

Four-Year B.Ed. Course Manual

Ghanaian Language: Written Literature

















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FOREWORD

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

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

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

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

Professor Mohammed Salifu

Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

CORE WRITING TEAM

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| Dr. Yvonne A.A. Ollennu | Ghanaian | Dr. Mohammed Hafiz | Arabic |
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| Prof Charles Owu-Ewie | Literacy | Prof Cosmas Mereku | |
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| Zakaria Sadiq | Mathematics | Dr. Emmanuel Osei Sarpong | |
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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

Course Manual A. Course Information Title Page The vision for the New Four-Year B.Ed. Curriculum i. To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners ii. **Course Details** WRITTEN LITERATURE OF A GHANAIAN LANGUAGE Course name **Pre-requisite 300** Course Code **313** Credit Value **3 Course Level** Table of contents 1. Goal for the Subject or Learning Area The Ghanaian language studies is designed to train effective teachers who are able to support all learners in communicating effectively through analysing and understanding the concepts of sounds and its patterning in speech so that they can achieve success in education, develop into lifelong learners and improve Ghanaian language studies for all of Ghana's children. **Course Description** This course introduces the student teacher to the written literary materials of a Ghanaian language. The course will comprise the study of literary works of Ghanaian Language from a literary critical perspective, paying attention to the cultural underpinnings of the works. It aims at assisting student teachers to appreciate the form of written literature in the various genres - prose, drama and poetry. The course is intended to stimulate student teachers' reading of texts in order to develop the rudiments of critical analysis in various forms, contexts and style. It intends to also help student teacher identify the use of literary devices in given texts. Two books will be selected for each of the three genres, namely prose, drama and poetry. Areas to cover include the scope, characteristics of the genres. The analysis will include appreciation of the books and discovering issues such as themes and literary devices in the genre as well as types of the prose, drama and poetry. The following pedagogical modes will be used in teaching the course: discussion, group/individual work presentation, classroom observation/ school visits, brainstorming, and demonstration/dramatization. These modes will pay particular attention to learners' diversity and backgrounds. 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), (NTS 3k: 4), (NTECF 3: 20), (NTECF 3: 29), and (NTECF 3: 25). 3. Key contextual factors There is lack of interest and reading, which negatively affects the teaching and the learning of the written literature of language, and also ability of the ITE learners to apply the knowledge to be acquired in appreciating genres of literature. Some of the Ghanaian languages do not have enough written literature for study and analysis. 4. Core and transferable skills and cross cutting issues, including equity and inclusion Critical thinking and problem solving • Collaboration Communication Observation and Enquiry skills Digital literacy Cultural diversity and inclusion **Course Learning Outcomes** 5. 6. Learning Indicators demonstrate knowledge and understanding of identify the genre of written literature of a Ghanaian language . written literature of a Ghanaian language, and teach explain each genre of the written literature of a Ghanaian language them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), should be able to appreciate written literature of a Ghanaian (NTS 3a, c: 14), (NTECF 3: 20). language in learning demonstrate knowledge, understanding and skills in select appropriate technological tools for literature (audiothe use technology to teach written literature visual/tactile and manipulative), and appreciate art in written form. effectively to enhance learners' Ghanaian language apply their knowledge in the use of technological tools to teach learning. (NTS 3j:14)(NTS 2d:13), (NTECF 4:45), written literature of a Ghanaian language (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF

| demonstrate knowledge and skill in assessing the various genres of written literature of a Ghanaian language demonstrate knowledge and skill in assessing the | design and implement a variety of assessment mode for teaching and learning written literature (NTS 1d, g: 12), (NTS 3b: 14). identify and assist learners with difficulties in their assessment (NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39) provide evidence of tracking learners' progress (NTS 3n, p: 14) design and implement a variety of assessment mode for teaching |
|--|---|
| various genres of written literature of a Ghanaian language. (NTS 1d, g: 12), (NTS 3b: 14), (NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39), (NTS 3n, p: 14). | and learning written literature identify and assist learners with difficulties in their assessment provide evidence of tracking learners' progress |
| demonstrate knowledge and skills in the preparation of appropriate level teaching and learning materials to teach Ghanaian language written literature. (NTS 3j: 14), (NTS 2f:13), (NTS 1g), (NTECF 3: 29), (NTS 3f, g, h: 14), (NTECF 4: 39), (NTECF 4:43). | design and select various appropriate teaching and learning resources suitable for the levels in classroom use appropriate teaching materials to cater for learners with different backgrounds |
| Interpret and understand key features of the Ghanaian language written literature curriculum and plan lessons from it. (NTS 2a, b, d: 13), (NTECF 3: 20), (NTS 2f:13),(NTS 3a,g:14) (NTECF 4: 42). | show their awareness of the existing learning outcomes of learners factor in individual learner's diversity in planning and delivering lessons |
| undertake small-scale action research in the Ghanaian language focusing on learners' learning and progress, and to reflect on and develop their teaching. (NTS 1d, g: 12), (NTS 3b: 14), (NTS 1a, b: 12), (NTECF 4: 39). | design and undertake a small-scale action research to improve teaching and learning of written literature reflect on and demonstrate progress in their professional development |

| 7. Course | Content | | |
|-----------|-------------------------------|---------------------------|--|
| Unit | Торіс | Sub-topic if | Teaching and learning activity to achieve the |
| | | any) | learning outcomes |
| 1 | | 1.1 Literature (concept, | Face-to—face/e-learning |
| | 1. Types of Literature | scope, types, | opportunities/independent study |
| | | characteristics) | Suggested Teaching Learning Activities: |
| | | | 1. Student teachers discuss the concept of literature. Attentive listening/watching of stage performances/ movies by students paying particular attention to students SENDs, gender, etc. issues. |
| | | | 2. Student teachers discuss contents of stage performances/video recordings paying particular attention to students SENDs, gender, etc. issues. |
| | | 1.2 Literacy devices | Student teachers discuss the genre/ type of the performances bringing out the characteristics, elements and literary devices. Individual/group presentation of assigned tasks on genres of written literature. |
| | | | 1. Student teachers discuss the literacy devices used in the literature |
| | 2. Written literature (prose, | 2.1.Prose (scope, | Independent study/Face-to-face |
| 2 | drama, poetry) language | characteristics, devices) | Student teachers discuss the concept of literature. Attentive listening/watching of stage performances/ movies by students paying particular attention to students SENDs, gender, etc. issues. Student teachers discuss contents of stage performances/video recordings paying particular attention to students SENDs, gender, etc. issues. Student teachers discuss the genre/ type of the performances bringing out the characteristics, elements and literary devices. Individual/group presentation of assigned tasks on genres of written literature. |

| | | 2. 2. Drama(features) | 1. Attentive listening to prose (novels) by student teachers paying particular attention to students SENDs, gender, etc. issues Student teachers do reading of prose and critically discuss contents paying particular attention to students SENDs, gender, etc. issues. Student teachers summarise a written prose bringing out the themes which develop their summary skills as an assigned task. Individual/group presentation of assigned tasks on characteristics and style of prose. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc. |
|---|---|---|--|
| | | 2. 3. Poetry (types and elements) | Student teachers watch a short play and discuss the performance and appreciate it. Student teachers discuss and identify the diction used such as proverbs and idioms. Student teachers are assigned the task of appreciating and identifying the literary devices employed in the performance and the types of drama. Student teachers perform a written play/type and students peer assess the performance. 1. Student teachers reflect on their previous knowledge on rhymes learnt in nursery schools. Student teachers discuss the style of the rhymes and appreciate them and do an assignment on the elements and features of poetry. Group performance of poetry assigned and class assess. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc. |
| 3 | 3. Assessing Written Literature of Ghanaian language | 3.1 Assessing Written Literature of Ghanaian language | Seminar/Face-to-face/e-learning opportunity 1. Class brainstorming on forms of assessment. Student teachers peer assess their own work. |
| 4 | Preparing TLMs for teaching written literature of a Ghanaian language | 4.1. Selecting, designing and using of TLMs for teaching and learning written literature of a Ghanaian language | Student teachers actively participate in designing TLMs for appropriate classes. Individual/group student teachers demonstrate the use of TLMs for appropriate levels. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc. Student teachers demonstrate the use of various TLMs for teaching in class. Student teachers peer assess their own choices of textbooks as TLMs for various levels |
| 5 | Preparing TLMs for teaching the written literature of a Gh. language | 5.1. Selecting, designing and using TLMs for the teaching and learning the written literature of a Gh. Language5.2. Selection and use of textbooks as TLMs for teaching and learning the written literature of a Ghanaian language | Student teachers actively participate in designing TLMs. Student teachers demonstrate the use of TLMs. Student teachers demonstrate the use of TLMs in class. Student teachers peer assess their own choices of textbooks as TLMs |

| | | | 1 |
|-------------------|--|---------------------------------|---|
| 6 | Interpreting the written | | Student teachers reflect on their personal |
| | literature of a Ghanaian | | experiences in learning written literature of a |
| | language component of the | | Ghanaian language. Student teachers discuss the |
| | Ghanaian language curriculum | | component of the curriculum. Group presentations based on interpreting the component of the |
| | curriculum | | curriculum. The groupings and the selection of the |
| | | | leaders of the group should pay particular attention |
| | | | to communication issues such as SENDs, gender, |
| | | | mixed abilities, inclusivity, equity, etc. |
| 7 | Methods of teaching the | 7.1 Methods of teaching | 1. Class discusses the methods of teaching written |
| | written literature of a | the written literature of a | literature of a Ghanaian language. Student teachers |
| | Ghanaian language | Ghanaian language | do demonstration teaching using the appropriate |
| | | | methods in teaching an aspect of written literature |
| | | | of a Ghanaian language. Student teachers peer |
| | | | assess their own teaching demonstrations. |
| 8 | Preparation of a written | 8.1. Factors to consider | Student teachers discuss the factors that are |
| | literature of a Ghanaian | when designing a written | considered in designing lesson plan for Ghanaian |
| | language lesson (learning) | literature of a Ghanaian | language literature. Group presentations on |
| | plan | language lesson plan | designing various components of the written literature lesson plan. The groupings and the |
| | | 8.2. Components of a | selection of the leaders of the group should pay |
| | | written literature of a | particular attention to communication issues such as |
| | | Ghanaian language | SENDs, gender, mixed abilities, inclusivity, equity, |
| | | lesson plan | etc. Student teachers do peer assess their own class |
| | | - | presentations |
| | | | Demonstration by student teachers on how to use a |
| | | | lesson plan to teach literature in class. Student |
| 0 T 1 | | | teachers peer assess their own teaching. |
| | ng and Learning Strategies Dourse will be taught in a one3 h | our session each week | |
| • | Group work | our session each week. | |
| • | Demonstrations | | |
| • | Think, pair and share | | |
| • | School visits | | |
| • | Discussion | | |
| • | Concept mapping | | |
| • | Individual work and presentati | on | |
| ٠ | Teacher modelling | | |
| • | Brainstorming | | |
| • | Questioning | | |
| | Assessment Components ubject Portfolio Assessment (30 |)% overall score) | |
| | l items of students work (3 of th | | |
| | nester assessment – 20% | | |
| | ve journal – 40% | | |
| | ation of the subject portfolio – 1 | 10% (how it is presented/orga | anised) |
| Note: | | | |
| . Selected studer | | | |
| | | | ntributions to class activities such as group |
| | | | be assessed. Evidence of research student teachers did |
| | their preparations for the preser | | ssment of their colleagues' works in class such as |
| | essentations. Weighting 10%. | nuuem neaeners nonest asses | soment of men concagues works ill class such as |
| • TLM de | signing assignment: It will cons | | now to select, design and use TLM for teaching a |
| | topic to JHS learners. Weightin | | |
| | | | ns learned up to week 6. Weighting 20% |
| | | | arning and professional development in the course of onsist of assessment comments, students' presented |
| | for learning outcomes. It contain | | |
| | | - | |
| Assesses Learnin | g Outcomes: ent teacher works: | | |
| | | nt teachers' active participati | on in class and contributions to group and individual |

• Group presentation: It will assess student teachers' active participation in class and contributions to group and individual class activities such as class oral presentations. This will address CLOs 1, 2, 3, 4, 5, & 6. NTS 2f (Takes accounts of and

respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.).

- Peer assessment report: It will assess student teacher's ability to demonstrate enthusiastically their knowledge and skills in the 3 genre of written literature of a Ghanaian language, which addresses CLOs 4, 5, & 6. NTS 2c (Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in).
- TLM designing assignment: The assignments will assess the problem-solving skills and students' ability to select, design and demonstrate use of appropriate TLMs for JHS learners, and will address CLOs: 2, 4, & 5. NTS 3f (Pays attention to all learners, especially girls and students with Special Educational Needs (SENs), ensuring their progress).

 Mid-semester examination: It will assess student teacher's ability to demonstrate enthusiastically their knowledge and skills in the 3 genres of written literature of a Ghanaian language their own write-ups. This addresses CLOs 2, 3, & 4. NTS 2c (Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in).
 Reflective journal: It will assess students' ability to organise himself or herself as s/he develops professionally. This will address CLOs 6 & 7. NTS 3b.

Component 2: Subject Project: (30% overall semester score)

- Introduction- a clear statement of aim and purpose of the project -10%
- Methodology what the student teacher has done and why to achieve the purpose of the project 20%
- Substantive or main section 40%
- Conclusion 30%

Note:

1. Project: It will comprise a specific assignment project to be carried out over a number of weeks to be submitted. It could be a small-scale action research project or another activity to be performed by the student teachers.

Total Weighting: 30%

Assesses Learning Outcomes:

1. Project: It will assess the student teacher's problem-solving skills and innovation towards addressing identified problem. CLOs 1, 3, 6, & 8

Component 3: End-of-semester examination- 40% overall

Note:

1. End-of-the-semester examination: It will comprise of supply tests such as fill-ins, multiple choice, and short answers. Weighting 40%

Assesses Learning Outcomes:

1. Examinations: The examination will assess student teachers against the following CLOs: 1, 3 & 4. NTS 31, m (Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teachers)

This component will test student teachers on what were learned in lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12. 10. Required Reading and Reference List

Required reading list

Agyekum, K. (2013). Introduction to literature. Accra: Adwinsa Publishers.
Cadden, J. (1986). Prose appreciation for 'A' Level. London: Hodder & Stoughton
Kearns, G. (1987). Appreciating literature. Glencoe: Macmillan.
Krampah, D. E. (1979). Helping with literature. Tema: Ghana Publishing Corporation.
Meyer, M. (2010). Bedford introduction to literature: Reading, thinking, writing. Bedford/St. Martin's.
Peck, J. & Coyle, M. (1993). How to study literature. London: Macmillan Press.
Scribuer, L. (1989). Enjoying literature. Glencoe: Macmillan

Additional reading list for Ga

Afful-Boachie, M. (2006). Poetry appreciation. Accra: Mutaz Printing Works.
Agyekum, K. (2002). Introduction to literature. Accra: Media Designs
Applebee, A. N. et al (1997). The language of literature, Evanston, McDougal Little.
Cadden, J. (1996). Prose appreciation for 'A' Level. London: Hodder & Stoughton.
Senanu, R. E. & Vincent, T. (1988). A selection of African poetry. London: Longman.

Additional reading list for Dangme

Adetuyi, V. T. (1972). Notes on West African verse. Ibadan: Oniboneje Press.
Asante, A. L. (1982). Ke Mawu gbi mo ɔ. Accra: Bureau of Ghana Languages.
Atteh, E.T. (2004). Nyansa kpɛɛ. Dansoman: Salt N'Light.
Kubi, G.A.N (1980). Nyɛ ko pee ye ya. Accra: Bureau of Ghana Languages.
Kubi, G.A.N & Torgbenu, M. N. (1992). Ma waa je. Olaga: Dangme Education Publishers.
Nanor, J. B. (1975). Matse Amyɛnɔgu. Accra: Bureau of Ghana Languages.
Nanor, J. B. (1978). Mawu be ji be. Accra: Bureau of Ghana Languages.
Samuel, J. M. (1971). Notes on ordinary level poetry. Tema: Ghana Publishing Corporation.

Additional reading list for Nzema

Armo Kangah, A. P. (2013). Euzozoa mese me ne .Accra: Bureau of Ghana Languages.
Anilima, A. (2013). Ama Kodwo. Accra: Bureau of Ghana Languages
Blay, S.K. (2013). odi ye kelema nzi. Accra: Bureau of African Languages.
Caroli, D. (1990). Chinua Achebe: Novelist, poet, critic. London: Edward Arnold..
Kwaw, F.E. (2008). Meka bie. Accra: Paul Unique Printing Works.
Kwaw, F.E. (2008). Adwoba Ehwia. Accra: Paul Unique Printing Works
Samuel, J. M. (1971). Notes on ordinary level poetry. Tema: Ghana Publishing Corporation.
Senanu, R. E. & Vincent, T. (1988). A selection of African poetry. London: Longman.
Soboh-Blay, A. (2013).Nyamenle asa enlomboe. Accra: Bureau of Ghana Languages
Soboh-Blay, A. (1997). Awie enze awielee. Accra: Bureau of Ghana Languages
Styan, J. L. (1975). Elements of drama. Cambridge: Cambridge University Press.

Additional reading list for Fante

Agyekum, K. (2000). Introduction to literature. Accra: Adwensa Publications.
Annobil, J. A. (1957). Abotar, mbo-na-yε, mfantse ebirempon, Nana Bosompo. Cape Coast: Methodist Book Depot.
Caroli, D. (1990). Chinua Achebe: Novelist, poet, critic. London: Edward Arnold.
Crayner:J. B. (1957) Borbor kunkumfi, Akweesi egu nananom pow. Cape Coast: Methodist Book Depot.
Gaddiel R. & Acquaah: (1960) Oguaa aban. Cape Coast: Methodist Book Depot.
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Longdon J. E.:(1975). Understanding literature. Cambridge: Cambridge University Press.
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Senanu, R. E. & Vincent, T. (1988). A selection of African poetry. London: Longman.
Styan, J. L. (1975). Elements of drama. Cambridge: Cambridge University Press.

Additional reading list for Twi

Adi, K. (1989). Mewo bi ka: Anwensem. Accra: Bureau of Ghana Languages
Agyekum, K. (2000). Introduction to literature. Accra: Adwensa Publications.
Amoako, B. O. (1994): enne nso bio. Accra: Bureau of Ghana Languages.
Caroli, D. (1990). Chinua Achebe: Novelist, poet, critic. London: Edward Arnold..
Koranteng, E. O. (2007). Guasohantan: Agoru bi. Accra: Bureau of Ghana Languages
Longdon, J. E.(1972). Samansew A, Ekuayo Pa. Mfantseman Press ,Cape Coast
Samuel, J. M. (1971). Notes on ordinary level poetry. Tema: Ghana Publishing Corporation.
Senanu, R. E. & Vincent, T. (1988). A selection of African poetry. London: Longman.
Styan, J. L. (1975). Elements of drama. Cambridge: Cambridge University Press

Additional reading list for Ewe

Abrebese, S. (1989). No problem with literary devices. Kumasi: Cita Printing Press.
Agyekum, K. (1999). Introduction to literature. Accra: Media Design.
Akafia, S. Y. (1993). Ku le xome. Accra: Bureau of Ghana Languages.
Bid i-Setsofia, H. K. (1989). Togbui Kpeglo II. Accra: Bureau of Ghana Languages.
Fiawo, F. K. (1981). Toko Atolia. Accra: Sedco Publishing Limited.
Hinidza, R. K. (1970). Henowo fe gbe. Accra: Bureau of Ghana Languages.
Nutsuako, K. (1975). Eve hakpanyawo Akpa Gato. Tema: Ghana Publishing Corporation
Obianim, S. J. (1995). Amegbetoa alo agbezuge fe nutinya. Accra: Sedco Publishing Limited.
Reiss, E.J. (1977). Elements of literary analysis. Accra: The World Publishing Company
Samuel, J. M. (1971). Notes on ordinary level poetry. Tema: Ghana Publishing Corporation
Additional reading list for Dagaare
Adetuyi, V. T. (1972). Notes on West African verse. Ibadon: Oniboneje Press
Agyekum, K. (2007). Introduction to literature. Accra; Median DESIGN.
Ali, M. K. K. (2004) Paryeli. Accra: SALT'N LIGHT.

Ali, M. K. K. (2012). Fo baŋ ka wola. Accra: SALT'N LIGHT.
Ali, K.K. M. (2015) Dagaare Lesiri. (Unpublished)
Ali, K.K. M. (2015) Dagaare wolloo. (Unpublished)
Asiamah, S.A. and Lugogye, R.B. (2008). Introduction to the cultures of Ghana. Accra: Masterman Publication Ltd.
Anzagira, J. G. (Undated). Yemeŋ see naa. (Unpublished)
Banda, C. (Undated). Domonaaŋmene. (Unpublished).
Bob-Dery, G. N. (Undated). Yelseŋkpegwiiri 1 & 2. (Unpublished).
Caroline, D. (1999). Chenua Achebe; Novelist poet, critic. London: Macmillan Press.
Diyanni, R. (2004). Literature; Approaches to fiction, poetry and drama. New York: McGraw-Hill.
Dong, D. D. (1992). Ba nono kaa e. Wa: Wa Catholic Press.
Kanso, B.P. (Undated). Namalnee. (Unpublished)
Kerr, W. (1966). Form and style in poetry. London: Macmillan Company Ltd.
Lawrence, D. H. (1982). Selected literary criticism. London: Heinemann Educational Books Ltd.

Morgan & Saxton, J. (1992). Teaching drama. Cheltenham: Hutchison Education.
Miller, R. & Green, B. A. R. (1986). *Poetry; An introduction*. London: Macmillan Press.
Twentieth century literary theory. London: Macmillan Press.
Palmer, D. J. (1987). *Comedy devil in criticism*. New York: Macmillan Press.
Sanortey, T.D. & Dorzie. G.B. (2015). 'Ka Te Kanne Segerewiiri.'UEW-Ajumako: Unpublished
Sanortey, T.D. (2013). The Literary Devices in Briefer Kontomborne (Fostivel). Sanore Journal of A.

Sanortey, T.D (2013). The Literary Devices in Birifor Kontomboore (Festival) Songs. *Journal of African Languages and Culture*. 2(1). 121-131.

Sanortey, T.D. (2012). *The Aesthetics of Kontomboor (Birifor Festival) Songs*. M.Phil Thesis, University of Education, Winneba. Senanu, R.E. & Vincent, T. (1988). *A selection of African poetry*. London: Gp. Ltd.

Styan, J. L. (1975). The Elements of drama. London: Syndicate of Cambridge University.

Orefang, B. N.G.M. (1995). Dagaare yelkaama 1. Accra: Bureau of Ghana Languages.

Orefang, B. N.G.M. (1995). Dagaare yelkaama 2. Accra: Bureau of Ghana Languages.

Additional reading list for Kasem

Abraham, M. A. (1981). A glossary of literary terms. Dans. Norton Itcaca. New York.
Agyekum, K. (2007). Introduction to literature. Media Design.
Danti, A. L. (2015). Teena Geere. Winneba: De-Misk.
Danti, A. L. (2009). Lei de seina taana. Winneba: De-Miska.
Ekeh, S. (2012). Literature in scope. Tema: Kindeb Printing Press.
Puruseh, M. (2013). Taa wuu tera. Winneba: De-Miska.

Additional reading list for Kusaal

Agyekum, K. (2000). *Introduction to literature*. Accra: Adwinsa Publications Ltd. Caroli, D. (1990). Chinua Achebe: Novelist, poet, critic. London: Edward Arnold.. Samuel, J. M. (1971). *Notes on ordinary level poetry*. Tema: Ghana Publishing Corporation. Senanu, R. E. & Vincent, T. (1988). A selection of African poetry. London: Longman. Styan, J. L. (1975). *Elements of Drama*. Cambridge: Cambridge University Press.

Additional reading list for Gurene

Agyekum, K. (2000). *Introduction to literature*. Accra: Adwinsa Publications Ltd. Caroli, D. (1990). Chinua Achebe: Novelist, poet, critic. London: Edward Arnold.. Samuel, J. M. (1971). *Notes on ordinary level poetry*. Tema: Ghana Publishing Corporation. Senanu, R. E. & Vincent, T. (1988). A selection of African poetry. London: Longman. Styan, J. L. (1975). *Elements of drama*. Cambridge: Cambridge University Press.

Additional reading list for Gonja

Afari- Twako, H. K. (2006).*Ngbanya be atande*. Accra: SEDCO Publishers. Aenyi. W. T. (1972). *Notes on West African verse* Ibadan: Onibonjee Press Braimah, J.A (1962). *Gonja drums. Accra:* Bureau Of Ghana Languages. Mahama, M.M. (1973). *Gbeadese* Accra: Bureau Of Ghana Languages. Sulemana, I.D. (1980). *Abaranyo*. Unpublished Sulemana, I.D. (1980). *Kesheŋeba*. Unpublished

Additional reading list for Dagbani

Abdulai, A. I. (1994). Yem salim para. Accra: Bureau of Ghana Languages
Adam, P. P. (2015). Wuni bimbirili. Koforidua: Dagbani Unit of Gur-Gonja Department, UEW.
Adetuyi, V. T. (1972). Notes on West African verse. Ibadon: Oniboneje Press.
Bawa, A. S. (2013). Amina. Koforidua: Dagbani Unit of Gur-Gonja Department, UEW.
Caroli, D. (1990). Chinua Achebe: Novelist, poet, critic. London: Edward Arnold.
Samuel, J. M. (1971). Notes on ordinary level poetry. Tema: Ghana Publishing Corporation.
Senanu, R. E. & Vincent, T. (1988). A selection of African poetry. London: Longman.
Styan, J. L. (1975). Elements of drama. Cambridge: Cambridge University Press.

| 11. | Teaching and Learning resources |
|-----|--|
| • | Language laboratory |
| • | sound recorder |
| • | 3. LCD projector |
| 12. | Course related professional development for tutors/ lecturers |
| • | Seminar/workshops on language and culture by a resource person |
| • | Seminar on Knowledge on Issues in L1 acquisition |
| • | Workshop on discussing the Essential theories of language acquisition and learning |
| • | Workshop to discuss the various stages of L2 acquisition- and how to observe teaching in an L2 classroom |
| | |

- ٠
- Workshop for tutors on bilingual education Seminar/ workshop to update tutors literacy knowledge development in L1/L2 ٠

| Year of B.Ed. 3 | Semester | Semester 1 Place of lesson in semester 12345678910111 | | | | | | |
|---|-----------------------------------|---|-----------------------|--|-------------------|--|-------------|--|
| | | | | | | | | |
| Title of Lesson | characte | | | · | Lesson Duratio | | no and the | |
| Lesson description | charact | eristics and | types of lite | erature that a | | l scope of literatu ks to build on the ool. | | |
| Previous student teach knowledge, prior learnin (assumed) | | lent teachers | have learne | ed some litera | ture of a Ghanaia | in language in SHS | 5 | |
| Possible barriers to learning in the lesson | Student | Student teachers might likely to identify all the characteristics and scope of literature. | | | | | | |
| Lesson Delivery – chosen to | Face- | Practical | Work- | Seminars | Independent | e-learning | Practicu | |
| support students in achievin the outcomes | g to- face | Activity | Based Learnin g | | Study | opportunities | m | |
| Lesson Delivery – main mod | | | | oning and ans | | · | | |
| of delivery chosen to suppo student teachers in achievin the learning outcomes. | ig Semina | rs: group pr | esentation, | and collabora discussion and o clips on You | d reflection. | | | |
| Purpose for the lesso what you want the students to achieve serves as basis for the learning outcomes. A expanded version of the description. Write in full aspects of the NTS addressed | ne abo e, abo ne n ne | The purpose this lesson to the address the misconceptions student teachers may ha about language and literacy. This will create the awareness among the student teach about the language and literacy play in the learning process. | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learnin | ng Outcomes | s Le | arning Indic: | ators | Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? | | |
| | of writte Ghanaia | nstrate know en literature c in language a em effectivel | of a ind | should be at the genre of literature of language (N | a Ghanaian | • There is a te the tutor/lec not be an ex | turer might | |

| | | | | 1 1 | |
|--------------------------------|------------------------|-------------|---------|--|--|
| | | | | ach written literature of | |
| | | | a N | Ghanaian language TS 1d: 12), (NTS | |
| | | | | (13) (NTS 3e: 14), | |
| | | | | TECF 3: 26), (NTECF | |
| | | | | 59). | |
| Topic: Literature (concept, | Sub- topic | Stage/time | e | Teaching and learning to | |
| scope, types, characteristics) | | | | outcomes: depending on d | |
| | | | | Teacher led, collaborative | group work or |
| | | | | independent study | Ci Jani |
| | | | | Teacher Activity | Student Activity |
| | | Introduct | on: | | Question and Answer |
| | | 20 mins | | Question and Answer | Student teachers listen |
| | | | | Tutor introduces the course manual to the | attentively to the course |
| | | | | students and tells how it | manual introduction talk. |
| | | | | can aid them in the | |
| | | | | course. | Student teachers share |
| | | | | Tutor/lecturer uses | their ideas about the |
| | | | | probing question to lead | literature learnt in the |
| | | | | student teachers to talk | SHS. |
| | | | | about their previous | |
| | | | | experience with the | |
| | | | | learning of literature of a | The lecturer/tutor guides |
| | | | | Ghanaian language. | the student teachers to |
| | | | | Tuton/lastumen suidas | attempt an explanation of |
| | | | | Tutor/lecturer guides student teachers to | literature in general. |
| | | | | understand the concept of | Student lecturers ask |
| | | | | literature. (PDP Theme | questions where necessary |
| | | | | 2:35) | to facilitate better |
| | Characteristi | Stage 1: 90 | ming | Class discussion | understanding Class discussion |
| | cs of | Stage 1. 90 | /111115 | Tutor/lecturer does | Student teachers watch |
| | literature | | | PowerPoint presentation | and/or listen to the |
| | | | | on the characteristics of | (PowerPoint/poster/oral) |
| | | | | literature for student | presentation. |
| | | | | teachers to listen. (PDP | _ |
| | | | | Theme 4:79) | Student teachers discuss |
| | | | | Tutor/lecturer puts the | the presentation in groups |
| | | | | student teachers into | in class. |
| | | | | groups taken into an account their background | Student teachers share |
| | | | | (age, cultural, linguistic, | their findings of |
| | | | | etc) and assigns them task | characteristics of literature |
| | | | | to write out what they saw | with the class. (PDP |
| | | | | in the presentation. (PDP | Theme 4: 79) |
| | | | | Theme 4:79). | |
| | | | | Tutor/lecturer guides the | Student teachers ask |
| | | | | class to present their | questions to clarify their |
| | | | | findings from the | understanding of characteristics of |
| | | | | presentation on characteristics of | literature. (PDP 4: 25, 79) |
| | | | | literature. | norature. (1 D1 7. 25, 79) |
| | | | | Tutor/lecturer listens to | |
| | | | | the presentation by the | |
| | | | | groups and answers and | |
| | | | | clarifies issues for better | |
| | | | | understanding based on | |
| | | | | what they saw in the | |
| | | | | presentation. (PDP Theme | |
| | Types of | Stage 2: 60 | ming | 4:79) Class discussion | Class discussion |
| | Types of Literature | Stage 2: 00 | /111115 | Based on their experience | Student teachers discuss |
| | | | | | |
| | Literature | | | with learning literature at | in groups under the |

| | | | the SHS, tutor asks student teachers to discuss the types of literature (PDP Theme 4: 25). Tutor asks student teachers to share their | guidance of the tutor/lecturer the types of literature they know (PDP Theme 3: 69). Student teachers present their views for class | | | |
|--|---|------------------------------------|--|--|--|--|--|
| | | | views with the class for class discussion. | discussion and peer assessment. (PDP Theme 4: 79) | | | |
| | Closure/Conc lusion | Stage 3: 10mins | Questioning and answering Tutor/lecturer employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35) | Questioning and answering Student teachers answer the questions asked. The student teachers themselves also ask questions for clarifications, if any. (PDP Theme 2:35) | | | |
| Which cross cutting issues will be addressed or developed and how | Cultura | literacy Il diversity and inclu | | | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes) | 1 group presenta Core skills targe literacy | ted are communicat | purpose, which is peer assess ion, teamwork/collaboration, | enquiry skills, digital | | | |
| Teaching Learning | Assesses Learni PowerI | | rse learning outcomes 1, and | 2 | | | |
| Resources | Project | or | | | | | |
| Required Text (core) | Agyekum, K. (2 | 2013). Introduction | to literature. Accra: Adwinsa | Publishers. | | | |
| Additional Reading List | Agyekum, K. (2013). Introduction to literature. Accra: Adwinsa Publishers. Additional reading list for Dangme Asante, A. L. (1982). Ke mawu gbi mo ɔ. Accra: Bureau of Ghana Languages. Atteh, E. T. (2004). Nyansa kpee. Dansoman: Salt N'Light. Kubi, G.A.N (1980). Nye ko pee ye ya. Accra: Bureau of Ghana Languages. Kubi, G.A.N & Torgbenu, M. N. (1992). Ma Waa Je. Olaga: Dangme Education Publishers. Nanor, J. B. (1975). Matse Amyenogu. Accra: Bureau of Ghana Languages. Nator, J. B. (1978). Mawu be ji be. Accra: Bureau of Ghana Languages. Naditional reading list for Nzema Armo Kangah, A. P. (2013). Euzozoa mese me ne. Accra: Bureau of Ghana Languages. Blay, S.K. (2013). Jai ye kelema nzi. Accra: Bureau of African Languages. Kwaw, F.E. (2008). Meka bie. Accra: Paul Unique Printing Works. Kwaw, F.E. (2008). Meka bie. Accra: Paul Unique Printing Works. Soboh-Blay, A. (2013). Nyamenle asa enlomboe. Accra: Bureau of Ghana Languages Soboh-Blay, A. (1997). Awie enze awielee. Accra: Bureau of Ghana Languages Additional reading list for Fante Annobil, J. A. (1957). Abotar, mbo-na-ye, mfantse ebirempon, Nana Bosompo. Cape Coast: Methodist Book Depot. Crayner: J. B. (1957) Borbor kunkumfi, Akweesi egu nananom pow. Cape Coast: Methodist Book Depot. Gaddiel R. & Acquaah: (1960) Oguaa aban. Cape Coast: Methodist Book Depot. Longdon J. E.: (1972) Samansew A, ekuayo pa. Cape Coast: Methodist Book Depot. Longdon J. E.: (1972). Suansew, A, ekuayo pa. Cape Coast: Mfantseman Press. Additional reading list for Twi Adi, K. (1989). Mewo bi ka: Anwensem. Accra: Bureau of Ghana Languages. Koranteng, E. O. (2007). Guasohantan: Agoru bi. Accra: Bureau of Ghana Languages. Koranteng, S. Y. (1993). Ku le xome. Accra: Bureau of Ghana Languages. Koranteng, S. Y. (1993). Ku le xome. Accra: Bureau of Ghana Languages. Koranteng. | | | | | | |

| | Additional reading list for Dagaare |
|-----------|--|
| | Ali, M. K. K. (2004) Paryeli. Accra: SALT'N LIGHT. |
| | Ali, M. K. K. (2012). Fo bay ka wola. Accra: SALT'N LIGHT. |
| | Dong, D. D. (1992). Ba nono kaa e. Wa: Wa Catholic Press. |
| | Sanortey, T.D (2013). The Literary Devices in Birifor Kontomboore (Festival) Songs. |
| | Journal of African Languages and Culture. 2(1). 121-131. |
| | Orefang, B. N.G.M. (1995). Dagaare yelkaama 1. Accra: Bureau of Ghana Languages. |
| | Orefang, B. N.G.M. (1995). Dagaare yelkaama 2. Accra: Bureau of Ghana Languages. |
| | Additional reading list for Kasem |
| | Danti, A. L. (2015). Teena GEEre. Winneba: De-Misk. |
| | Danti, A. L. (2009). Lei de seina taana. Winneba: De-Miska. |
| | Puruseh, M. (2013). <i>Taa wuu tera</i> . Winneba: De-Miska. |
| | Additional reading list for Gonja |
| | Afari- Twako, H. K. (2006). Ngbanya be atande. Accra: SEDCO Publishers. |
| | Braimah, J.A (1962). Gonja drums. Accra: Bureau Of Ghana Languages. |
| | Additional reading list for Dagbani |
| | Abdulai, A. I. (1994). Yem salim para. Accra: Bureau of Ghana Languages |
| | Adam, P. P. (2015). Wuni bimbirili. Koforidua: Dagbani Unit of Gur-Gonja Department, |
| | UEW. |
| | Bawa, A. S. (2013). Amina. Koforidua: Dagbani Unit of Gur-Gonja Department, UEW. |
| CPD Needs | Workshop on how to teach the concept and types of literature. |
| | |

| Year of B.Ed. 3 | Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12 | | | | | | 0 11 12 | | |
|---|---|--|---|---------------------------------|--|---|--|--|--|
| Title of Lesson | Literary devices Lesson Duration 3 | | | | | | | | |
| Lesson description | This lesson introduces student teachers to some literary devices found in literature of a Ghanaian language. It seeks to discuss the figures of speech and other devices identified in a literary piece of a Ghanaian language. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | The stuc school. | The student teachers have learned written literature a Ghanaian language in their previous school. Many of the student teachers might be using some of these devices in the daily conversations. | | | | | | | |
| Possible barriers to learning in the lesson | Student | teachers mi | ght not know | what literar | to most literar y devices in lit | erature are. | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face- to- face | Practical Activity | Work- Based Learning | Seminars | Independen Study | t e-learni opportu | 0 | Practicum | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Indepen Seminar Practica | ident study rs: group p al Activity: | individual resentation, appreciating | discussion an a literary pie | ative enquiry. d reflection. | ormation on | ıline | | |
| 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 | devices teachers | used in the with the sk | e literature of | f a Ghanaian e to appreciat | ent teachers to language. It te a literary te: | also aims to | o equip | the student | |
| Learning Outcome for the lesson, picked and developed from the course specification | Learnin | ig Outcomo | es Learr | ning Indicato | issues inclus divers | -core and t | transfe ity and v will | rable skills, addressing these be | |
| Learning indicators for each learning outcome | knowled literature language them eff promote apprecia learners (NTS 2c 13), (NT (NTECF | monstrate lge of writte e of a Ghan e and teach ectively and literature tion among :: 13), (NTS 'S 3c: 14), 5 3: 20). nology to to | en identi- aian writte Ghana d (NTS Stude: to exp the wr a Gha (NTS dents 5 2e: appred literat langua | ure of a Gha | There tutor/l f a few an This c effort able examp re of many e of the stu ge mixed consic ble to • C ritten co naian th rning o | is a tendence ecturer mig ad common an be addre to diversify oles from ot literary dev udent teached abilities sh | cy that t ght focus i literary essed by by incl ther lang vices. In ers, geno hould be argeted i ion, criti laboratio and enqu | he s on very devices. making uding guages of grouping der and include ical on, | |

| | effectively to | enhance 2.1. Ghanaian select ing (techn literat clips them (NTS 2d:13 . will their use tools literat langu (NTS 14), | | ological tools for | to achieve learning outcomes: | |
|-------------------------|--|--|----|---|--|--|
| Topic: Literary devices | Sub- topic | Stage/tin | `` | Teaching and learning to | ode selected. Teacher led, k or independent study | |
| | | | | Teacher Activity | Student Activity | |
| | Introduction | 15 mins | | Face-to-face Tutor/lecturer uses probing question to guide student teachers to review their previous knowledge of literary devices they learnt before. 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. | |
| | What are literary devices and their importance | Stage 90mins | 1: | Group discussion/e- learning opportunities and presentation Tutor/lecturer groups student teachers based on mixed ability to discuss what literary devices are and their importance. (PDP Theme 4:25) Tutor/lecturer guides student teachers to make oral presentation in class for peer assessment (PDP Theme 4:79) | Group discussion/e- learning opportunities and presentation Student teachers brainstorm and search online for information on the literary devices and their importance in their respective groups. (PDP Theme 4: 79). Each group makes oral presentation in class and they are peer assessed by their colleague student teachers. (PDP Theme 4: 79) | |

| | What are figures of speech | Stage 2: 60mins | Individual enquiry and class discussion Tutor/lecturer asks student teachers to write down figures of speech they know and think pair share with a colleague (PDP Theme 2: 35). Tutor/lecturer gives a passage to be read for student to identify some figures of speech from the passage for a class discussion | Individual enquiry and class discussion Student teachers think pair share their answers to the question in class under the guidance of the tutor/lecturer (PDP Theme 3: 69). Class discusses the figures of speech identified from the passage under the guidance of the tutor. | | |
|--|--|--|--|--|--|--|
| | Closure/Con clusion | Stage 3: 15mins | Tutor/lecturer employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35). Ask student teachers to identify literary devices from speech and written text for more understanding on their own after the class during school visit. | Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35). Student teachers will identify some literary devices from speeches and written text during school visit and note them down in a form of report in their reflective journal. | | |
| Which cross cutting | Digital | literacy | during seneer visit. | | | |
| issues will be addressed | - | al diversity and in | clusion | | | |
| or developed and how Lesson assessments – | Summony of A | aggreen Matha | d: Assessment for and as l | aamina | | |
| evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes) | 1 group present (Core skills targ literacy) | tations on the imp geted are commun | portance of written literature nication, team work/collabo | e in the lesson oration, enquiry skills, digital | | |
| Teaching Learning | Assesses Learn Powerl | | Course learning outcomes 1 | ., 2, | | |
| Resources | Project | | | | | |
| Required Text (core) | Agyekum, K. (2 Mayhead, R. (1 | 2013). Introductio 985). Understand | on to literature. Accra: Adv ding literature. Cambridge: | | | |
| Additional Reading List | Mayhead, R. (1985). Understanding literature. Cambridge: Cambridge University Press. For all Ghanaian languages Kearns, G. (1987). Appreciating literature. Glencoe: Macmillan. Krampah, D. E. (1979). Helping with literature. Tema: Ghana Publishing Corporation. Meyer, M. (2010). Bedford Introduction to literature: Reading, Thinking, Writing. Bedford/St. Martin's. Peck, J. & Coyle, M. (1993). How to study literature. London: Macmillan Press. Scribuer, L. (1989). Enjoying literature. Glencoe: Macmillan | | | | | |
| CPD Needs | | | y devices of literature of a C | | | |

| Year of B.Ed. 3 Se | mester | 1 | Place of le | esson in seme | ster 1 | 2 3 | 45678910 |) 11 12 | |
|--|--|---|--|--|---|--|--|---|-----|
| Title of Lesson | Prose (s | Prose (scope, characteristics, and literary devices) Lesson Duration | | | | | | | |
| Lesson description | languag | This lesson introduces student teachers to the style and features of prose of a Ghana language. It focuses on the scope, the characteristics and the devices used in a prose Ghanaian language. | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in | The stud Student | dent tea teacher | chers have read | | the previous les | son. | | | |
| the lesson | | | t have done app | | | Sung | | | |
| Lesson Delivery – chosen to | Face- | Prac | Work- | Seminars | Independent | t | e-learning | Practicu | m |
| support students in achieving | to- | tical | Based | | Study | - | opportunities | | |
| the outcomes | face | Acti vity | Learning | | , c | | | | |
| Lesson Delivery – main mode of delivery chosen to support | | | iscussion, quest udy: individua | | | | | | |
| student teachers in achieving | | | up presentation, | | | | | | |
| the learning outcomes. | | ing opp | ortunities: vide | | | | | | |
| • Purpose for the lesson, what you want the | | | | | | | wledge of prose of a lain the features | | |
| students to achieve, serves | | | | | | | literary devices u | | |
| as basis for the learning | | | anguage. | | ** | | • | • | |
| 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 | Learnii | 1g Outc | omes | Learning In | | issu skill add thes | s, inclusivity, ressing diversit | transferal equity a | ble |
| | writt Ghai teacl pron appr learr (NT 13), (NT 2. Use t writt effec learr | ten litera naian la n them e note lite eciation ners S 2c: 13 (NTS 3 ECF 3: 2 echnolo cen litera | among), (NTS 2e: c: 14), 20). gy to teach ture o enhance maian | written 1 a Ghanai language e: 13) 1.2 should be explain 6 of the writer and the second secon | e able to the genre of iterature of ian e (NTS 2c , e able to each genre ritten e of a n language : 13) o appreciate literature of Ghanaian e in learning e: 13), (NTS 4), (NTECF uble to select ate gical tools | Ther tutor with type mak more lesso teacl | re is a tendency the r/lecturer might has appreciation of particular of the This can be add ing effort to search e information befort. In grouping the hers, gender and the tites should be coor Core skills targe communication, thinking, collabor observation and skills, digital lite | ave dealt prose and i ressed by ch online fo fore the ne student mixed nsidered. ted include critical pration, enquiry | for |

| | | | 2.2 | written form. (NTS 3j:14)(NTS 2d:13), (NTECF 4:45). . will be able to apply their knowledge in the use of technological tools to teach written literature of a Ghanaian language (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 26), (NTECF 5:59 | | |
|---|-------------------|-------------------------|-----|---|---|--|
| Topic: Prose (scope, characteristics, and literary | Sub -topic | Stage/time | | depending on delivery | mode | hieve learning outcomes: e selected. Teacher led, |
| devices) | | | · | collaborative group w Teacher Activity | ork of | Student |
| | | Introduction 20 mins | | Tutor/lecturer uses prob questions to lead studer teachers to talk about th previous experience wit the learning of written literature. Tutor/lecturer guides student teachers to disc the types of genre. Base on their responses, the t then introduces the topi for the day. (PDP Them 2:35) | nt neir th uss ed tutor ic ne | Activity Student teachers share their ideas about the written literature of a Ghanaian language from SHS. They are guided by the tutor/lecturer to discuss types of literature genre before the tutor then introduces the topic. |
| | Scope of prose | Stage 110mins | 1: | Collaborative enquiry and group discussion Tutor/lecturer shows a video clip of someone reading a novel to child from YouTube eg <u>https://www.worldbook</u> <u>com/storytime-online/</u> Tutor asks them to obse the types of literature ge with the focus on prose (PDP Theme 4:79) Tutor/lecturer groups student teachers based of gender, age, etc. and assigns them task to wr down their observation the styles of prose from video. (PDP Theme 4:7 Tutor/lecturer guides the student teachers to discr the style and characteris of prose in class as seer the video. Tutor/lecturer guides student teachers to expl the characteristics of a prose of a given Ghanai language. (PDP Theme 4:79) | Iren <u>adav.</u> erve enre c. on ite on ite von the 79). ne uss stics n in lain ian | Collaborative enquiry and group discussion Student teachers watch the video clip on YouTube. Student teachers write down their observation from the video in groups in class and share. A student teacher each in each group volunteers to present to the class based on what they observed in the demonstration video in YouTube. (PDP Theme 4: 79) Student teachers practice the identification of characteristics of prose for class discussion. (PDP 4: 25, 79) |

| | 1 | | | r | | | | |
|---------------------------------|--|----------------------|---------------------------------------|-----------------------------|--|--|--|--|
| | Some literary | Stage 2: 40mins | Class discussion | Class discussion | | | | |
| | devices | | Based on the prose given in | Student teachers discuss | | | | |
| | | | stage 1, tutor asks student | the literary devices found | | | | |
| | | | teachers to identify the | in the prose under the | | | | |
| | | | literary devices for class | guidance of the teacher | | | | |
| | | | discussion. | (PDP Theme 3: 69). | | | | |
| | School visit | | Tutor asks student teachers | Student teachers will | | | | |
| | | | to observe during school | observe prose styles and | | | | |
| | | | prose styles read and some | identify literary devices | | | | |
| | | | literary devices found in | during school visit and | | | | |
| | | | them and write down their | note down their findings in | | | | |
| | | | findings in their reflective | their reflective journal as | | | | |
| | | | journal as part of their | part of their portfolio. | | | | |
| | | | portfolio. | | | | | |
| | Closure/Concl | Stage 3: 10mins | | | | | | |
| | usion | | Tutor/lecturer employs | Student teachers answer | | | | |
| | | | questioning and answering | the question asked. | | | | |
| | | | technique to recap and | The student teachers ask | | | | |
| | | | close the lesson (PDP | for clarifications. (PDP | | | | |
| | | | Theme 2: 35) | Theme 2:35) | | | | |
| | | | Tutor asks student teachers | Student teachers reads on | | | | |
| | | | to read and search online | drama for the next lesson | | | | |
| | | | about drama before the | | | | | |
| | | | next lesson. | | | | | |
| Which cross cutting issues will | Digital | • | | | | | | |
| be addressed or developed and | Cultura | l diversity and incl | usion | | | | | |
| how | | | | | | | | |
| Lesson assessments – | | | Assessment for and as learning | | | | | |
| evaluation of learning: of, for | 1 group presentation in the lesson and check the notes taken down from school visit in | | | | | | | |
| and as learning within the | | reflective journal | | | | | | |
| lesson (linked to learning | | eted are communic | ation, team work/collaboration, | , enquiry skills, digital | | | | |
| outcomes) | literacy) | | | | | | | |
| | Assesses Learnir | ng Outcomes: Cou | urse learning outcomes 4, 5, and | 4.6 | | | | |
| Teaching Learning Resources | PowerP | | ise feating outcomes 1, 5, and | | | | | |
| Teaching Dearning Resources | Projecto | | | | | | | |
| | | lip/ YouTube vide | 25 | | | | | |
| Required Text (core) | | | ion for 'A' Level. London: Hodo | ler & Stoughton | | | | |
| Additional Reading List | | ling list for Dangn | | | | | | |
| Truttional Iterating List | | 0 0 | mo 5. Accra: Bureau of Ghana | Languages. | | | | |
| | | | ansoman: Salt N'Light. | Zangaages | | | | |
| | | | ya. Accra: Bureau of Ghana La | anguages. | | | | |
| | | | 992). <i>Ma waa je</i> . Olaga: Dang | | | | | |
| | | | gu. Accra: Bureau of Ghana La | | | | | |
| | | | Accra: Bureau of Ghana Lang | | | | | |
| | | ing list for Nzema | | | | | | |
| | Armo Kangah, A | A. P. (2013). Euzozo | ba mese me ne .Accra: Bureau | | | | | |
| | | | ccra: Bureau of Ghana Langua | | | | | |
| | Blay, S.K. (2013). odi ye kelema nzi. Accra: Bureau of African Languages. | | | | | | | |
| | | | . Accra: Paul Unique Printing | | | | | |
| | | | usa enlomboe. Accra: Bureau o | | | | | |
| | | | awielee. Accra: Bureau of Gha | na Languages | | | | |
| | | ing list for Fante | | | | | | |
| | | 957). Bərbər kunku | mfi, Akweesi egu Nananom po | w. Cape Coast: Methodist | | | | |
| | Book Depot. | 1 (10(0) 0 | | | | | | |
| | | | uaa aban. Cape Coast: Method | | | | | |
| | | | ekuayo pa. Cape Coast: Mfant | seman Press. | | | | |
| | Additional read | | A agree Durgery of Charal | | | | | |
| | | | sem. Accra: Bureau of Ghana I | | | | | |
| | | | b. Accra: Bureau of Ghana Lan | | | | | |
| | Additional read | | tan: Agoru bi. Accra: Bureau o | on Ghana Languages | | | | |
| | | | cra: Sedco Publishing Limited | | | | | |
| | | | <i>be</i> . Accra: Bureau of Ghana La | | | | | |
| | | | | | | | | |
| | Nutsuako K (1) | 975) Ene haknam | awo akpa gato. Tema: Ghana | Publishing Cornoration | | | | |

| Obianim, S. J. (1995). Amegbeta alo agbezuge fe nutinya. Accra: Sedco Publishing Limited. |
|---|
| Additional reading list for Dagaare |
| Ali, M. K. K. (2004) Paryeli. Accra: SALT'N LIGHT. |
| Ali, M. K. K. (2012). Fo baŋ ka wola. Accra: SALT'N LIGHT. |
| Dong, D. D. (1992). Ba nono kaa e. Wa: Wa Catholic Press. |
| Sanortey, T.D (2013). The Literary Devices in Birifor Kontomboore (Festival) Songs. Journal |
| of African Languages and Culture. 2(1). 121-131. |
| Orefang, B. N.G.M. (1995). Dagaare yelkaama 1. Accra: Bureau of Ghana Languages. |
| Orefang, B. N.G.M. (1995). Dagaare yelkaama 2. Accra: Bureau of Ghana Languages. |
| Additional reading list for Kasem |
| Danti, A. L. (2015). Teena Geere. Winneba: De-Misk. |
| Danti, A. L. (2009). Lei de seina taana. Winneba: De-Miska. |
| Puruseh, M. (2013). Taa wuu tera. Winneba: De-Miska. |
| Additional reading list for Gonja |
| Afari- Twako, H. K. (2006). Ngbanya be atande. Accra: SEDCO Publishers. |
| Additional reading list for Dagbani |
| Abdulai, A. I. (1994). Yem salim para. Accra: Bureau of Ghana Languages |
| Adam, P. P. (2015). Wuni bimbirili. Koforidua: Dagbani Unit of Gur-Gonja Department, |
| UEW. |
| Bawa, A. S. (2013). Amina. Koforidua: Dagbani Unit of Gur-Gonja Department, UEW. |
| |
| Workshop/seminar on the teaching of prose. |
| |

| Year of B.Ed. 3 | Semester | 1 | Place of le | sson in seme | ster | 12 | 3 4 5 | 67891 | 0 11 12 |
|---|---|---|---|---|--|---|---|---|--|
| | 5 | | | | - | | | | |
| Title of Lesson | Drama (sco devices) | ope, charao | cteristics, and | d literary | Lesson | Duratio | n | 3 | |
| Lesson description | This lesso | This lesson introduces student teachers to the scope and characteristics of drama. The types and the devices used in drama of a Ghanaian language will be the focus of this | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | | The student teachers have read drama and had watched plays before. | | | | | | | |
| Possible barriers to learning in the lesson | | | | be able to exp of the types of | | | epts in | drama. | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face Pr | actical tivity | Work- Based Learning | Seminars | | oendent | e-lear oppor | ning tunities | Practicum |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Face-to-fa Independe Seminars: | ce: discussent study: group pro | sion, question individual a esentation, di | ning and answ ind collaborati iscussion and of a short dra | ive enqu reflectio | on. | scale er | nquiry. | |
| 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 | and charac | teristics a | drama of a (| uce the studer Ghanaian lang employed in th | guage. It | t also ain | ns to eq | uip the stu | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for | Learning | Outcomes | Learni | ng Indicators | 5 | core inclusi diversi | and vity, eo ty. H | transfera | addressing these be |
| each learning outcome | writte of a G langua teach effecti promo appreo | edge of n literature hanaian age and | e id G G (N 1.2. sho ex re th of la 1.3 s ap lit G le 13 | should be a | re of e of a age) nre of ature 2c: ble to written f a tage in S 2e: c: 14), | It is lik familia may als drama. doing s lesson s learner • Co co | ely the t r with th so be ce This ca ome on and inte s before before skill ommunic | teacher may ne types of rtain conce n be dealt line researce racting wit the lesson s targeted i | y not be drama and pts in vith by th before the h some nclude cal thinking, ration and |

| Topic: Drama (scope, characteristics, and literary devices) | 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: 15 mins | Tutor/lecturer uses probing question to guide student teachers to review their previous in the types of genre of written literature Tutor/lecturer dwells on the student teacher's previous knowledge of drama watched and introduces the topic for the lesson. (PDP Theme 2:35) | Student teachers review their previous knowledge on the types of genre of written literature and drama watched before and respond to the questions asked by the tutor/lecturer. | | |
| | Scope, characteristics and elements of drama | Stage 1: 90mins | Group discussion and presentation Tutor/lecturer shows a drama/movie from YouTube to student teachers to watch and discuss in groups formed considering multilingual background and ability. (PDP Theme 4:25) Tutor/lecturer guides student teachers to bring out the characteristics of drama and make oral presentation in class based on the assigned tasks for peer assessment (PDP Theme 4:79). | Group discussion and presentation Student teachers brainstorm on the video after watching the drama shown and discuss in groups. (PDP Theme 4: 79). Each group makes oral presentation in class on the characteristics of drama and they are peer assessed by their colleague student teachers. (PDP Theme 4: 79) | | |
| | Types of drama and identification of literary devices | Stage 2: 60mins | Individual/group enquiry/practical activity and class discussion Tutor/lecturer asks student teachers do a sketch or short drama in class for discussion (PDP Theme 2: 35). Tutor/lecturer emphasizes the features seen from the sketch performed and asks student teachers to identify some literary devices from the sketch. Tutor/lecturer asks students to search online with their phones on the types of drama for class. | Individual/group enquiry/practical activity and class discussion Student teachers perform a sketch of about twenty minutes for class discussion Student teachers share their answers to the question on literary devices in class under the guidance of the tutor/lecturer (PDP Theme 3: 69). Student teachers discuss the types of drama found online in class. | | |
| | School visit | | Asks student teachers to observe during school visit some drama books used for written literature and identify the type and some literary devices found in them. Put down in their report their findings. Tutor puts student teachers in groups paying attention to cultural, linguistic, | Student teachers will observe during school visit some drama books used for written literature and identify the types and literary devices found in them and will put it in their report as part of their portfolio. | | |

| | Closure/Concl usion | Stage 3: 15mins | SENs, mixed abilities issues and assigns them small-scale enquiry tasks to co-plan and co-teach a lesson on drama in the Basic School Curriculum to be handed in week 10 of the semester. Tutor/lecturer employs question and answer technique to summarise and close the lesson (PDP Theme 2: 35) | Student teachers to observe how drama is taught in the basic schools during their school visits and plan lessons about it to be submitted week 10 in groups. Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35) | | | |
|--|---|--|---|--|--|--|--|
| | | | Tutor /lecturer asks students to read on poetry for the next lesson. | Student teachers read on poetry for the next class. | | | |
| Which cross cutting issues will be addressed or developed and how | | diversity and inc | | | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes) | 1 group presentat (Core skills targe literacy) | ion from the less ted are communio | Assessment for and as learnin on on features of drama cation, team work/collaboration | - | | | |
| Teaching Learning Resources | PowerPoProjecto | oint r | urse learning outcomes 1 | | | | |
| Required Text (core) | Agyekum, K. (20 Kearns, G. (1987 Krampah, D. E. (Meyer, M. (2010 Martin's. | Agyekum, K. (2013). <i>Introduction to literature</i> . Accra: Adwinsa Publishers. Kearns, G. (1987). <i>Appreciating literature</i> . Glencoe: Macmillan. Krampah, D. E. (1979). <i>Helping with literature</i> . Tema: Ghana Publishing Corporation. Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i> . Bedford/St. | | | | | |
| Additional Reading List | Atteh, E.T. (2004 Kubi, G.A.N (196 Kubi, G.A.N & T Nanor, J. B. (197 Additional readi Armo Kangah, A Anilima, A. (201 Blay, S.K. (2013) Kwaw, F.E. (200 Kwaw, F.E. (200 Soboh-Blay, A. (Soboh-Blay, A. (Additional readi Gaddiel R. & Acc Longdon J. E.:(19 Additional readi Adi, K. (1989). M Amoako, B. O. (1 Koranteng, E. O. Additional readi Akafia, S. Y. (19 Bid i-Setsofia, H. Fiawo, F. K. (198 Hinidza, R. K. (1 | (82). Ke Mawu gb (82). Ke Mawu gb (80). Nyansa kpee. E (80). Nye ko pee ya (5). Matse Amyen (8). Mawu be ji be (19). Matse Amyen (2013). Euzos (3). Ama Kodwo. A (2013). Euzos (3). Ama Kodwo. A (2013). Ama Kodwo. A (2013). Nyamenle a (2013). Sup samansew A (1960) Og (2007). Guasohas (2007). Guasohas (2007). Guasohas (2007). Guasohas (2007). Guasohas (3). Ku le xome. A (K. (1989). Togba (1). Toko Atolia.A (970). Henowo fe a (10). Henowo fe a (10). Henowo fe a | <i>i mo 5.</i> Accra: Bureau of Ghar Dansoman: Salt N'Light. <i>e ya.</i> Accra: Bureau of Ghana I 1992). <i>Ma waa je.</i> Olaga: Dan <i>ogu.</i> Accra: Bureau of Ghana I <i>a.</i> Accra: Bureau of Ghana Lan <i>a.</i> <i>coa mese me ne .</i> Accra: Bureau Accra: Bureau of Ghana Langu <i>zi.</i> Accra: Bureau of African L era: Paul Unique Printing Work <i>a.</i> Accra: Paul Unique Printing <i>asa enlomboe.</i> Accra: Bureau of <i>a. wielee.</i> Accra: Bureau of Gh <i>a. accra:</i> Paul Unique Printing <i>asa enlomboe.</i> Accra: Bureau of Gh <i>a. accra:</i> Bureau of Ghana <i>a.</i> <i>a. accra:</i> Bureau of Ghana <i>a.</i> <i>a. accra:</i> Bureau of Ghana <i>a.</i> <i>a. accra:</i> Bureau of Ghana Lan <i>a.</i> <i>a. accra:</i> Bureau of Ghana Lan <i>a.</i> <i>a. accra:</i> Bureau of Ghana Langu <i>a.</i> <i>a. k. accra:</i> Bureau of <i>ccra:</i> Sedco Publishing Limite <i>gbe.</i> Accra: Bureau of Ghana I | Languages. gme Education Publishers. Languages. guages. an of Ghana Languages. anguages. cs. g Works of Ghana Languages ana Languages dist Book Depot. tseman Press. a Languages nguages. of Ghana Languages lages. Ghana Languages. d. | | | |

| | Ali, M. K. K. (2012). Fo baŋ ka wola. Accra: SALT'N LIGHT. |
|-----------|--|
| | Additional reading list for Kasem |
| | Danti, A. L. (2015). Teena Geere. Winneba: De-Misk. |
| | Danti, A. L. (2009). Lei de seina taana. Winneba: De-Miska. |
| | Puruseh, M. (2013). Taa wuu tera. Winneba: De-Miska. |
| | Additional reading list for Gonja |
| | Afari- Twako, H. K. (2006). Ngbanya be atande. Accra: SEDCO Publishers. |
| | Braimah, J.A (1962). Gonja drums. Accra: Bureau Of Ghana Languages. |
| | Mahama, M.M. (1973). Gbeadese Accra: Bureau Of Ghana Languages. |
| | Additional reading list for Dagbani |
| | Bawa, A. S. (2013). Amina. Koforidua: Dagbani Unit of Gur-Gonja Department, UEW. |
| CPD Needs | Workshop/seminar on teaching of drama of a Ghanaian language. |
| | |

| Year of B.Ed. 3 | Semest | er 1 | Pla | ce of l | esson in seme | ster 1 | 234 5 67892 | 10 11 12 | | |
|---|---|---|--|---|--|--|--|--|--|--|
| T'41 | D (L | (1, 4, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, | | 1 | 1 () | | Dest. | 2 | | |
| Title of Lesson | | Poetry I (characteristics, types and element) Lesson Duration 3 | | | | | | | | |
| Lesson description | It discus Ghanaia | This lesson introduces student teachers to elements and types of poetry as well as its features. It discusses these characteristics that set poetry apart from the other literary genre of a Ghanaian language. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | The stud | The student teachers have learned some poems before in their primary schools. | | | | | | | | |
| Possible barriers to learning in the lesson | Student t | eachers may | not hav | e studi | ed poetry and | appreciate it be | efore in school. | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face- to-face | Practical Activity | Work Based Learn | 1 | Seminars | Independen Study | t e-learning opportunities | Practicum | | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Indepen Seminar | Face-to-face: discussion, questioning and answering. 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 | The lesson introduces the student teachers to the knowledge of the types, characteristics an elements of poetry. It seeks to equip the student teachers with the skills to be able to explain poetr of a Ghanaian language. | | | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning | Learnin | g Outcomes | | Lear | ning Indicato | rs | Identify which issues-core and skills, inclusivity addressing diver- these be ad developed? | transferable , equity and | | |
| outcome | of wri Ghana teach and pr apprece learne (NTS 14), (1 2. Use te the so Ghana effecti learne langua 3j:14) (NTS | strate knowl tten literature ian language them effectiv comote literat ciation amon rs (NTS 2c: 1 2e: 13), (NTS NTECF 3: 20 chnology to t und system o ian language ively to enhar rs Ghanaian age learning. , (NTS 1d: 12 2d:13), (NTS NTECF 3: 29 | e of a e and rely ure g 13), S 3c:)). teach of a e nce (NTS 2), S 3e: | g (1.2 sh 1 1.3 s v C 1 1 (| oould be able t genre of writte f a Ghanaian I NTS 2c, e: 13 iould be able t ach genre of t iterature of a C anguage (NTS hould be able vritten literatu Ghanaian lang earning (NTS NTS 3a, c: 14 0). | en literature language 3) o explain he written Ghanaian 5 2c: 13) to appreciate re of a uage in 2e: 13), | It is possible the as processes may be a to some learners as curbed by showing can be explained b for better understa | a new concept nd this can be y videos which y the teacher nding. rgeted include on, critical aboration, nd enquiry | | |

| Topic: Poetry I (characteristics, types and element) | 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 20mins | Discussion/brainstorming Tutor/lecturer asks student teachers to recite some poems that they remember from their primary schools and SHS. Tutor/lecturer dwells on the student teachers' poems to introduce the topic for the lesson. (PDP Theme 2:35) | Discussion/brainstorming Student teachers share their experiences with poems at pre-tertiary levels of their education and some volunteer to recite some those poems they learnt before to the class. (PDP Theme 2:35) | | | |
| | Types of poetry | Stage 1: 90mins | Practicing and class discussion Tutor/lecturer shows a video of poetry recital on YouTube(e.g. <u>https://www.youtube.com/watch?</u> v=99JWcCWmqr4, <u>https://www.youtube.com/watch?</u> v=90q90g9fNUs) on different poetry recitals for class observation and discussion. Tutor puts student teachers into groups based on their diversity and abilities and asks them to discuss the video on poetry and share their views on types of poetry and its elements with the class. Tutor answers questions and clarify issues on types and elements of poetry for student teachers. | Practicing and class discussion Student teachers critically watch the video. (PDP Theme 4: 79). Each group discusses their observation from the video and share with the class. Student teachers ask questions for better understanding and clarification. | | | |
| | Features of poetry | Stage 2: 60mins | Group discussion and presentation Tutor/lecturer asks student teachers to join their groups again and assigns each group a task based on the video watched to bring out the features of poetry. (PDP Theme 4:25). Tutor/lecturer guides student teachers to make oral presentation in class based on the assigned tasks for class discussion (PDP Theme 4:79). Tutor asks a student teacher to perform a poetry recital for class discussion. | Group discussion and presentation Each group brainstorms on the assigned topic based on the observations about the video watched. Each group makes oral presentation in class on the assigned topic for discussions. (PDP Theme 4: 79) Student teacher performs a poetry recital for class discussion and peer assessment. | | | |
| | School Visit | | Tutor asks student teachers to observe how teachers teach poetry when they go on school visit and put down their observation for discussion. | Student teachers will observe how teachers teach poetry during school visit and put down their observation for discussion. | | | |
| | Closure/C onclusion | Stage 3: 10mins | Tutor/lecturer asks student teachers to summarise the lesson in pairs to recap and close the lesson. (PDP Theme 2: 35) Tutor answers the questions asked for clarification. | Student teachers summarise the lesson in pairs The student teachers ask for clarifications. (PDP Theme 2:35) | | | |

| **/1 • 1 //• • | |
|-----------------------------|---|
| Which cross cutting issues | Digital literacy |
| will be addressed or | Cultural diversity and inclusion |
| developed and how | |
| Lesson assessments – | Summary of Assessment Method: Assessment for and as learning |
| evaluation of learning: of, | 1 group presentations during the lesson on characteristics of poetry |
| for and 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 4, 5, and 6 |
| Teaching Learning | PowerPoint |
| Resources | • Projector |
| Required Text (core) | Agyekum, K. (2013). Introduction to literature. Accra: Adwinsa Publishers. |
| | Cadden, J. (1986). Prose appreciation for 'A' Level. London: Hodder & Stoughton |
| | Kearns, G. (1987). Appreciating literature. Glencoe: Macmillan. |
| | Krampah, D. E. (1979). <i>Helping with literature</i> . Tema: Ghana Publishing Corporation. |
| | Meyer, M. (2010). Bedford introduction to literature: Reading, thinking, writing. Bedford/St. |
| | Martin's. |
| | Peck, J. & Coyle, M. (1993). <i>How to study literature</i> . London: Macmillan Press. |
| Additional Reading List | Additional reading list for Dangme |
| Additional Reading List | Asante, A. L. (1982). <i>Ke Mawu gbi mo 5</i> . Accra: Bureau of Ghana Languages. |
| | |
| | Atteh, E.T. (2004). Nyansa kpεε. Dansoman: Salt N'Light. |
| | Kubi, G.A.N (1980). <i>Nye ko yee ye ya</i> . Accra: Bureau of Ghana Languages. |
| | Kubi, G.A.N & Torgbenu, M. N. (1992). <i>Ma waa je</i> . Olaga: Dangme Education Publsshers. |
| | Nanor, J. B. (1975). Matse Amyenogu. Accra: Bureau of Ghana Languages. |
| | Nanor, J. B. (1978). Mawu be ji be. Accra: Bureau of Ghana Languages. |
| | Additional reading list for Nzema |
| | Armo Kangah, A. P. (2013). Euzozoa Mese Me Ne .Accra: Bureau of Ghana Languages. |
| | Anilima, A. (2013). Ama Kodwo. Accra: Bureau of Ghana Languages |
| | Blay, S.K. (2013). <i>odi Ye Kelema Nzi</i> . Accra: Bureau of African Languages. |
| | Kwaw, F.E. (2008). Meka Bie. Accra: Paul Unique Printing Works. |
| | Kwaw, F.E. (2008). Adwoba Ehwia. Accra: Paul Unique Printing Works |
| | Soboh-Blay, A. (2013). Nyamenle Asa enlomboe. Accra: Bureau of Ghana Languages |
| | Soboh-Blay, A. (1997). Awie enze Awielee. Accra: Bureau of Ghana Languages |
| | Additional reading list for Fante |
| | Crayner: J. B. (1957) Borbor Kunkumfi, Akweesi Egu Nananom Pow. Cape Coast: Methodist Book |
| | Depot. |
| | Gaddiel R. & Acquaah: (1960) Oguaa aban. Cape Coast: Methodist Book Depot. |
| | Longdon J. E.: (1972) Samansew A, Ekuayo Pa. Cape Coast: Mfantseman Press. |
| | Additional reading list for Twi |
| | Adi, K. (1989). Mewo bi ka: Anwensem. Accra: Bureau of Ghana Languages |
| | Amoako, B. O. (1994): <i>Enne Nso Bio</i> . Accra: Bureau of Ghana Languages. |
| | Koranteng, E. O. (2007). Guasohantan: Agoru bi. Accra: Bureau of Ghana Languages |
| | Additional reading list for Ewe |
| | Akafía, S. Y. (1993). <i>Ku le xome</i> . Accra: Bureau of Ghana Languages. |
| | Bid i-Setsofia, H. K. (1989). Togbui Kpeglo II. Accra: Bureau of Ghana Languages. |
| | Fiawo, F. K. (1981). Toko Atolia. Accra: Sedco Publishing Limited. |
| | Hinidza, R. K. (1970). <i>Henowo fe gbe</i> . Accra: Bureau of Ghana Languages. |
| | |
| | Additional reading list for Dagaare |
| | Ali, M. K. K. (2004) <i>Paryeli</i> . Accra: SALT'N LIGHT. |
| | Ali, M. K. K. (2012). Fo Ban Ka Wola. Accra: SALT'N LIGHT. |
| | Additional reading list for Kasem |
| | Danti, A. L. (2015). Teena Geere. Winneba: De-Misk. |
| | Additional reading list for Gonja |
| | Afari- Twako, H. K. (2006). Ngbanya be atande. Accra: SEDCO Publishers. |
| | Additional reading list for Dagbani |
| | Abdulai, A. I. (1994). Yem salim para. Accra: Bureau of Ghana Languages |
| | Adam, P. P. (2015). Wuni bimbirili. Koforidua: Dagbani Unit of Gur-Gonja Department, UEW. |
| CPD Needs | Workshop/seminar on teaching of poetry in a Ghanaian language. |
| | |

| Year of B.Ed. 3 | Semester 1 | Place of less | on in semeste | er 1 | 2345 | 6 789 | 10 11 12 | |
|---|---|-------------------|--|---|--|--|--|--|
| Title of Lesson Lesson description | This lesson introduces student teachers to poetry appreci | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning | discussions of the style, the themes, the subthemes and the language used in poetry of a Ghanaian language. The student teachers have learned something about concept, characteristics and types of poetry in the previous lesson. Student teachers may not know how to do poetry appreciation. | | | | | | | |
| in the lesson Lesson Delivery – chosen to support students in achieving the outcomes | to-face Activity I | Based Learning | ts | dependen Study | e-learn opport | ning tunities | Practicum | |
| 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. Practical Activity: appreciation of poems. | | | | | | | |
| 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 | This lesson is a continuation of the previous lesson on poetry. It aims to equip the student teachers with the skills to be able to appreciate poetries of a Ghanaian language. | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning Outcomes | L | Learning Indicators | | | Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? | | |
| | 3.demonstrate knowled, skill in teaching written literature of a Ghanaian language in Ghanaian la learning | anguage | drama and appropriat learning lc,e: 12), 2. should be variety instructior enhance thinking (NTS 3e:1 3. should al learners' teaching a | literature (l poetry) usin e tea materials. (NTS 3h:14) able to en of appro- nal strategic learners' c and particin 4) ble to fact diversity und learning (NTECF 4 | th the prose, ing the iching (NTS mploy priate es to rritical pation or in in (NTS | It is poss: student to be equipp skills in a poem of a language resolved to search the lesson • Corre- inch com critic colla obse- enqu | ible that eachers may not bed with the uppreciating the a Ghanaian . This can be by asking them online before ns. e skills targeted | |

| Topic:Poetry | Sub topic | Stage/time | Teaching and learning to achieve learning outcomes: | | | |
|------------------|---------------------|--------------|--|---|--|--|
| II(appreciation) | | | depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | |
| | | | Teacher Activity | Student Activity | | |
| | | Introduction | Class discussion/brainstorming | Class | | |
| | | 20mins | Tutor/lecturer reviews the | discussion/brainstormi | | |
| | | | previous lesson on poetry using question. | ng Student teachers answer | | |
| | | | question. | the questions asked to | | |
| | | | Tutor/lecturer dwells on the | review previous lesson. | | |
| | | | student teachers' views to introduce the topic for the lesson. | (PDP Theme 2:35) Student teachers share | | |
| | | | (PDP Theme 2:35) | their views on the topic. | | |
| | Identifying | Stage 1: | Individual enquiry/e-learning | Individual enquiry/e- | | |
| | themes in poetry | 60mins | opportunity Tutor/lecturer shows a | learning opportunity Student teachers watch | | |
| | poony | | demonstration video on YouTube | the video and examine | | |
| | | | demonstrating poetry recital and | the main themes and | | |
| | | | asks student teachers to examine the main themes and subthemes. | subthemes identified in the recital. (PDP Theme | | |
| | | | (PDP Theme 3: 69) e.g. | 3: 69). | | |
| | | | https://www.youtube.com/watch? | Student teachers discuss | | |
| | | | <u>v=pcoKXE3LDOA</u> | the themes in class and write them down as | | |
| | | | https://www.youtube.com/watch? | assignment for | | |
| | | | $\frac{v=ANSmSt-10Mo}{Tutor guides student teachers in}$ | presentation. | | |
| | | | class discussion and ask them to | | | |
| | | | write the themes and subthemes | | | |
| | | | from the recital and submit as assignment. | | | |
| | Style and | Stage 2: | | Group discussion and | | |
| | aesthetic | 90mins | Group discussion and | reflection and | | |
| | appreciation | | reflection and presentation Tutor/lecturer groups student | presentation | | |
| | | | teachers in mixed ability group | Each group brainstorms | | |
| | | | and assigns each group to reflect | on the assigned topic | | |
| | | | and discuss the style and language of the poetry recital | based on the observations in the | | |
| | | | observed in the video. (PDP | video. (PDP Theme 4: | | |
| | | | Theme 4:25) | 79) | | |
| | | | Tutor/lecturer guides student teachers to make oral | Each group appreciates | | |
| | | | presentation in class based on the | the poems with focus on | | |
| | | | assigned tasks for class discussion (PDP Theme 4:79) | the assigned figures of speech and other | | |
| | | | Tutor provides poems for Upper | devices. | | |
| | | | Primary learners and guides | | | |
| | | | student teachers to identify some figures of speech such as | Each group makes oral presentation in class on | | |
| | | | assonance, alliteration, hyperbole | the assigned topic for | | |
| | | | among others in the poetry | peer assessment and | | |
| | | | recital. | discussions. (PDP Theme 4: 79) | | |
| | | | Tutor guides the groups in their | Student teachers asks | | |
| | | | oral presentations and subsequent | questions for clarification | | |
| | | | peer assessment. | Clarification | | |
| | Closure/Con | Stage 3: | Tutor asks student teachers to | Student teachers write | | |
| | clusion | 10mins | briefly explain some literary devices and submit as | down the assignment for later submission. | | |
| | | | assignment. | ator submission. | | |
| | | | | Student teachers answer | | |
| | | | | the questions asked. | | |

| | Tutor/lecturer employs The student teachers ask questioning and answering for clarifications. (PDP) | | | | | | |
|---|---|--|--|--|--|--|--|
| | technique to recap and close the lesson (PDP Theme 2: 35) | | | | | | |
| Which cross cutting issues will be addressed or developed and how | Digital literacyCultural diversity and inclusion | | | | | | |
| Lesson assessments – | Summary of Assessment Method: Assessment for and as learning | | | | | | |
| evaluation of learning: of, for and as learning within | 1 assignment submitted on the themes and on literary devices during the lesson (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) | | | | | | |
| the lesson (linked to | (Core skins targeted are communication, team work/conacoration, enquiry skins, digital interacy) | | | | | | |
| learning outcomes) | Assesses Learning Outcomes: Course learning outcomes 3 | | | | | | |
| Teaching Learning | PowerPoint | | | | | | |
| Resources | Projector | | | | | | |
| Required Text (core) | Afful-Boachie, M. (2006). Poetry appreciation. Accra: Mutaz Printing Works. | | | | | | |
| Additional Reading List | Additional reading list for Dangme | | | | | | |
| | Asante, A. L. (1982). Ke Mawu gbi mo ɔ. Accra: Bureau of Ghana Languages. | | | | | | |
| | Atteh, E.T. (2004). Nyansa kpee. Dansoman: Salt N'Light. | | | | | | |
| | Kubi, G.A.N (1980). <i>Nyε ko pee ye ya</i> . Accra: Bureau of Ghana Languages. Kubi, G.A.N & Torgbenu, M. N. (1992). <i>Ma waa je</i> . Olaga: Dangme Education Publishers. | | | | | | |
| | Nanor, J. B. (1975). <i>Matse Amyenogu</i> . Accra: Bureau of Ghana Languages. | | | | | | |
| | Nanor, J. B. (1978). Mawu be ji be. Accra: Bureau of Ghana Languages. | | | | | | |
| | Additional reading list for Nzema | | | | | | |
| | Armo Kangah, A. P. (2013). <i>Euzozoa mese me ne</i> . Accra: Bureau of Ghana Languages. Anilima, A. (2013). <i>Ama Kodwo</i> . Accra: Bureau of Ghana Languages | | | | | | |
| | Blay, S.K. (2013). <i>201 ye kelema nzi</i> . Accra: Bureau of African Languages. | | | | | | |
| | Kwaw, F.E. (2008). <i>Meka bie</i> . Accra: Paul Unique Printing Works. | | | | | | |
| | Kwaw, F.E. (2008). Adwoba Ehwia. Accra: Paul Unique Printing Works | | | | | | |
| | Soboh-Blay, A. (2013). Nyamenle asa Enlomboe. Accra: Bureau of Ghana Languages | | | | | | |
| | Soboh-Blay, A. (1997). <i>Awie ɛnze Awieleɛ</i> . Accra: Bureau of Ghana Languages Additional reading list for Fante | | | | | | |
| | Crayner:J. B. (1957) Borbor kunkumfi, Akweesi egu nananom pow. Cape Coast: Methodist Book | | | | | | |
| | Depot. | | | | | | |
| | Gaddiel R. & Acquaah: (1960) Oguaa aban. Cape Coast: Methodist Book Depot. | | | | | | |
| | Longdon J. E.: (1972) Samansew A, ekuayo pa. Cape Coast: Mfantseman Press. | | | | | | |
| | Mayhead, R. (1985). Understanding literature. Cambridge: Cambridge University Press. Additional reading list for Twi | | | | | | |
| | Adi, K. (1989). Mewo bi ka: Anwensem. Accra: Bureau of Ghana Languages | | | | | | |
| | Amoako, B. O. (1994): <i>ɛnnɛ nso bio</i> . Accra: Bureau of Ghana Languages. | | | | | | |
| | Koranteng, E. O. (2007). Guasohantan: Agoru bi. Accra: Bureau of Ghana Languages | | | | | | |
| | Additional reading list for Ewe | | | | | | |
| | Akafia, S. Y. (1993). <i>Ku le xome</i> . Accra: Bureau of Ghana Languages. Bid i-Setsofia, H. K. (1989). <i>Togbui Kpeglo II</i> . Accra: Bureau of Ghana Languages. | | | | | | |
| | Fiawo, F. K. (1981). <i>Toko Atolia.Accra</i> : Sedco Publishing Limited. | | | | | | |
| | Hinidza, R. K. (1970). Henowo fe gbe. Accra: Bureau of Ghana Languages. | | | | | | |
| | Additional reading list for Dagaare | | | | | | |
| | Ali, M. K. K. (2004) Paryeli. Accra: SALT'N LIGHT. | | | | | | |
| | Ali, M. K. K. (2012). <i>Fo baŋ ka wola</i> . Accra: SALT'N LIGHT. Additional reading list for Kasem | | | | | | |
| | Danti, A. L. (2015). <i>Teena Geere</i> . Winneba: De-Misk. | | | | | | |
| | Additional reading list for Gonja | | | | | | |
| | Afari- Twako, H. K. (2006). Ngbanya be atande. Accra: SEDCO Publishers. | | | | | | |
| | Additional reading list for Dagbani Bawa A. S. (2013). <i>Aming</i> Koforidua: Dagbani Unit of Gur Gonia Department, UEW | | | | | | |
| CPD Needs | Bawa, A. S. (2013). Amina. Koforidua: Dagbani Unit of Gur-Gonja Department, UEW.Workshop/seminar on teaching poetry and its appreciation in a Ghanaian language. | | | | | | |
| | " on shore, seminar on warming poor y and its approvation in a Ghanaran ranguage. | | | | | | |

| Year of B.Ed. 3 Se | mester | er 1 Place of lesson in semester | | er 12 | 3 4 5 6 7 8 9 | 10 11 12 | |
|--|---|--|----------------|-----------------------------|--------------------------------|--|------------------|
| | | Assessing Written Literature of a Gh. Language | | | | | |
| Title of Lesson | Assessing | Written Lite | erature of a C | Jh. Language | E Lesson Durati | | |
| Lesson description | | | | | | means of assess | |
| | | | | | | will equip the st | |
| | | | | | assessing the | teaching and lea | arning of |
| Previous student teacher | written literature of a Ghanaian language. The student teachers may have written some test on literature before. | | | | | | |
| knowledge, prior learning | | | 5 | | | | |
| (assumed) | | | | | | | 1 11 |
| Possible barriers to learning in the lesson | | | | | | fore it may becomessessment in the | |
| Lesson Delivery – chosen to | Face- | Practical | | Seminars | Independent | | Practicum |
| support students in achieving | to-face | Activity | Based | Semmars | Study | opportunities | |
| the outcomes | | · | Learning | | | •• | |
| Lesson Delivery – main mode | | | | and answer. | | | |
| of delivery chosen to support | | | | nd collaborati | | | |
| student teachers in achieving the learning outcomes. | Practical A | | entation, dis | cussion and | effection. | | |
| the feat ming outcomest | | 100111051 | | | | | |
| • Purpose for the lesson, | | | | | | s to the knowle | |
| what you want the | | | | | | e. It aims to equ | |
| students to achieve, serves | | | | | op appropriate Ghanaian lan | forms of assess | sing learners at |
| as basis for the learning outcomes. An expanded | uie Op | | | | | guage. | |
| version of the description. | | | | | | | |
| • Write in full aspects of the | | | | | | | |
| NTS addressed | - · | 0 | · · | - •• | | | |
| 4 Learning Outcome for the lesson, picked and | Learning | Outcomes | Learning | Indicators | core | which cross o and transfe | |
| developed from the course | | | | | | ity, equity an | , |
| specification | | | | | | y. How wil | - |
| 5 Learning indicators for | | | | | | ed or developed | |
| each learning outcome | 4. demonst | | | d be able to and impleme | | ly that student te ware of the mode | |
| | knowledge in assessing | | | of assessmen | | ent and skills ne | |
| | various gei | | | or teaching a | | ent. This can be | • |
| | written lite | | | g written | | g student teacher | |
| | Ghanaian l | anguage | | re (NTS 1d, | - | nd share their id | eas in class for |
| | | | | TS 3b: 14). | clarifica | | • 1 1 |
| | | | | d be able to y and assist | | re skills targeted nmunication, cri | |
| | | | learner | | | laboration, obser | |
| | | | | lties in their | | uiry skills, digit | |
| | | | | nent (NTS 1a | ı, b: | 0 | , , |
| | | | | TS 3k-p: 14) | , | | |
| | | | | CF 4: 39) d be able to | | | |
| | | | | e evidence of | | | |
| | | | | g learners' | | | |
| | | | | ss (NTS 3n, p |): | | |
| | | | 14) | _ | | | |

| Topic: Assessing Written Literature of a Ghanaian language | Sub topic | Stage/time | Teaching and learning to achiev depending on delivery mode sel collaborative group work or ind | ected. Teacher led, |
|--|---|-----------------------------|---|--|
| | | | Teacher Activity | Student Activity |
| | | Introductio n: 20mins | Brainstorming/e-learning opportunity Tutor/lecturer uses probing question to seek views about what they understand by concept of assessment and the forms of assessment they know from their previous year study. Tutor/lecturer dwells on the student teachers' views to introduce the topic for the lesson. (PDP Theme 2:35) | Brainstorming/e-learning opportunity Student teachers brainstorm on the question and share their views on assessment in general from the online search done previous year study. (PDP Theme 2:35) |
| | The concept of test development for written literature of a Ghanaian language | Stage 1: 30mins | E-learning opportunity/independent learning Tutor/lecturer shows a demonstration video on YouTube demonstrating literature testing. E.g. <u>https://www.youtube.com/watch</u> <u>?v=oRpOIEPMeoI</u> (PDP Theme 3: 69) | E-learning opportunity/independent learning Student teachers watch the video attentively and put down notes from the video. (PDP Theme 3: 69). |
| | Writing a test for written literature of a Ghanaian language | Stage 2: 60mins | Group discussion and presentationTutor/lecturer shows a video on YouTube demonstrating how to write effective test for written literature teaching. The tutor/lecturer tasks the student teachers to observe the features of a good written literature testing. E.g. https://www.youtube.com/watch ?v=AUB0d31-j2MTutor/lecturer groups student teachers (based on gender, multicultural background, etc) and assigns each group a task of constructing a written literature test on the genres for Upper Primary learners and present them for discussion based on the features they observed in the video (PDP Theme 4:25)Tutor/lecturer guides student teachers to make oral presentation in class based on the assigned tasks for class discussion. (PDP Theme 4:79) | Group discussion and presentation Student teachers attentively watch the video and they take down notes on the features of a good written literature testing. Each group brainstorms on the assigned topic and constructs a test based on their observations in the video. (PDP Theme 4: 79). Student teachers also draw on the observations made about testing of Upper Primary learners in preparing their assigned task. Each group makes oral presentation in class on the assigned topic for discussions. (PDP Theme 4: 79) |
| | Assessing a Ghanaian written literature test | Stage 3: 60mins | Class discussion/oral presentation/practical activity Tutor/lecturer puts student teachers into two sets of groups; one for test construction and another for test assessment. The tutor then assigns each group of the first | Class Discussion/oral presentation/practical activity Each group of the first set constructs a test for the assigned topic and make oral presentation. |

| | Closure/Co nclusion | Stage 4 10mins | Tutor/lecturer employs questioning and answering | The other set of groups assess the constructed tests. The student teachers peer assess each groups' work (PDP Theme 4: 79) Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP | |
|--|--|---------------------------------|---|---|--|
| | | | technique to recap and close the lesson (PDP Theme 2: 35) Tutor asks student teachers to examine written literature test given to learners during school visit and write a report for their reflective journal. | Theme 2:35) Student teachers will observe and examine the written literature test given to learners during school visit and write a report keep in their reflective journal for submission at the end of the semester. | |
| Which cross cutting issues will be addressed or developed and how | | al literacy Iral diversity a | nd inclusion | | |
| 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 1 group presentation and 1 submitted assignment from the lesson. Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 | | | | |
| Teaching Learning Resources | PowerPoint | | | | |
| Required Text (core) | Projector Caldwell, J. S. (2002). <i>Reading assessment: A primer for teachers and tutors</i> . NY: The Guilford Press. | | | | |
| Additional Reading List | Bachman, L. F. (1995). Fundamental considerations in language testing. Oxford: Oxford University Press | | | | |
| CPD Needs | Workshop/sen | ninar on teach | ing how to assess the written literatu | re of a Ghanaian language. | |

| γ | Year of B.Ed. 3 | Semester | Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12 | | | | | | | |
|------------------|--|--|--|---|--|---|--|--|--|--|
| Ti | tle of Lesson | | LMs for teac | ching writt | en literature of | a Gh. Less | on Duration | 3 | | |
| Le | sson description | This lesson teaching an Ghanaian l selection ar | Language Image and the steps of the s | | | | | | | |
| kn | evious student teacher owledge, prior learning ssumed) | The student | he student teachers have might have seen teaching and learning materials been used to teach them their SHS classrooms. | | | | | | | |
| | ssible barriers to arning in the lesson | consider bet There is a familiar wit effort to div | he student teacher may not have designed a TLM before and may not be aware of the factors to onsider before selecting a TLM for use. here is a tendency that the tutor/lecturer might focus on examples from one language s/he is amiliar with excluding languages of other student teachers. This can be addressed by making ffort to diversify by including examples from other languages. In grouping the student teachers, | | | | | | | |
| to | sson Delivery – chosen support students in hieving the outcomes | gender and Face-to- face | mixed abiliti Practical Activity | es should Work- Based Learnin | seminars | Independent Study | e-learning opportunities | Practicum | | |
| mo suj acl | esson Delivery – main ode of delivery chosen to pport student teachers in hieving the learning tcomes. | Independer Seminars: | Face-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection. Practical Activity: practising the selection of TLM design | | | | | | | |
| • | 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 | preparation Ghanaian la | The purpose this lesson to introduce the student teachers to the knowledge and the skills in the preparation of the appropriate teaching and learning materials for teaching the written literature a Ghanaian language. It seeks to equip the student teachers with the skills in using simple and readily available materials to prepare the teaching and learning materials. | | | | | | | |
| 6 7 | Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning | Learning C | Learning Outcomes Learning Indicators Identify which cross cuttin issues-core and transferabl skills, inclusivity, equity an addressing diversity. How will these be addressed of developed? | | | | | | | |
| | outcome | teaching lea teach the typ literature of language wi for diverse l | th a consider earners. (NT F 4: 43), (NT | als to n ration 'S 3j: FS 3f, | for the levels (NTS 3j: 14) (NTS 1g), (N 2. should able t appropriate to materials to c learners with backgrounds | rious eaching and urces suitable in classroom , (NTS 2f:13), ITECF 3: 29) o use eaching cater for | There is the pos student teachers aware of factors before designing a TLM. Tutor ca teachers some in to read from bef possibly two we • Core skills include con critical thin collaborati | may not be to consider g and selecting an give student nternet sources ore this lesson eeks. targeted nmunication, iking, on, n and enquiry | | |

| Topic: Selecting, designing and using TLMs for the teaching and learning the | Sub topic | Stage/time | Teaching and learning to achi depending on delivery mode s collaborative group work or i | elected. Teacher led, |
|---|---|------------------------|---|--|
| written literature of a Gh. | | | Teacher Activity | Student Activity |
| language | | Introduction 10mins | Tutor/lecturer uses probing questions to ask student teachers to share their experiences with the TLMs they liked most in their lessons in the SHS and their finding from the school visits. Tutor/lecturer then leads the student teachers to brainstorm/review the concept of the TLMs and he/she guides to them to discuss the characteristics of a good TLM. (PDP Theme 2:35) | Student teachers share their experience on the TLMs their teachers used during their lessons and how those TLMs impacted on their learning and their findings during the school visit Student teachers share their views on the characteristics of good TLMs. (PDP Theme 2:35) |
| | Selecting TLMs for the teaching and learning written literature of a Ghanaian language. | Stage 1: 20mins | Class discussion Tutor/lecturer leads the class to discuss the factors to consider when selecting TLMs for the teaching and learning of written literature of a Ghanaian language at the Upper Primary level. (PDP Theme 3: 69) | Class discussion Student teachers share their views on what to consider when selecting TLMs for the teaching and learning a lesson in the genre of written literature of a Ghanaian language in the Upper Primary under the guidance of the tutor/lecturer. (PDP Theme 3: 69). |
| | Designing TLMs for the teaching and learning the types of genre of written literature of a Ghanaian language | Stage 2: 60mins | Group discussion/e-learning opportunity/ practical activity Tutor/lecturer shows a video on YouTube demonstrating how to design TLMs appropriate for teaching and learning the genre of written literature of a language in the Upper Primary level and tasks the student teachers to observe the steps in the designing. | Group discussion/e-learning opportunity/practical activity Student teachers attentively watch the video and they take note down their observations in the video. |
| | | | E.g. <u>https://cft.vanderbilt.edu/guid</u> <u>es-sub-pages/effective-</u> <u>educational-videos</u> Tutor/lecturer groups students factoring in socio-cultural, linguistic, mixed ability, SENs, etc. issues and assigns each group a task to design appropriate TLMs for teaching and learning an assigned lessons on genre of written literature of a Ghanaian language from the Basic School Curriculum (B4-B6). (PDP Theme 4:25, 79) | Student teachers actively participate in the designing of the TLMs in each group based on what they observed in video. Each group designs the TLM according to the assigned lesson from the Basic School Curriculum (PDP Theme 4: 79). |

| | Lising TI Ma | Stage 2. 60min- | Domonstration and group | Domonstration and man | | |
|--|--|---|--|---|--|--|
| | Using TLMs for the teaching and learning the written genre of literature of a Ghanaian language Selection and use of TLMs for teaching and learning | Stage 3: 60mins Stage 4: 20mins | Demonstration and group discussion Tutor/lecturer guides student teachers, already put in groups, to demonstrate how to use the TLMs designed in teaching and learning a lesson of a genre of written literature of a Ghanaian language in the Basic School Curriculum (B4-B6) taking into an account the diversity of learners. (PDP Theme 4:79) Demonstration/class discussion Tutor/lecturer guides the student teachers to discuss | Demonstration and group discussion Each group demonstrates the use of the TLMs they designed in class to teach and to learn a genre of written literature of a Ghanaian language for peer assessment in class. (PDP Theme 4: 79) Demonstration/class discussion Student teachers share their views on the selection and the | | |
| | of the written genre of literature of a Ghanaian language | | how to select and use TLMs for the teaching and learning of a genre of a written literature of a Ghanaian language. (PDP Theme 3: 69) | use of TLMs for teaching and learning a lesson on a genre of written literature of a Ghanaian language at the Upper Primary level. (PDP Theme 3: 69). | | |
| | | | Tutor/lecturer tasks student teachers in their groups to select their own TLMs for peer assessment (PDP Theme 4: 79) | Student teachers peer assess their own choices of TLMs (PDP Theme 4: 79) | | |
| | School Visit | | Tutor asks student teachers to observe the TLMs teachers for teaching a lesson on a genre of a written literature of a Ghanaian language and compare that with what they have learned in the classroom during school visit. The report on the findings should be written down in their journal for later discussion. | Student teachers will observe the TLM selected by a teacher and compare their knowledge on selecting TLM with the choice made by the teacher during school visit and write down the findings in their reflective journals | | |
| | Closure/Conc lusion | Stage 5: 10mins | Tutor/lecturer invites any questions from the student teachers and randomly appoints some student teachers to recap what they have learned to close the lesson (PDP Theme 2: 35) | Student teachers ask any questions they might have. Some appointed student teachers share what they have learned from the lesson with their colleagues to bring the lesson to a close. (PDP Theme 2:35) | | |
| Which cross cutting issues will be addressed or | | l literacy al diversity and inc | lusion | | | |
| 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 Participation in the project on the preparation of appropriate TLMs for a lesson to be taught at the basic school. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 | | | | | |
| Teaching Learning | Power | | | | | |
| Resources Required Text (core) | Projec Owu-Ewie, C. | | on to language teaching skills: | A resource for language teache | | |
| Additional Reading List | (revised edition For all language Richards, J. C. anthology of cu |). Accra: Samwood ges 2. & Renandya, V rrent practice. Can | le Ltd. | ogy in language teaching: An ress. | | |

| | Cambridge University Press. |
|-----------|--|
| CPD Needs | Workshop/seminar on teaching how to select, design, and use TLMs for the teaching and learning of the written literature of a Ghanaian language. |

| Year of B.Ed. 3 | Seme | ester 1 | Pla | ace of l | esson in seme | ster | 123 | 3 4 5 6 7 8 9 1 | 0 11 12 | |
|---|---|---|----------------------------------|----------|--|-------------------|---|--|---|--|
| Title of Lesson | | appropriate te | | as TLN | As for teaching | g written lit | terature | Lesson Duration | 3 | |
| Lesson description | This less textbook of a Gha selecting | of a Ghanaian language Duration This lesson introduces student teachers to the techniques in the selection of appropriate extbooks as teaching and learning materials (TLMs) for the teaching of the written literature of a Ghanaian language. It exposes the student teachers to the knowledge and the skills in selecting and using textbooks as TLMs for the teaching and learning the written literature of a Ghanaian language. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | in their S | he student teachers have might have seen teaching and learning materials been used to teach them a their SHS classrooms before. | | | | | | | | |
| Possible barriers to learning in the lesson | Student t before. | eachers may n | ot have | selecte | d a textbook a | s TLM bet | fore sind | e they might no | t have taught | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face- to-face | Practical Activity | Work- Based Learni | | Seminars | Independ Study | | e-learning opportunities | Practicum | |
| Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. | Indepen Seminar | Face-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection. Practical Activity: practising selection items as TLMs | | | | | | | | |
| 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 | appr litera selec | The purpose this lesson to introduce the student teachers to the knowledge of the selection of the appropriate items as teaching and learning materials for teaching a lesson in a genre of written literature of a Ghanaian language. It seeks to equip the student teachers with the skills in the selection of appropriate items as teaching and learning materials in teaching and learning a genre of a written literature of a Ghanaian language. | | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators | Learning | g Outcomes | | Learı | ning Indicator | 'S | issues skills addro these | , inclusivity, essing diversity | transferable equity and | |
| for each learning outcome | appropria learning genre of Ghanaiar considera learners. (NTECF | re and select tate level teachi materials to tea written literatu a language with ation for divers (NTS 3j: 14), 4: 43), (NTS 3 ECF 4: 43). | ach the ure of a h a se | | appropriate ials to cater fo lifferent backg | or learners | do no appro teach The tr watch get so t | ossible that stude t know how to see priate textbooks literature of the l utor can direct tea or video clips on Y ome ideas. Core skills target communication, o chinking, collabor observation and e skills, digital liter | elect as TLM to anguage. achers to YouTube to ed include critical ration, enquiry | |

| Sub topic | Stage/time | | achieve learning outcomes: ode selected. Teacher led, k or independent study |
|---|------------------------|---|---|
| | | Teacher Activity | Student Activity |
| | Introduction 10mins | Tutor/lecturer uses probing questions to ask student teachers to share their experiences with textbooks they liked most in their lessons in the SHS and during school visits. Tutor/lecturer then leads the student teachers to brainstorm on the concept of textbooks as TLMs and he/she guides to them to discuss the characteristics of good | Student teachers share their experiences on textbooks their teachers used during their lessons and how they impacted on their learning and also their observations during the school visits. Student teachers share their views on the characteristics of good textbooks as TLMs. (PDP Theme 2:35) |
| Factors to consider when selecting textbooks as TLMs for the teaching and learning written literature of a Ghanaian language | Stage 1: 20mins | textbooks as TLMs. (PDP Theme 2:35) Class discussion Tutor/lecturer leads the class to discuss the factors to consider when selecting textbooks as TLMs for the teaching and learning of a genre of written literature of a Ghanaian language. (PDP Theme 3: 69) | Class discussion Student teachers share their views on what to consider when selecting textbooks as TLMs for the teaching and learning the genres of written literature of a Ghanaian language under the guidance of the tutor/lecturer. (PDP Theme 3: 69). Their contributions include diversity factors such as SENs, socio- cultural, linguistic, etc. issues. |
| Selecting textbooks as TLMs for the teaching and learning the types of written literature of a Ghanaian language | Stage 2: 60mins | Group discussion and practice Tutor/lecturer shows a PowerPoint presentation on how to select appropriate textbook for teaching and learning a genre of written literature of a Ghanaian language at the Upper Primary level. <u>https://www.slideshare.n</u> <u>et/teacheryamith/textboo</u> <u>k-evaluation-20417001</u> <u>https://slideplayer.com/s</u> <u>lide/6304553/</u> Tutor/lecturer groups student teachers based on mixed ability and assigns each group a task to select appropriate textbooks as TLMs for teaching and learning a lesson on a genre of a written literature of a Ghanaian language in the Upper Primary school for peer | Group discussion and practice Student teachers attentively watch the video and they take note down their observations in the video. Student teachers actively participate in the discussions of the factors to consider in the selection of textbooks as TLMs in each group based on what they observed in video and also personal experiences from their continuous school visits. (PDP Theme 4: 79). Student teachers share their views on the selection of textbooks as TLMs for teaching and learning genres of written literature of a Ghanaian language at the Upper Primary level. (PDP Theme 3: 69). Student teachers peer assess their own choices of textbooks as TLMs (PDP Theme 4: 79) |

| List | Richards, J. C. & of current practic | Renandya, W. A. e. Cambridge: Cam | bridge University Press. | <i>in language teaching: An anthology</i> <i>practical issues.</i> Cambridge: | |
|---|---|--------------------------------------|--|---|--|
| Additional Reading | Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teacher (revised edition). Accra: Sam-Woode Ltd. For all the languages | | | | |
| Teaching Learning Resources Required Text (core) | PowerPo Projector Owu-Ewie C () | r | n to language teaching shi | lls: A resource for language teache | |
| (linked to learning outcomes) | Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 | | | | |
| of, for and as learning within the lesson | Class participation in the lesson (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) | | | | |
| Lesson assessments – evaluation of learning: | | | Assessment for and as learning | ng | |
| Which cross cutting issues will be addressed or developed and how | Digital liCultural | teracy diversity and inclu | sion | | |
| Which cross cutting | Digital I | taracy | summarize the lessons mentioning the key points learned to recap and close the lesson. (PDP Theme 2: 35). Tutor/lecturer reminds student teacher of the due date to the submission of the semester project. | from the lesson. (PDP Theme 2:35). Student teachers take note of the deadline and prepare as such. | |
| | Closure/Concl usion | Stage 5: 10mins | Tutor/lecturer asks some student teachers to | Student teachers volunteer to share the key points they have taken | |
| | School visit | | Ask teachers to observe during their next school visit which textbooks are selected and used by teachers as TLMs. They are also to observe and report on how those TLMs improve teaching | Student teachers will observe the selection and use of textbooks as TLMs and how report on those TLMs positively impact on teaching and learning in their reflective journals. | |
| | written literature of a Ghanaian language | | genres of written literature of a Ghanaian language taking into an account the diversity of learners for peer assessment. (PDP Theme 4:79) | assessment. (PDP Theme 4: 79) | |
| | Using textbooks as TLMs for the teaching and learning the genres of | Stage 3: 80mins | Group presentation Tutor/lecturer guides student teachers to demonstrate how to use the selected textbooks in teaching and learning the | Group presentation Each group demonstrates the use of the TLMs they selected the textbooks in class to teach and to learn the genre of written literature of a Ghanaian language for peer | |
| | | | Tutor listens to student teachers views and corrects any misinformation from the selection of textbooks as TLM for teaching the written literature of language. | | |
| | | | assessment. (PDP Theme 4:25, 79) (PDP Theme 4: 79) | | |

| | Cambridge University press. |
|-----------|---|
| CPD Needs | Workshop/seminar on teaching how to select textbooks and use as TLMs for the teaching and learning of the genre of written literature of a Ghanaian language. |

| Year of B.Ed. | 3 | Semester | 1 | Place o | of lesson in semester | | | 1234 | 456789 1 | 0 11 12 | | |
|---|--|--|---|--|--|--|--|---|--|--------------------------|-----------|--|
| Title of Lesson | | the Ghanaian | Interpreting the written literature of a Ghanaian language component of the Ghanaian language curriculum 3 | | | | | | | | | |
| Lesson descriptio | n | | ature of a (| Ghanaia | an langi | age compone | ent of th | | e skills in interj naian languag | | • | |
| Previous studer knowledge, prio (assumed) | r learnin | er The student t ag the Upper Pri | eachers hav mary. | ve alrea | dy seen | and experienc | ced the E | | School Curricul | | | |
| Possible barriers learning in the le Points on inclusiv and addressing d | sson ⁄ity, equit | language com y- There is a ter familiar with | ponent of t ndency that excluding rsify by inc | he Basi t the tu languag luding o | <u>c Schoo</u> tor/lectu ges of o example | <u>Curriculum</u> rer might foc ther student t s from other l | <u>before.</u> us on ex eachers. | ample This o | e component of es from one lan can be addresse rouping the stud | guage s/he ed by maki | is ing | |
| Lesson Delivery - support students achieving the out | in | | Practical Activity | Wor Base | ·k- | Seminars | Indepe ent Stu | | e-learning opportunities | Practicu | m | |
| Lesson Delivery mode of delivery support student achieving the outcomes. | v – mai v chosen t | n Independent Seminars: g | study: ind roup presen | , questi lividual itation, | on and a and col discussion | laborative enq on and reflect | ion. | Basic | School Curricu | lum | | |
| Purpose for what you students to serves as ba learning out expanded ver description. Write in full the NTS add | want the achieve sis for the comes. A rsion of the aspects of | the written lit teachers with component of n te | the written literature of a Ghanaian language component of the BSC. It seeks to equip the stude teachers with the skills in accurately interpreting the written literature of a Ghanaian langua component of the Basic School Curriculum (B4-B6). | | | | | | | ent | | |
| Learning Ou the lesson, pi developed fro course specif Learning ind each learning | cked and om the ication icators fo | r | tcomes | | Learn | ing Indicator | 's | Identify which cross cuttin issues-core and transferab skills, inclusivity, equity an addressing diversity. How w these be addressed of developed? | | | | |
| | , | 1. understand key features of literature of a language com Ghanaian lan and plan less 2b, d: 13), (N (NTS 2f:13), | of the writte Ghanaian aponent of t guage curri- ons from it. TECF 3: 20 | en he culum (NTS)), | show their awareness of the existing learning outcomes of learners factor individual learner's diversity in planning and ISIt is likely that student teachers may not know the components and features of a curriculum. This can be resolved by showing the a curriculum ahead of the lesson • Core skills targeted include communication, critical | | | | | a | | |
| Topic: Interpretin written literature of Ghanaian languag | of a e | Sub topic | Stage/ti | me | depen collab | ding on deliv orative group | ery mod | le seleo | e learning outco cted. Teacher l ependent study | ed, | | |
| component of the School Curriculun | | | Introdu | iction | Tutor/ | er Activity ecturer uses p | | | Student Act | ers reflect o | | |
| | | | : 20mins | | to refle | ons to ask stuc ect on their pe ences with the | rsonal | | their personal and encounter Ghanaian lang | with the | s | |

| | 1 | | 1 | | | | |
|--|--|----------------------------------|--|---|--|--|--|
| | | | language component of the Basic School Curriculum (B4-B6) throughout their continuous school visits. (PDP Theme 2:35) | component of the Basic School Curriculum (B4- B6) in the course of their school visits. (PDP Theme 2:35) | | | |
| | Key features of the written literature of a Ghanaian language component of the Ghanaian language curriculum | Stage 1: 60mins | Class discussion/Independent study Tutor/lecturer shows a sample of the Ghanaian language component of the curriculum to the student teachers and tasks student teachers to pay close attention to the key features of the written literature of a Ghanaian language component. The tutor leads the class to discuss the key features of a genre of written literature of a Ghanaian language component of the Basic School Curriculum. (PDP Theme 3: 69) | Class discussion/independent study Student teachers closely study the sample of the curriculum and share their views on the key features of the written literature of a Ghanaian language component observed for class discussion. (PDP Theme 3: 69) | | | |
| | What to consider in interpreting the written literature of a Ghanaian language component of the curriculum | Stage 2: 90mins | Group discussion and presentation Tutor/lecturer groups students and assigns each group a task to make oral presentations on the key features observed and how to interpret them. (PDP Theme 4:25, 79) | Group discussion and presentation Groups make oral presentations based on interpreting the component of the curriculum under the guidance of the tutor/lecturer. (PDP Theme 4: 79) | | | |
| | School Visit | | Since student teachers might have began co-teaching in the schools they visit, tutor tasks them to take note of how teachers/mentors are using the curriculum during school visit and write their observations in the reflective journals. | Student teachers will observe how teachers/mentors they may co-teach with will use and what they will consider in interpreting the written literature component of the curriculum during school visit and write a report for submission | | | |
| | Closure/Con clusion | Stage 3: 10mins | Tutor/lecturer asks student teachers to summarize the key points learned orally to recap and close the lesson (PDP Theme 2: 35). Tutor/lecturer asks student teachers to hand in their semester project for assessment | Student teachers summarize orally the key points learned in the lesson and ask questions for clarifications. (PDP Theme 2:35). Student teachers submit their assigned project. | | | |
| Which cross cutting issues will be addressed or developed and how | | l literacy al diversity and i | | | | | |
| 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 1 oral presentation report on the key features of the written literature of a Ghanaian language component of the BSC. 1 individual project work (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 | | | | | | |
| Teaching Learning Resources | • Power | Point | | | | | |
| Required Text (core) | • Projec Owu-Ewie, C. (revised edition Accra: Sam-Wo | (2018). Introduc). | ction to language teaching skills: A | resource for language teache | | | |

| Additional Reading List | For all Ghanaian languages | | | | | | |
|-------------------------|---|--|--|--|--|--|--|
| _ | Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An | | | | | | |
| | anthology of current practice. Cambridge: Cambridge University Press. | | | | | | |
| | Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: | | | | | | |
| | Cambridge University press. | | | | | | |
| CPD Needs | Workshop/seminar on teaching how to interpret the written literature of a Ghanaian language | | | | | | |
| | component of the Ghanaian language curriculum. | | | | | | |

| Year of B.Ed. 3 | Semester | 1 | Place of le | Place of lesson in semester | | 234567891 | .0 11 12 | | | |
|---|--|--|---|---|--|---|--|--|--|--|
| Title of Lesson | Methods of teaching the written literature of a Ghanaian language | | | | | ition | 3 | | | |
| Lesson description | This lesson | This lesson equips the student teachers with the knowledge and the skills in the applications of the nethods of teaching the written literature of a Ghanaian language. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) Possible barriers to | The student and also the teaching a le Student tea | The student teachers have experienced different methods of teaching by their teachers in the SHS and also throughout their continuous visits to schools. They have also learned about methods of teaching a lesson of a Ghanaian language in their previous class. Student teacher may not be aware of the factors to consider to select appropriate method for | | | | | | | | |
| learning in the lesson Points on inclusivity, equity and addressing diversity | familiar with effort to div | th excluding | g languages cluding exar | of other stud nples from of | ent teachers. Th | ples from one la is can be address n grouping the st | sed by making | | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face-to- face | Practical Activity | Work- Based Learning | Seminars | Independent Study | e-learning opportunities | Practicum | | | |
| 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 | e-learning opportunities: use of video and other media The purpose this lesson to introduce the student teachers to the knowledge of the methods of teaching the written literature of a Ghanaian language. It seeks to equip the student teachers with the skills to apply these methods in teaching the a genre of written literature of a Ghanaian language in the Upper Primary. | | | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome | Learning C | | | earning Ind. | | cutting is transferat inclusivity addressin How wi addressed developed | y, equity and g diversity. Il these be or ? | | | |
| | understandi literature of language of its use amoi 13), (NTS 2 (NTECF 3: 2. use techn written liter language ef learners Gh learning. (N | nology to tead rature of a Gl fectively to e nanaian langu VTS 3j:14), (1 2d:13), (NTS | itten Facilitate 1 (NTS 2c: 5 3c: 14), 1 ch the hanaian enhance 2 lage NTS 1d: 3e: 14), | literature language .2 explain th literature language .3 facilitate written li Ghanaiar learning. .1 use appro- tools ana | he genres of writ of a Ghanaian the use of the terature of a h language in opriate technolog lyse the written of a Ghanaian | ical teachers m witnessed i teaching m have not us to teach witnessed teaching an during the • Core include | several hethods but sed any before ritten literature t teachers have different hd can discuss lesson. skills targeted le hunication, | | | |

| Topic: Methods of teaching the written literature of a Ghanaian language | Sub topic | Stage/time | Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study | | | | | |
|---|---|-------------------------|--|---|--|--|--|--|
| Ghananan nanguage | | | Teacher Activity | Student Activity | | | | |
| | | Introduction: 20mins | Tutor/lecturer uses probing question to ask student teachers to reflect on and share their personal experiences on the methods that they observe teachers use in teaching and learning at the Upper Primary level during their school visits. (PDP Theme 2:35) | Student teachers reflect on their personal experiences with the methods they observe teachers/mentors use in teaching during the school visits and share same (PDP Theme 2:35) | | | | |
| | Concept of methods of teaching language and the types | Stage 1: 30mins | Class discussion Tutor/lecturer leads the student teachers to review their previous knowledge and discuss in brief the concept of methods of teaching and its type with emphasis on teaching a genre of written literature of a Ghanaian language. (PDP Theme 3: 69) | Class discussion Student teachers discuss the possible methods to be employed in the teaching a genre of written literature of a Ghanaian language. (PDP Theme 3: 69). They share their experiences from the school visits. | | | | |
| | Application of methods of teaching literature | Stage 2: 120mins | Practical activity and discussion Tutor/lecturer puts the student teachers in groups (or pair them depending on class size) and assigns each group a topic on a genre of written literature of a Ghanaian language from the Basic School Curriculum (B4-B6) to discuss and later demonstrate how to apply the methods in teaching. (PDP Theme 4:25, 79). Tutor/lecturer guides student teachers in peer assessing their own teaching in class. | Practical Activity and discussion Each student teachers group brainstorm on the appropriate methods to use in teaching the assigned topic. After some time each group demonstrates using the appropriate methods in teaching a genre of written literature of a Ghanaian language in Upper Primary school. Student teachers peer assess their own teaching demonstrations. (PDP | | | | |
| | School visit | | Tutor/lecturer tasks student teachers to observe and report on the methods that will be employed in real classroom teaching situation and as they co-teach themselves. They are to note down the similarities and differences with what they have learned and practised in their reflective journal. | Theme 4: 79) Student teachers write down the assignment to be performed while out on school visits and submit their report in reflective journal. | | | | |
| | Closure/Conclusion | Stage 3: 10mins | Tutor/lecturer employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35) | Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35) | | | | |

| Which cross cutting issues | Digital literacy |
|-----------------------------|---|
| will be addressed or | |
| | Cultural diversity and inclusion |
| developed and how | |
| Lesson assessments – | Summary of Assessment Method: Assessment for and as learning |
| evaluation of learning: of, | 1 oral peer assessment during the lesson |
| for and as learning within | Student reflective journal: Submission of reflective journal for assessment |
| the lesson (linked to | (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) |
| learning outcomes) | |
| | Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 |
| Teaching Learning | PowerPoint |
| Resources | • Projector |
| | Text books/TLMs |
| Required Text (core) | Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An anthology |
| | current practice. Cambridge: Cambridge University Press. |
| Additional Reading List | For all Ghanaian languages |
| | Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teacher |
| | (revised edition). |
| | Accra: Sam-Woode Ltd. |
| CPD Needs | Workshop on methods of teaching written literature of a Ghanaian language. |
| | |

| Year of B.Ed. 3 | Sem | ester 1 | Place | of lesson in se | emester | 1234 | 456789 | 10 11 12 | | |
|---|--|---|---|--|--|--|--|---|--|--|
| Title of Lesson | lesson/le | on of a writte arning plan | | | Lesson Du | | 3 | | | |
| Lesson description | plan for review o | This lesson equips the student teachers with the knowledge and the skills in preparing a lesson plan for teaching written literature of a Ghanaian language. Part of the lesson is devoted to the review of all the lessons taught in the semester. | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | The stud | The student teachers have been planning their personal learning timetable in SHS. | | | | | | | | |
| Possible barriers to learning in the lesson Points on inclusivity, | Student t | eachers may | not have seen not know the | components o | of a lesson pl | | one languag | e s/he is familiar | | |
| equity and addressing diversity | with exc diversify | luding langu by including | ages of other | student tead m other lang | chers. This | can be add | lressed by i | making effort to hers, gender and | | |
| Lesson Delivery – chosen to support students in achieving the outcomes | Face- to-face | Practical Activity | Work- Based Learning | Seminars | Independe Study | | arning ortunities | Practicum | | |
| 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. Practical Activity: practising preparation of lesson plan for teaching written literature of a Ghanaian language | | | | | | | | | |
| 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 | e-learning opportunities: use of video and other media The purpose of this lesson to introduce the student teachers to the knowledge of the factors to consider in preparing a lesson plan for teaching a genre of written literature of a Ghanaian language. It seeks to equip the student teachers with the skills preparing an appropriate lesson plan for teaching a genre of written literature of a Ghanaian language to Upper Primary learners. | | | | | | | | | |
| Learning Outcome for the lesson, picked and developed from the course specification | Learnin | g Outcomes | | Learnin Indicato | 0 | core a inclusivit diversity. | nd trans ty, equity | s cutting issues- ferable skills, and addressing vill these be ped? | | |
| Learning indicators for each learning outcome | features Ghanaian Ghanaian plan less | n language cu ons from it. (1 3: 20), (NTS | rature of a mponent of th rriculum and NTS 2b, d: 13 | e the lear), outo lear indi lear dive plar | their reness of existing ning comes of ners factor vidual ner's ersity in ning and vering ons | It is possi not seen l componer lesson pla weeks bet • Core com colla | ble the stude esson plan a nts. Teacher in to the stud fore the less skills targe munication, ob | ent teachers have ind it can show a lent teachers two on. | | |

| Topic: Preparation of a sound system lesson/learning plan | Sub topic | Stage/time | Teaching and learning to a depending on delivery mod collaborative group work | |
|--|---|-------------------------|---|---|
| 51 | | | Teacher Activity | Student Activity |
| | | Introduction: 20mins | Tutor/lecturer guides student teacher probing question to ask student teachers to reflect on their personal experiences in any lesson which did not go down well with students when in SHS and also a lesson they have observed during their continuous school visits. (PDP Theme 2:35). | Student teachers reflect on their personal experiences in a lesson in a genre of written literature while in school as students and also from their visits to schools and they share them in class. (PDP Theme 2:35) |
| | Concept of lesson plan | Stage 1: 20mins | Class discussion/brainstorming Tutor/lecturer guides the student teachers to what is a literature lesson plan from the perspective of a written literature of a Ghanaian language. (PDP Theme 3: 69). | Class discussion/brainstorming Student teachers brainstorm on the topic and share their personal views. (PDP Theme 3: 69) |
| | Factors to consider when designing a written literature plan. | Stage 2: 60mins | Practical Activity and class discussionWith their existing previous knowledge in factors to consider when planning a lesson, the tutor/lecturer assigns student teachers few topics to guides the student teachers to discuss the factor to consider when designing a lesson plan for a genre of written literature of a Ghanaian language for Upper Primary learners. (PDP Theme 3: 69).Tutor/lecturer asks student teachers to volunteer to demonstrate how to prepare a literature lesson plan for peer assessment. (PDP Theme 4: 25, 79). | Practical Activity and class discussion Student teachers discuss the factors to consider when designing a lesson plan for literature. (PDP Theme 3: 69). Some student teachers demonstrate how to prepare a lesson plan and their colleagues peer assess their own works. (PDP Theme 3: 69). |
| | Component of a literature lesson plan | Stage 3: 30mins | Class discussion Tutor/lecturer guides the student teachers to discuss the components of a literature lesson plan. (PDP Theme 3: 69). | Class discussion Student teachers discuss the components of a lesson plan. (PDP Theme 3: 69). |
| | Closure/Co nclusion | Stage 4: 50mins | Asks student teachers to share their experience on school visits and reflects on all the topics that has been taught and what has been learnt from the course in general and how it have improved their | Student teachers will share their experience on school visit and and ask questions to clarify topics that were unclear in the course and tell how the course has improved their knowledge and skill. |

| | | knowledge and their teaching skills. Tutor/lecturer employs | Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme | | | | |
|---|--|---|---|--|--|--|--|
| | | question and answer technique to recap and close the lesson (PDP Theme 2: 35). | 2:35). | | | | |
| Which cross cutting issues will be addressed or developed and how | Digital literacyCultural diversity and inc | | | | | | |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson | Summary of Assessment Method: 1 group presentation on how to pre Core skills targeted are communic: Overview and summary of all the | eparation a lesson plan for written ation, team work/collaboration, en | | | | | |
| (linked to learning outcomes) Teaching Learning | Overview and summary of all the lessons learned in the semester Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 • PowerPoint | | | | | | |
| Resources Required Text (core) | Projector Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press. | | | | | | |
| Additional Reading List | For all Ghanaian languages Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teache (revised edition). Accra: Sam-Woode Ltd. | | | | | | |
| CPD Needs | Workshop on teaching preparation for the lesson plan for written literature of a Ghanaian language. | | | | | | |
| Course Assessment | Mid-semester assessment Reflective journal – 40% Organisation of the subject ²Component 2: Subject Project: (3) Introduction- a clear state | s work (3 of them -10% each) -20% ct portfolio -10% (how it is press 30% overall semester score) ment of aim and purpose of the p student teacher has done and why on -40% | roject – 10% | | | | |

 $^{^1}$ See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP 2 See rubrics on Subject Project Assessment in Annex 6 of NTEAP

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