student teachers in achieving the learning outcomes.  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes.  Purpose for the lesson of the description.  Purpose for the lesson, what you want the students to achieve, serves as Desire of the learning outcomes.  Purpose for the learning outcomes.  Purpose for the lesson, what you want the students to achieve, serves as Desire of the learning outcomes.  Purpose for the learning outcomes.  Purpose for the learning outcomes are expanded version of the description.  Purpose for the learning outcomes are expanded version of the description.  Purpose for the learning outcomes are expanded version of the description.  Purpose for the learning outcomes are expanded version of the description.  Purpose for the learning outcomes are expanded version of the description.  Purpose for the learning outcomes are expanded version of the description.  Purpose for the learning outcomes are expanded version of the description.  Purpose for the learning outcomes are expanded version of the description.	
prior learning (assumed) Possible barriers to Ilearning in the lesson Points on inclusivity, cesson Delivery— main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the NTS addressed  Learning Outcomes  Learning Outcomes  Learning Outcomes  Learning Independent Study  Seminars Independent Study  Opportunities  Practicu Seminars: Seminars Independent Study  Opportunities  Practicu Opportunities  Practicu Opportunities  Practicu Activity:  Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection.  Practical Activity:  Learning Indicators  Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity, How wit these be addressed or	Previous student
Possible barriers to   Interpretation	teacher knowledge,
Possible barriers to learning in the lesson Delivery— Doints on inclusivity, equity and addressing diversity  Lesson Delivery— Chosen to support student teachers in achieving the outcomes  Practical Activity:  Practical Based Learning  Practicul Study  Based Learning  Practicul Opportunities  Face-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry.  Seminars: group presentation, discussion and reflection.  Practical Activity:  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the NTS addressed  Learning  Outcome for the lesson, picked and developed from the course  Learning Outcomes  Learning Indicators  Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How withese be addressed or	prior learning
Particular	(assumed)
Points on inclusivity- equity and addressing diversity	Possible barriers to
equity and addressing diversity  Lesson Delivery — chosen to support students in achieving the outcomes.  Face-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection.  Practical Activity  Based Learning opportunities  Face-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection.  Practical Activity:  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course  Learning Outcomes  Learning Outcomes  Learning Indicators  Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How withese be addressed or	learning in the lesson
Lesson Delivery – chosen to support students in achieving the outcomes  Lesson Delivery – main mode of delivery chosen to support student in achieving the learning outcomes.  Face-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry.  Seminars: group presentation, discussion and reflection.  Practical Activity:  Face-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry.  Seminars: group presentation, discussion and reflection.  Practical Activity:  Face-to-face: discussion, question and answer.  Independent study: individual and collaborative enquiry.  Seminars: group presentation, discussion and reflection.  Practical Activity:  Face-to-face: discussion, question and answer.  Independent study: individual and collaborative enquiry.  Seminars: group presentation, discussion and reflection.  Practical Activity:  Face-to-face: discussion, question and answer.  Independent study: individual and collaborative enquiry.  Seminars: group presentation, discussion and reflection.  Practical Activity:  Seminars Independent study: individual and collaborative enquiry.  Seminars: group presentation, discussion and reflection.  Practical Activity:  Seminars: group presentation and collaborative enquiry.  Seminars: group presentation, discussion and reflection.  Practical Activity:  Seminars: group presentation, discussion and reflection.  Practical Activity:  Seminars: group presentation, discussion and reflection.  Practical Activity: learning properties and reflection.  Practical Activity:  Seminars: group presentation, discussion and reflection.  Practical Activity:  Seminars: group presentation, discussion and reflection.  Practical Activity:  Seminars: group presentation, discussion and reflection.	Points on inclusivity,
Eason Delivery - Chosen to support students in achieving the outcomes   Eason Delivery - Main mode of delivery chosen to support student students in achieving the learning outcomes.   Face-to-face: discussion, question and answer.   Independent study: individual and collaborative enquiry.   Seminars: group presentation, discussion and reflection.   Practical Activity:	equity and addressing
chosen to support students in achieving the outcomes  Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the INTS addressed  Learning Outcomes  Learning Outcomes  Learning Outcomes  Learning Outcomes  Learning Outcomes  Learning Outcomes  Learning Outcomes Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How withese be addressed or	diversity
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Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the INTS addressed  Learning Outcome for the lesson, picked and developed from the course	chosen to support
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.  Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course  Learning Outcomes  Learning Outcomes  Learning Outcomes  Learning Outcomes  Learning Indicators (Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How withese be addressed or	students in achieving
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want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  • Write in full aspects of the NTS addressed  • Learning Outcome for the lesson, picked and developed from the course    Value of the NTS addressed   Compare of the NTS addressed	Purpose for the
want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.  • Write in full aspects of the NTS addressed  • Learning Outcome for the lesson, picked and developed from the course    Value of the NTS addressed   Compare of the NTS addressed	lesson, what you
achieve, serves as basis for the learning outcomes. An expanded version of the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course  Learning Outcomes  Learning Indicators Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How wi these be addressed or	want the
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description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course  Description.  Learning Indicators Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How with these be addressed or	expanded
<ul> <li>Write in full aspects of the NTS addressed</li> <li>Learning Outcomes</li> <li>Ucome for the lesson, picked and developed from the course</li> </ul> Learning Outcomes Learning Indicators Learning Indicators issues-core and transferable skills, inclusivity, equity and addressing diversity. How with these be addressed or	version of the
aspects of the NTS addressed  • Learning Outcomes  Outcome for the lesson, picked and developed from the course  Outcome for the lesson of the	description.
NTS addressed  • Learning Outcome for the lesson, picked and developed from the course  Learning Outcomes  Learning Indicators  Learning Indicators  Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How wi these be addressed or	
<ul> <li>Learning         Outcome for the         lesson, picked         and developed         from the course</li> <li>Learning Indicators         Identify which cross cutting         issues-core and transferable         skills, inclusivity, equity and         addressing diversity. How wi         these be addressed or</li> </ul>	<ul> <li>Write in full</li> </ul>
Outcome for the lesson, picked skills, inclusivity, equity and addressing diversity. How will these be addressed or	
Outcome for the lesson, picked skills, inclusivity, equity and addressing diversity. How will these be addressed or	aspects of the
and developed addressing diversity. How with these be addressed or	aspects of the NTS addressed
from the course these be addressed or	aspects of the NTS addressed  • Learning
from the course these be addressed or	aspects of the NTS addressed  • Learning Outcome for the
specification developed?	aspects of the NTS addressed  • Learning Outcome for the lesson, picked
	aspects of the NTS addressed     Learning Outcome for the lesson, picked and developed
• Learning 1. demonstrate knowledge and skills in • apply the skills It is likely that student teachers	aspects of the NTS addressed  • Learning Outcome for the lesson, picked and developed from the course
indicators for translating texts in a Ghanaian language. in translating a may still have difficulty doing	aspects of the NTS addressed     Learning Outcome for the lesson, picked and developed from the course specification
each learning (NTS 2c: 13), (NTECF 3: 20). given text from oral interpretation. These car	aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning
outcome English to curbed by asking them to	aspects of the NTS addressed  • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for
2. demonstrate knowledge and skills in Ghanaian practise among themselves	aspects of the NTS addressed     Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning
teaching comprehension & summary of language or vice before and after lessons.	aspects of the NTS addressed     Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning
Ghanaian language. (NTS 1a, f: 12), (NTS versa. • Core skills targeted inclu	aspects of the NTS addressed     Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning
2c, d: 13), (NTS 3a, e, f, g, i, j: 14). (NTS 2.1. apply their communication, critical	aspects of the NTS addressed     Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning
2f:13), (NTECF 4: 42), (IEP 5: 11). knowledge to teach thinking, collaboration,	aspects of the NTS addressed     Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning
translation. observation and enquiry	aspects of the NTS addressed     Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning

			2.2. to employ strategies that show individual diversity of the learners are considered	skills, digital literacy,
Oral interpretation Practice	Sub topic	Stage/time	depending on delivery	to achieve learning outcomes: mode selected. Teacher led, ork or independent study
			Teacher Activity	Student Activity
		Introduction: 20 mins	Tutor/lecturer uses probing question to ask student teachers to reflect on their personal experiences in the last lesson and share with the class and note down in the reflective	Student teachers reflect on their personal experiences in previous lesson and they share them in class and write them in the reflective journal.(PDP Theme 2:35)
			journal. (PDP	
		Stage 1, 140mins	Theme 2:35) Class discussion	Class discussion
		Stage 1: 140mins	• Tutor/lecturer shows a video of teacher teaching in early grade class in all the subjects learnt for each student to translate two utterances each to the hearing of the class. Tutor calls students teachers individually(PDP Theme 3: 69)	Each student teacher interprets two sentences each from the video orally to the hearing of the class. (PDP Theme 3: 69)
	School Visit  Closure/Conclusion	20mins	Ask student teachers write down in the journal their reflections during the internship some vocabularies used when teaching early grade learners and their appropriateness.      Tutor/lecturer closes the lesson by discussing.	Student teachers write down in the journal the reflection on the choice of vocabularies used during the internship.  Student teachers take notice of the vocabulary choice (RDR Theme 2:35)
			by discussing briefly the choice of vocabulary used by some student	<ul><li>choice. (PDP Theme 2:35)</li><li>Student teachers will practice as told by the tutor.</li></ul>

	teachers. (PDP					
	Theme 2: 35)					
	Tutor informs					
	student teachers					
	the practical					
	activity					
	continues in the					
	net lesson so					
	they should					
	continue to					
	practice after					
	the lesson.					
Which cross cutting	Digital literacy					
issues will be	Cultural diversity and inclusion					
addressed or						
developed and how						
Lesson assessments –						
evaluation of	Summary of Assessment Method: Assessment for and as learning					
learning: of, for and	1 report on observation from school visit in the reflective journal.					
as learning within the	(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)					
lesson (linked to						
learning outcomes)	Assesses Learning Outcomes: Course learning outcomes 1,2					
Teaching Learning	PowerPoint					
Resources	Projector					
Required Text (core)	Baker, M. (2005). <i>In other words</i> . London: Routledge					
Additional Reading	Baker, M. (Ed.). (1998). Encyclopedia of Translation Studies. London: Routledge.					
List	Bell, R. T. (1991). Translation and Translating. London: Longman Group Ltd.					
	Munday, J. (2001). Introducing Translation Studies. London: Routledge.					
CPD Needs	Seminar on the choice of vocabulary in oral interpretation					

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

Title of Lesson	Oral Interpretation and translation Practice III  Lesson Duration						3	
Lesson description	This lesson introduces student teachers to understand the differences in written translation an oral interpretation.							
Previous student teacher knowledge, prior learning (assumed)	The student teachers have translated text before in written or oral form.							
Possible barriers to learning in the lesson	The student teacher may not still be code mixing.							
Lesson Delivery – chosen to	Face-to- Practical Work- Seminars Independen e-learning Practicum							
support students in achieving	face Activity Based t Study opportunities							
the outcomes	Learning							
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection.							
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>								
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for	Learning Outcomes  Learning Indicators Indicators Issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or							
each learning outcome	skills in Ghanaia 13), (NT 2. demons skills in compre Ghanaia 12), (NT f, g, i, j:	strate knowl translating t an language. ECF 3: 20). strate knowl teaching hension & si an language. S 2c, d: 13), 14). (NTS 2f 4: 42), (IEP 5	exts in a (NTS 2c: ledge and ummary of (NTS 1a, f: (NTS 3a, e, :13),	teach transla 2.2. to emp	he skills slating text nglish naian ge or rsa. heir edge to tion. loy gies that ual ty of rners	student aware o before Tutor c some ir from be two we co co th	s the possibility t teachers may of factors to cor translating or ir an give student nternet sources efore this lessor	not be asider atterpreting a teachers to read a possibly d include ritical ation, enquiry

Introduction: 10 mins  Introduction: 10 mins  Introduction: 10 mins  Introduction: 10 mins  Interpretation from the previous lesson. 11 minerpretation from the previous lesson. 12 minerpretation and the previous lesson. 13 minerpretation from the previous lesson. 14 minerpretation from the previous lesson. 15 minerpretation from the discussion on the application from the discussion in the teaching of the discussion or all the previous lesson. 15 minerpretation and the previous lesson. 16 minerpretation from the discussion on the application from the discussion in the teaching of the discussion on the application of things learned the from the discussion on the application of things learned the feature of the previous lesson. 25 Stage 1:  Class discussion on Student teachers to the hearing of the discussion on the application of things learned the feature previous lesson. 25 Stage 2: 26 Class discussion 26 Minis and interpretation orally to the discussion on the application of things learned the feature to a student teachers to the hearing of the discussion on the application of things learned the discussion on the application of things learned the discussion on the application of things learnt in the coorse the discussion on the application of things learned the discussion on the application of things learned the discussion on the application of things learnt in the coorse the discussion on the application of things learned the discussion on the application of thi	Sub topic Stag		Teaching and learning to ac depending on delivery mod collaborative group work or	le selected. Teacher led,		
10 mins    Summarise the discussion on choice of vocabulary in interpretation from the previous lesson.		-		·		
60mins  Tutor/lecturer continues with the individual interpretation orally to the class for student teachers who have not taken their turns is by showing the video. (PDP Theme 3: 69)  Stage 2: Group discussion and practice Tutor by showing the video. (PDP Theme 3: 69)  Stage 2: Group discussion and practice Tutor/lecturer gives about two paragraph of a text to be interpret orally by student teachers to the hearing of the class in bits. Tutor then ask student teachers to translate the text in mixed ability groups by writing them down.  Tutor/lecturer then ask student teachers to translate the text in mixed ability groups by writing them down.  Tutor/lecturer then ask student teachers to translate the text in mixed ability groups by writing them down.  Tutor/lecturer then ask student teachers to translate text with the translated text written and what was said orally before the translated text written and what was said orally before the translation in the class in bits.  Applying oral interpretation and translation in the teaching of early grade  Tutor leads a discussion on the application of things learnt in the course  Student teachers to translate and translation in the teaching of early grade  Tutor leads a discussion on the application of things learnt in the course  Student teachers to translate and translation in the call interpretation and group discussion on the application of things learnt in the course  Student teachers to translate and translation in the call interpretation of things learnt in the course	10 r	mins	summarise the discussion on choice of vocabulary in interpretation from the previous lesson.  Tutor/lecturer then gives clarification (PDP Theme 2:35)	summarise the key points from the discussion in the previous lesson.  • Student teachers listen to clarification (PDP Theme 2:35)		
Practice   Tutor/lecturer gives about two paragraph of a text to be interpret oralyl by student teachers to the hearing of the class. In the hearing of the class in bits.   Tutor then ask student teachers to translate the text in mixed ability groups by writing them down.   Student teachers to translate the text in mixed ability groups by writing them down.   Student teach actively share views after he down.   Tutor/lecturer then ask student teachers to translate the text in mixed ability groups by writing them down.   Student teach actively share views after he the translate and comparing the reachers to share their views after he translated text written and what was said orally before the translation. (PDP Theme 4:25, 79)      Applying oral interpretation and translation in the teaching of early grade   Demonstration and group discussion   Tutor leads a discussion on the application of things learnt in the course   Theme 4:79)	_	-	<ul> <li>Tutor/lecturer continues with the individual interpretation orally to the class for student teachers who have not taken their turns by showing the video. (PDP Theme 3:</li> </ul>	<ul> <li>Student teachers         who have not taken         their turns listens to         the utterance in the         video and translate         two utterances each         to the hearing of the         class. (PDP Theme 3:</li> </ul>		
interpretation and 40mins discussion • Tutor leads a translation in the teaching of early grade 40mins discussion • Student teach actively partic the discussion of things learnt in the course Theme 4: 79)	_	nins	<ul> <li>Tutor/lecturer gives about two paragraph of a text to be interpret oralyl by student teachers to the hearing of the class in bits.</li> <li>Tutor then ask student teachers to translate the text in mixed ability groups by writing them down.</li> <li>Tutor/lecturer then ask student teachers to share their views after each group reads out the translated text written and what was said orally before the translation. (PDP</li> </ul>	<ul> <li>Student teachers interpret the two paragraphs in bit orally to the hearing of the class.</li> <li>Student teachers translates the text in groups.</li> <li>Student teachers actively share their views after hearing the translated text and comparing it to the ral interpretation done on the same text during the lesson. (PDP Theme</li> </ul>		
	interpretation 40m and translation in the teaching	nins	Demonstration and group discussion  Tutor leads a discussion on the application of things learnt in the course to teaching in the	• Student teachers actively participate in the discussion. (PDP		

	Closure/Concl usion	Stage 4: 10mins	teachers to clarify issues not clear to them throughout the course by answering questions asked  Tutor/lecturer employs question and answer technique to recap and close the lesson	them during the through questioning.      Student teachers answer the questions asked.     The student teachers ask for clarifications.		
			(PDP Theme 2: 35)	(PDP Theme 2:35)		
Which cross cutting issues will be addressed or developed and how						
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	A project on writing a bilingual book of about 15 pages to be used by early grade learners to be submitted after the course (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)  Assesses Learning Outcomes: Course learning outcomes 1, 2					
Teaching Learning Resources	<ul><li>PowerPoint</li><li>Projector</li></ul>					
Required Text (core)	Baker, M. (2005). In other words. London: Routledge.					
Additional Reading List	Baker, M. (Ed.). (1998). Encyclopedia of Translation Studies. London: Routledge. Bell, R. T. (1991). Translation and Translating. London: Longman Group Ltd. Munday, J. (2001). Introducing Translation Studies. London: Routledge.					
CPD Needs	Workshop/seminar on teaching early grade learners using Ghanaian Language					
Course Assessment	¹COMPONENT 1: Subject Portfolio Assessment (30% overall)  • Selected items of student work(3 of them-10%)- 30%  • Midterm assessment, -20%  • Reflective Journal 40 %  • Organisation of the portfolio -10% (how it is presented /organised)					
	<sup>2</sup> Component 2: Subject Project: (30% overall semester score)					
	<ul> <li>Introduction, a clear statement of aim and purpose of the project -10%</li> <li>Methodology: what the student has done and why to achieve the purpose of the project-20%</li> <li>Substantive or main section -40%</li> <li>Conclusion 30%</li> </ul>					
	Component 3: End of semester Examination (40%)					

 $<sup>^{\</sup>rm 1}$  See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP  $^{\rm 2}$  See rubrics on Subject Project Assessment in Annex 6 of NTEAP

