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
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ACKNOWLEDGEMENTS

CORE WRITING TEAM

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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

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

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

ii.	**Course Details**				
Course name	**WRITTEN LITERATURE OF A GHANAIAN LANGUAGE**				
Pre-requisite					
Course Level	300	**Course Code**	313	**Credit Value**	3

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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.

2.	**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

5. Course Learning Outcomes	**6. Learning Indicators**
demonstrate knowledge and understanding of written literature of a Ghanaian language, and teach them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).	• identify the genre of written literature of a Ghanaian language • explain each genre of the written literature of a Ghanaian language • should be able to appreciate written literature of a Ghanaian language in learning
demonstrate knowledge, understanding and skills in the use technology to teach written literature effectively to enhance learners' Ghanaian language learning. (NTS 3j:14)(NTS 2d:13), (NTECF 4:45), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 26), (NTECF 5:59).	• select appropriate technological tools for literature (audio-visual/tactile and manipulative), and appreciate art in written form. • apply their knowledge in the use of technological tools to teach written literature of a Ghanaian language
demonstrate knowledge and skill in teaching written literature of a Ghanaian language. (NTS 1c,e: 12), (NTS 3h:14), (NTS 3e:14), (NTS 3f,g: 14), (NTECF 4: 39), (IEP 5.1.1.1.a: 11).	• teach the genres of literature (prose, drama and poetry) using the appropriate teaching learning materials. • employ variety of appropriate instructional strategies to enhance learners' critical thinking and participation • factor in learners' diversity in teaching and learning

demonstrate knowledge and skill in assessing the various genres of written literature of a Ghanaian language	• 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)
demonstrate knowledge and skill in assessing the 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).	• design and implement a variety of assessment mode for teaching 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	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1	1. Types of Literature	1.1 Literature (concept, scope, types, characteristics)	**Face-to—face/e-learning opportunities/independent study** 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	3. 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	2. Written literature (prose, drama, poetry) language	2.1.Prose (scope, characteristics, devices)	**Independent study/Face-to-face** 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. Student teachers discuss contents of stage performances/video recordings paying particular attention to students SENDs, gender, etc. issues. 3. 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	1. 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. 1. 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. Language 5.2. Selection and use of textbooks as TLMs for teaching and learning the written literature of a Ghanaian language	1. Student teachers actively participate in designing TLMs. Student teachers demonstrate the use of TLMs. 1. Student teachers demonstrate the use of TLMs in class. Student teachers peer assess their own choices of textbooks as TLMs

6	Interpreting the written literature of a Ghanaian language component of the Ghanaian language curriculum		Student teachers reflect on their personal experiences in learning written literature of a Ghanaian language. Student teachers discuss the component of the curriculum. Group presentations based on interpreting the component of the 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 written literature of a Ghanaian language	7.1 Methods of teaching the written literature of a Ghanaian language	1. Class discusses the methods of teaching written literature of a Ghanaian language. Student teachers 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 literature of a Ghanaian language lesson (learning) plan	8.1. Factors to consider when designing a written literature of a Ghanaian language lesson plan 8.2. Components of a written literature of a Ghanaian language lesson plan	Student teachers discuss the factors that are considered in designing lesson plan for Ghanaian language literature. Group presentations on designing various components of the written literature lesson plan. 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 do peer assess their own class presentations Demonstration by student teachers on how to use a lesson plan to teach literature in class. Student teachers peer assess their own teaching.

8.   Teaching and Learning Strategies

This course will be taught in a one3 hour session each week.
- Group work
- Demonstrations
- Think, pair and share
- School visits
- Discussion
- Concept mapping
- Individual work and presentation
- Teacher modelling
- Brainstorming
- Questioning

9.   Course Assessment Components

Component 1: Subject Portfolio Assessment (30% overall score)
- Selected items of students work (3 of them – 10% each)
- Mid-semester assessment – 20%
- Reflective journal – 40%
- Organisation of the subject portfolio – 10% (how it is presented/organised)

Note:

1. Selected student teacher works
- Group presentation: It will comprise records on student teachers' contributions to class activities such as group presentations. A copy of the poster or PowerPoint presentation will be assessed. Evidence of research student teachers did prior to their preparations for the presentation may also be assessed. Weighting 10 %.
- Peer assessment report: It will involve student teachers' honest assessment of their colleagues' works in class such as class presentations. Weighting 10%.
- TLM designing assignment: It will consist of group assignment on how to select, design and use TLM for teaching a selected topic to JHS learners. Weighting 10%

2. Mid-semester assessment: It will involve a short quiz on some of the lessons learned up to week 6. Weighting 20%

3. Reflective journal: The journal will contain reflections on their personal learning and professional development in the course of the semester and notes on their observations from school visits. It will also consist of assessment comments, students' presented works, checklist for learning outcomes. It contains a reflection report of 300 words. Weighting 40%

Assesses Learning Outcomes:

1. Selected student teacher works:
- 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).

2. 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).
3. 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%

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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

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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 3l, 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.

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10. Required Reading and Reference List

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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.
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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.
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Additional reading list for Ga
Afful-Boachie, M. (2006). *Poetry appreciation*. Accra: Mutaz Printing Works.
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Senanu, R. E. & Vincent, T. (1988). A selection of African poetry. London: Longman.

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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.
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Samuel, J. M. (1971). *Notes on ordinary level poetry*. Tema: Ghana Publishing Corporation.

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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). *ɔdi ye kɛlɛma nzi*. Accra: Bureau of African Languages.
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Additional reading list for Fante
Agyekum, K. (2000). *Introduction to literature*. Accra: Adwensa Publications.
Annobil, J. A. (1957). *Abotar, mbo-na-yɛ, mfantse ebirɛmpɔn,* Nana Bosompo. Cape Coast: Methodist Book Depot.
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Senanu, R. E. & Vincent, T. (1988). A selection of African poetry. London: Longman.
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Additional reading list for Twi
Adi, K. (1989). Mewɔ bi ka: Anwensɛm. Accra: Bureau of Ghana Languages
Agyekum, K. (2000). *Introduction to literature*. Accra: Adwensa Publications.
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Agyekum, K. (1999). *Introduction to literature*. Accra: Media Design.
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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). *Introducti*on to *the cultures of Ghana*. Accra: Masterman Publication Ltd.
Anzagira, J. G. (Undated). *Yɛmeŋ seɛ naa*. (Unpublished)
Banda, C. (Undated). Dɔmɔnaaŋmene. (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 nɔnɔ kaa e*. Wa: Wa Catholic Press.
Kanso, B.P. *(Undated). Namalneɛ* .(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 Sɛgerewiiri.'UEW-Ajumako: Unpublished

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

Sanortey, T.D. (2012). *The Aesthetics of Kɔntɔmbɔɔr (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.

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

Ɔrefang, 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 Gɛɛre.* 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 Gurenɛ

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). *Gbɛadese* Accra: Bureau Of Ghana Languages.

Sulemana, I.D. (1980). *Abaranyɔ*. Unpublished

Sulemana, I.D. (1980). *Kesheŋeba.* Unpublished

Additional reading list for Dagbani

Abdulai, A. I. (1994). *Yɛm 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 • Workshop for tutors on bilingual education • Seminar/ workshop to update tutors literacy knowledge development in L1/L2	

LESSON 1

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

Title of Lesson	Literature (concept, scope, types, characteristics)		Lesson Duration	3
Lesson description	**This lesson introduces student teachers to the concepts and scope of literature and the characteristics and types of literature that are found. It seeks to build on the knowledge of literature student teachers learned in the secondary school.**			
Previous student teacher knowledge, prior learning (assumed)	The student teachers have learned some literature of a Ghanaian language in SHS			
Possible barriers to learning in the lesson	Student teachers might likely to identify all the characteristics and scope of literature.			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** discussion, questioning and answering. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **e-learning opportunities:** video clips on YouTube

- Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. - Write in full aspects of the NTS addressed	The purpose this lesson to the address the misconceptions student teachers may have about language and literacy. This will create the awareness among the student teachers about the language and literacy play in the learning process.

- Learning Outcome for the lesson, picked and developed from the course specification - Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. demonstrate knowledge of written literature of a Ghanaian language and teach them effectively and promote literature appreciation among learners 2. Use technology to teach written literature effectively to enhance learners Ghanaian language learning	1.1 should be able to identify the genre of written literature of a Ghanaian language (NTS 2c , e: 13) 1.2 should be able to explain each genre of the written literature of a Ghanaian language (NTS 2c: 13) should be able to appreciate written literature of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20). 2.1. will be able to select appropriate technological tools for literature and watch clips and appreciate them in written form. (NTS 3j:14)(NTS 2d:13), (NTECF 4:45). 2.2. will be able to apply their knowledge in the use of technological tools to	- There is a tendency that the tutor/lecturer might not be an expert in literature or the three genres. This can be addressed by making effort learn more for written literature. In grouping the student teachers, gender and mixed abilities should be considered. - Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

			teach written literature of a Ghanaian language (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 26), (NTECF 5:59).	
Topic: Literature (concept, scope, types, characteristics)	**Sub- topic**	**Stage/time**	**Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study**	
			Teacher Activity	**Student Activity**
		Introduction: 20 mins	**Question and Answer** Tutor introduces the course manual to the students and tells how it can aid them in the course. Tutor/lecturer uses probing question to lead student teachers to talk about their previous experience with the learning of literature of a Ghanaian language. Tutor/lecturer guides student teachers to understand the concept of literature. (PDP Theme 2:35)	**Question and Answer** Student teachers listen attentively to the course manual introduction talk. Student teachers share their ideas about the literature learnt in the SHS. The lecturer/tutor guides the student teachers to attempt an explanation of literature in general. Student lecturers ask questions where necessary to facilitate better understanding
	Characteristics of literature	Stage 1: 90mins	**Class discussion** Tutor/lecturer does PowerPoint presentation on the characteristics of literature for student teachers to listen. (PDP Theme 4:79) Tutor/lecturer puts the student teachers into groups taken into an account their background (age, cultural, linguistic, etc) and assigns them task to write out what they saw in the presentation. (PDP Theme 4:79). Tutor/lecturer guides the class to present their findings from the presentation on characteristics of literature. 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 4:79)	**Class discussion** Student teachers watch and/or listen to the (PowerPoint/poster/oral) presentation. Student teachers discuss the presentation in groups in class. Student teachers share their findings of characteristics of literature with the class. (PDP Theme 4: 79) Student teachers ask questions to clarify their understanding of characteristics of literature. (PDP 4: 25, 79)
	Types of Literature	Stage 2: 60mins	**Class discussion** Based on their experience with learning literature at	**Class discussion** Student teachers discuss 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 views with the class for class discussion.	guidance of the tutor/lecturer the types of literature they know (PDP Theme 3: 69). Student teachers present their views for class discussion and peer assessment. (PDP Theme 4: 79)
	Closure/Conclusion	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	• Digital literacy • Cultural diversity and inclusion
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Summary of Assessment Method: Assessment for 1 group presentations for diagnostic purpose, which is peer assessed in class Core skills targeted are communication, teamwork/collaboration, enquiry skills, digital literacy Assesses Learning Outcomes: Course learning outcomes 1, and 2
Teaching Learning Resources	• PowerPoint • Projector
Required Text (core)	Agyekum, K. (2013). *Introduction to literature*. Accra: Adwinsa Publishers.
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 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). *Matsɛ Amyɛnɔgu*. 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). *ɔdi ye kɛlɛma nzi*. 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 ɛnlomboɛ*. Accra: Bureau of Ghana Languages Soboh-Blay, A. (1997). *Awie ɛnze awieleɛ*. Accra: Bureau of Ghana Languages **Additional reading list for Fante** Annobil, J. A. (1957). *Abotar, mbo-na-yɛ, mfantse ebirɛmpɔn,* Nana Bosompo. Cape Coast: Methodist Book Depot. Crayner:J. B. (1957) *Bɔrbɔr kunkumfi, Akweesi egu nananom pɔw*. Cape Coast: Methodist Book Depot. Gaddiel R. & Acquaah: (1960) *Oguaa aban*. Cape Coast: Methodist Book Depot. Longdon J. E.:(1972*) Samansew A, ekuayɔ pa*. Cape Coast: Mfantseman Press. **Additional reading list for Twi** Adi, K. (1989). Mewɔ bi ka: Anwensɛm. Accra: Bureau of Ghana Languages Amoako, B. O. (1994): *ɛnnɛ nso bio*. 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). *Ku le xɔme*. Accra: Bureau of Ghana Languages. Biɖ i-Setsofia, H. K. (1989). *Tɔgbui Kpeglo II*. Accra: Bureau of Ghana Languages. Fiawo, F. K. (1981). *Tɔkɔ Atɔlia. Accra*: Sedco Publishing Limited. Hinidza, R. K. (1970). *Henɔwo fe gbe*. Accra: Bureau of Ghana Languages. Nutsuako, K. (1975).*Eve hakpanyawo Akpa Gatɔ*. Tema: Ghana Publishing Corporation Obianim, S. J. (1995).*Amegbetɔa alo agbezuge fe ŋutinya*. Accra: Sedco Publishing Limited.

	Additional reading list for Dagaare Ali, M. K. K. (2004) *Parɣeli*. Accra: SALT'N LIGHT. Ali, M. K. K. (2012). *Fo baŋ ka wola.* Accra: SALT'N LIGHT. Dong, D. D. (1992). *Ba nɔnɔ kaa e*. Wa: Wa Catholic Press. Sanortey, T.D (2013). The Literary Devices in Birifor Kɔntɔmbɔɔre (Festival) Songs. *Journal of African Languages and Culture.* 2(1). 121-131. Ɔrefang, B. N.G.M. (1995). *Dagaare yelkaama* 1. Accra: Bureau of Ghana Languages. Ɔrefang, B. N.G.M. (1995). *Dagaare yelkaama* 2. Accra: Bureau of Ghana Languages. **Additional reading list for Kasem** Danti, A. L. (2015). *Teena Gɛɛre.* 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. **Additional reading list for Dagbani** Abdulai, A. I. (1994). *Yɛm 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.

LESSON 2

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

Title of Lesson	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 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 might likely not be exposed to most literary devices in literary texts. Student teachers might not know what literary devices in literature are.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** discussion, questioning and answering. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **Practical Activity:** appreciating a literary piece **e-learning opportunity:** use of mobile phone to access information online
• **Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The purpose this lesson to introduce the student teachers to the knowledge of the literary devices used in the literature of a Ghanaian language. It also aims to equip the student teachers with the skills to be able to appreciate a literary text of a Ghanaian language with emphasis on the literary devices.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	1. 1. demonstrate knowledge of written literature of a Ghanaian language and teach them effectively and promote literature appreciation among learners (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). Use technology to teach	should be able to identify the genre of written literature of a Ghanaian language (NTS 2c , e: 13) Students should be able to explain each genre of the written literature of a Ghanaian language (NTS 2c: 13) ...dents should be able to appreciate written literature of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a,	There is a tendency that the tutor/lecturer might focus on very few and common literary devices. This can be addressed by making effort to diversify by including examples from other languages of many literary devices. In grouping the student teachers, gender and mixed abilities should be considered. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

	written literature effectively to enhance learners Ghanaian language learning (	c: 14), (NTECF 3: 20). 2.1. will be able to select appropriate technological tools for literature and watch clips and appreciate them in 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: 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	**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 1: 90mins	**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 issues will be addressed or developed and how	• Digital literacy • Cultural diversity and 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 presentations on the importance of written literature in the lesson (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 1, 2,			
Teaching Learning Resources	• PowerPoint • Projector			
Required Text (core)	Agyekum, K. (2013). *Introduction to literature*. Accra: Adwinsa Publishers. Mayhead, R. (1985*). Understanding literature*. Cambridge: Cambridge University Press.			
Additional Reading List	**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	Workshop on teaching of literary devices of literature of a Ghanaian language.			

LESSON 3

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

Title of Lesson	Prose (scope, characteristics, and literary devices)		Lesson Duration	3
Lesson description	This lesson introduces student teachers to the style and features of prose of a Ghanaian language. It focuses on the scope, the characteristics and the devices used in a prose of a Ghanaian language.			
Previous student teacher knowledge, prior learning (assumed)	The student teachers have read novels in SHS. Student teachers have been introduced to some literary devices in the previous lesson.			
Possible barriers to learning in the lesson	Student teachers may not have read a novel in Ghanaian language before. Student may not have done appreciation of prose before.			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** discussion, questioning and answering. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **e-learning opportunities:** video clips on YouTube **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 purpose this lesson to expose the student teacher to the knowledge of prose of a Ghanaian language. It seeks to equip the student teacher to be able to explain the features of prose. The student teacher will also be equipped to be able to appreciate the literary devices used in proses of a Ghanaian language.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. demonstrate knowledge of written literature of a Ghanaian language and teach them effectively and promote literature appreciation among learners (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). 2. Use technology to teach written literature effectively to enhance learners Ghanaian language learning	1.1 should be able to identify the genre of written literature of a Ghanaian language (NTS 2c , e: 13) 1.2 should be able to explain each genre of the written literature of a Ghanaian language (NTS 2c: 13) 1.3 be able to appreciate written literature of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20). 2.1. will be able to select appropriate technological tools for literature and watch clips and appreciate them in	There is a tendency that the tutor/lecturer might have dealt with appreciation of prose and its type. This can be addressed by making effort to search online for more information before the lesson. In grouping the student teachers, gender and mixed abilities should be considered. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

			written form. (NTS 3j:14)(NTS 2d:13), (NTECF 4:45). 2.2. 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 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 20 mins	Tutor/lecturer uses probing questions to lead student teachers to talk about their previous experience with the learning of written literature. Tutor/lecturer guides student teachers to discuss the types of genre. Based on their responses, the tutor then introduces the topic for the day. (PDP Theme 2:35)	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 1: 110mins	**Collaborative enquiry and group discussion** Tutor/lecturer shows a video clip of someone reading a novel to children from YouTube eg _https://www.worldbookday. com/storytime-online/_ Tutor asks them to observe the types of literature genre with the focus on prose. (PDP Theme 4:79) Tutor/lecturer groups student teachers based on gender, age, etc. and assigns them task to write down their observation on the styles of prose from the video. (PDP Theme 4:79). Tutor/lecturer guides the student teachers to discuss the style and characteristics of prose in class as seen in the video. Tutor/lecturer guides student teachers to explain the characteristics of a prose of a given Ghanaian language. (PDP Theme 4:79)	**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)

	Some literary devices	Stage 2: 40mins	**Class discussion** Based on the prose given in stage 1, tutor asks student teachers to identify the literary devices for class discussion.	**Class discussion** Student teachers discuss the literary devices found in the prose under the guidance of the teacher (PDP Theme 3: 69).
	School visit		Tutor asks student teachers to observe during school prose styles read and some literary devices found in them and write down their findings in their reflective journal as part of their portfolio.	Student teachers will observe prose styles and identify literary devices during school visit and note down their findings in their reflective journal as part of their portfolio.
	Closure/Conclusion	Stage 3: 10mins	Tutor/lecturer employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35) Tutor asks student teachers to read and search online about drama before the next lesson.	Student teachers answer the question asked. The student teachers ask for clarifications. (PDP Theme 2:35) Student teachers reads on drama for the next lesson

Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and 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 in the lesson and check the notes taken down from school visit in reflective journal (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 • Projector • Video clip/ YouTube videos
Required Text (core)	Cadden, J. (1986). *Prose appreciation for 'A' Level*. London: Hodder & Stoughton
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 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). *Matsɛ Amyɛnɔgu*. 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). *ɔdi ye kɛlɛma nzi*. Accra: Bureau of African Languages. Kwaw, F.E. (2008). *Adwoba Ehwia*. Accra: Paul Unique Printing Works Soboh-Blay, A. (2013). *Nyamenle asa ɛnlomboɛ*. Accra: Bureau of Ghana Languages Soboh-Blay, A. (1997). *Awie ɛnze awieleɛ*. Accra: Bureau of Ghana Languages **Additional reading list for Fante** Crayner, J. B. (1957). *Bɔrbɔr kunkumfi, Akweesi egu Nananom pɔw*. Cape Coast: Methodist Book Depot. Gaddiel, R. & Acquaah: (1960) *Oguaa aban*. Cape Coast: Methodist Book Depot. Longdon, J. E. (1972*) Samansew A, ekuayɔ pa*. Cape Coast: Mfantseman Press. **Additional reading list for Twi** Adi, K. (1989). *Mewɔ bi ka: Anwensɛm*. Accra: Bureau of Ghana Languages Amoako, B. O. (1994). *ɛnnɛ nso bio*. Accra: Bureau of Ghana Languages. Koranteng, E. O. (2007). *Guasohantan: Agoru bi*. Accra: Bureau of Ghana Languages **Additional reading list for Ewe** Fiawo, F. K. (1981). *Tɔkɔ Atɔlia.Accra*: Sedco Publishing Limited. Hinidza, R. K. (1970). *Henɔwo fe gbe*. Accra: Bureau of Ghana Languages. Nutsuako, K. (1975). *Eʋe hakpanyawo akpa gatɔ*. Tema: Ghana Publishing Corporation

	Obianim, S. J. (1995). *Amegbetɔa alo agbezuge fe ŋutinya.* 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 nɔnɔ kaa e.* Wa: Wa Catholic Press. Sanortey, T.D (2013). The Literary Devices in Birifor Kɔntɔmbɔɔre (Festival) Songs. *Journal of African Languages and Culture.* 2(1). 121-131. Ɔrefang, B. N.G.M. (1995). *Dagaare yelkaama* 1. Accra: Bureau of Ghana Languages. Ɔrefang, B. N.G.M. (1995). *Dagaare yelkaama* 2. Accra: Bureau of Ghana Languages. **Additional reading list for Kasem** Danti, A. L. (2015). *Teena Gɛɛre.* 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). *Yɛm 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/seminar on the teaching of prose.

LESSON 4

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

Title of Lesson	Drama (scope, characteristics, and literary devices) **Lesson Duration** 3
Lesson description	**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 lesson.**
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	Student teachers might likely not be able to explain certain concepts in drama. Student teachers might not know of the types of drama.

Lesson Delivery – chosen to support students in achieving the outcomes	**Face -to- face**	**Practical Activity**	**Work- Based Learning**	**Seminars**	**Independent Study**	**e-learning opportunities**	**Practicum**

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** discussion, questioning and answering. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **Practical Activity:** dramatization of a short drama piece, small-scale enquiry.
• **Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The purpose this lesson to introduce the student teachers to the knowledge of explain concept and characteristics a drama of a Ghanaian language. It also aims to equip the student teachers to be able appreciate the devices employed in the drama of a Ghanaian language.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues- core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	1. demonstrate knowledge of written literature of a Ghanaian language and teach them effectively and promote literature appreciation among learners	1.1 should be able to identify the genre of written literature of a Ghanaian language (NTS 2c , e: 13) 1.2. should be able to explain each genre of the written literature of a Ghanaian language (NTS 2c: 13) 1.3 should be able to appreciate written literature of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).	It is likely the teacher may not be familiar with the types of drama and may also be certain concepts in drama. This can be dealt with by doing some online research before the lesson and interacting with some learners before the lesson. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

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.

			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.	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.
	Closure/Concl usion	Stage 3: 15mins	Tutor/lecturer employs question and answer technique to summarise and close the lesson (PDP Theme 2: 35) Tutor /lecturer asks students to read on poetry for the next lesson.	Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35) Student teachers read on poetry for the next class.
Which cross cutting issues will be addressed or developed and how	- Digital literacy - Cultural diversity and 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 from the lesson on features of drama (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 1			
Teaching Learning Resources	- PowerPoint - Projector - YouTube video			
Required Text (core)	Agyekum, K. (2013). *Introduction to literature*. Accra: Adwinsa Publishers. 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.			
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 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). *Matsɛ Amyɛnɔgu*. 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). *ɔdi ye kɛlɛma nzi*. 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 ɛnlomboɛ*. Accra: Bureau of Ghana Languages Soboh-Blay, A. (1997). *Awie ɛnze awieleɛ*. Accra: Bureau of Ghana Languages **Additional reading list for Fante** Gaddiel R. & Acquaah: (1960) *Oguaa aban*. Cape Coast: Methodist Book Depot. Longdon J. E.:(1972*) Samansew A, ekuayɔ pa*. Cape Coast: Mfantseman Press. **Additional reading list for Twi** Adi, K. (1989). Mewɔ bi ka: Anwensɛm. Accra: Bureau of Ghana Languages Amoako, B. O. (1994): *ɛnnɛ nso bio*. 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). *Ku le xɔme*. Accra: Bureau of Ghana Languages. Biɖ i-Setsofia, H. K. (1989). *Tɔgbui Kpeglo II*. Accra: Bureau of Ghana Languages. Fiawo, F. K. (1981). *Tɔkɔ Atɔlia.Accra*: Sedco Publishing Limited. Hinidza, R. K. (1970). *Henɔwo 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). *Fo baŋ ka wola.* Accra: SALT'N LIGHT. **Additional reading list for Kasem** Danti, A. L. (2015). *Teena Gɛɛre.* 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). *Gbɛadese* 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.

LESSON 1

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

Title of Lesson	Poetry I (characteristics, types and element)				Lesson Duration	3
Lesson description	**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 student teachers have learned some poems before in their primary schools.					
Possible barriers to learning in the lesson	Student teachers may not have studied poetry and appreciate it before in school.					
Lesson Delivery – chosen to support students in achieving the outcomes	**Face-to-face**	**Practical Activity**	**Work-Based Learning**	**Seminars**	**Independent Study**	**e-learning opportunities**	**Practicum**
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** discussion, questioning and answering. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **Practical Activity:**					

Note: the Lesson Delivery header row has the following columns: Face-to-face, Practical Activity, Work-Based Learning, Seminars, Independent Study, e-learning opportunities, Practicum.

• **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 and elements of poetry. It seeks to equip the student teachers with the skills to be able to explain poetry of a Ghanaian language.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	1. demonstrate knowledge of written literature of a Ghanaian language and teach them effectively and promote literature appreciation among learners (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). 2. Use technology to teach the sound system of a Ghanaian language effectively to enhance learners Ghanaian language learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 29).	1.1 should be able to identify the genre of written literature of a Ghanaian language (NTS 2c , e: 13) 1.2 should be able to explain each genre of the written literature of a Ghanaian language (NTS 2c: 13) 1.3 should be able to appreciate written literature of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).	It is possible the assimilatory processes may be a new concept to some learners and this can be curbed by showing videos which can be explained by the teacher for better understanding. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

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. *https://www.youtube.com/watch?v=99JWcCWmqr4,* *https://www.youtube.com/watch?v=9Oq90g9fNUs*) 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/Conclusion	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)

Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and 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 presentations during the lesson on characteristics of poetry (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 • 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*). 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.
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 kpεε*. Dansoman: Salt N'Light. Kubi, G.A.N (1980). *Nyε ko yee ye ya*. Accra: Bureau of Ghana Languages. Kubi, G.A.N & Torgbenu, M. N. (1992). *Ma waa je*. Olaga: Dangme Education Publsshers. Nanor, J. B. (1975). *Matsε Amyεnɔgu*. 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). *ɔdi Ye Kεlεma Nzi*. 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 εnlomboε*. Accra: Bureau of Ghana Languages Soboh-Blay, A. (1997). *Awie εnze Awieleε.* Accra: Bureau of Ghana Languages **Additional reading list for Fante** Crayner:J. B. (1957) *Bɔrbɔr Kunkumfi, Akweesi Egu Nananom Pɔw*. Cape Coast: Methodist Book Depot. Gaddiel R. & Acquaah: (1960) *Oguaa aban*. Cape Coast: Methodist Book Depot. Longdon J. E.:(1972*) Samansew A, Ekuayɔ Pa*. Cape Coast: Mfantseman Press. **Additional reading list for Twi** Adi, K. (1989). Mewɔ bi ka: Anwensεm. Accra: Bureau of Ghana Languages Amoako, B. O. (1994): *εnnε Nso Bio*. 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). *Ku le xɔme*. Accra: Bureau of Ghana Languages. Biɖ i-Setsofia, H. K. (1989). *Tɔgbui Kpeglo II*. Accra: Bureau of Ghana Languages. Fiawo, F. K. (1981). *Tɔkɔ Atɔlia.Accra*: Sedco Publishing Limited. Hinidza, R. K. (1970). *Henɔwo 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). *Fo Baŋ Ka Wola.* Accra: SALT'N LIGHT. **Additional reading list for Kasem** Danti, A. L. (2015). *Teena Gεεre.* 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). *Yεm 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.

LESSON 1

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

Title of Lesson	Poetry II (appreciation)			Lesson Duration	3
Lesson description	**This lesson introduces student teachers to poetry appreciation. The course focuses on the discussions of the style, the themes, the subthemes and the language used in poetry of a Ghanaian language.**				
Previous student teacher knowledge, prior learning (assumed)	The student teachers have learned something about concept, characteristics and types of poetry in the previous lesson.				
Possible barriers to learning in the lesson	Student teachers may not know how to do poetry appreciation.				

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**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.						

2 Learning Outcome for the lesson, picked and developed from the course specification 3 Learning indicators for each learning outcome	Learning Outcomes	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 knowledge and skill in teaching written literature of a Ghanaian language in Ghanaian language learning	3.1. should be able to teach the genres of literature (prose, drama and poetry) using the appropriate teaching learning materials. (NTS 1c,e: 12), (NTS 3h:14) 3.2. should be able to employ variety of appropriate instructional strategies to enhance learners' critical thinking and participation (NTS 3e:14) 3.3. should able to factor in learners' diversity in teaching and learning (NTS 3f,g: 14), (NTECF 4: 39), (IEP 5.1.1.1.a: 11)	It is possible that student teachers may not be equipped with the skills in appreciating the poem of a Ghanaian language. This can be resolved by asking them to search online before the lessons. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic:Poetry II(appreciation)	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	**Class discussion/brainstorming** Tutor/lecturer reviews the previous lesson on poetry using question. Tutor/lecturer dwells on the student teachers' views to introduce the topic for the lesson. (PDP Theme 2:35)	**Class discussion/brainstorming** Student teachers answer the questions asked to review previous lesson. (PDP Theme 2:35) Student teachers share their views on the topic.
	Identifying themes in poetry	Stage 1: 60mins	**Individual enquiry/e-learning opportunity** Tutor/lecturer shows a demonstration video on YouTube demonstrating poetry recital and asks student teachers to examine the main themes and subthemes. (PDP Theme 3: 69) e.g. *https://www.youtube.com/watch?v=pcoKXE3LDOA* *https://www.youtube.com/watch?v=ANSmSt-10Mo* Tutor guides student teachers in class discussion and ask them to write the themes and subthemes from the recital and submit as assignment.	**Individual enquiry/e-learning opportunity** Student teachers watch the video and examine the main themes and subthemes identified in the recital. (PDP Theme 3: 69). Student teachers discuss the themes in class and write them down as assignment for presentation.
	Style and aesthetic appreciation	Stage 2: 90mins	**Group discussion and reflection and presentation** Tutor/lecturer groups student teachers in mixed ability group and assigns each group to reflect and discuss the style and language of the poetry recital 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) Tutor provides poems for Upper Primary learners and guides student teachers to identify some figures of speech such as assonance, alliteration, hyperbole among others in the poetry recital. Tutor guides the groups in their oral presentations and subsequent peer assessment.	**Group discussion and reflection and presentation** Each group brainstorms on the assigned topic based on the observations in the video. (PDP Theme 4: 79) Each group appreciates the poems with focus on the assigned figures of speech and other devices. Each group makes oral presentation in class on the assigned topic for peer assessment and discussions. (PDP Theme 4: 79) Student teachers asks questions for clarification
	Closure/Conclusion	Stage 3: 10mins	Tutor asks student teachers to briefly explain some literary devices and submit as assignment.	Student teachers write down the assignment for later submission. Student teachers answer the questions asked.

				Tutor/lecturer employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35)	The student teachers ask for clarifications. (PDP Theme 2:35)
Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and 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 assignment submitted on the themes and on literary devices during the lesson (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 3				
Teaching Learning Resources	• PowerPoint • 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 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). *Matsɛ Amyɛnɔgu*. 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). *ɔdi ye kɛlɛma nzi*. 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 ɛnlomboɛ*. Accra: Bureau of Ghana Languages Soboh-Blay, A. (1997). *Awie ɛnze Awieleɛ*. Accra: Bureau of Ghana Languages **Additional reading list for Fante** Crayner:J. B. (1957) *Bɔrbɔr kunkumfi, Akweesi egu nananom pɔw*. Cape Coast: Methodist Book Depot. Gaddiel R. & Acquaah: (1960) *Oguaa aban*. Cape Coast: Methodist Book Depot. Longdon J. E.:(1972*) Samansew A, ekuayɔ pa*. Cape Coast: Mfantseman Press. Mayhead, R. (1985*). Understanding literature*. Cambridge: Cambridge University Press. **Additional reading list for Twi** Adi, K. (1989). Mewɔ bi ka: Anwensɛm. Accra: Bureau of Ghana Languages Amoako, B. O. (1994): *ɛnnɛ nso bio*. 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). *Ku le xɔme*. Accra: Bureau of Ghana Languages. Biɖ i-Setsofia, H. K. (1989). *Tɔgbui Kpeglo II*. Accra: Bureau of Ghana Languages. Fiawo, F. K. (1981). *Tɔkɔ Atɔlia.Accra*: Sedco Publishing Limited. Hinidza, R. K. (1970). *Henɔwo 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). *Fo baŋ ka wola.* Accra: SALT'N LIGHT. **Additional reading list for Kasem** Danti, A. L. (2015). *Teena Gɛɛre.* 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). *Amina*. Koforidua: Dagbani Unit of Gur-Gonja Department, UEW.				
CPD Needs	Workshop/seminar on teaching poetry and its appreciation in a Ghanaian language.				

LESSON 7

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

Title of Lesson	Assessing Written Literature of a Gh. Language		Lesson Duration	3
Lesson description	This lesson introduces student teachers to the appropriate means of assessing teaching and learning of written literature a Ghanaian language. It will equip the student teachers with the knowledge and the skills in assessing the teaching and learning of written literature of a Ghanaian language.			
Previous student teacher knowledge, prior learning (assumed)	The student teachers may have written some test on literature before.			
Possible barriers to learning in the lesson	Assessment is a new concept to the student teachers and therefore it may become a challenge to them to first unlearn the improper way they have observed assessment in the SHS			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** discussion, question and answer. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **Practical Activity:**						
• Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed	The purpose this lesson to introduce the student teachers to the knowledge of how to assess genre of written literature of a Ghanaian language. It aims to equip the student teachers with the skills to be able to develop appropriate forms of assessing learners at the Upper Primary on written literature of a Ghanaian language.						

4 Learning Outcome for the lesson, picked and developed from the course specification 5 Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross cutting issues- core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	4. demonstrate knowledge and skill in assessing the various genres of written literature of a Ghanaian language	4.1. should be able to design and implement a variety of assessment mode for teaching and learning written literature (NTS 1d, g: 12), (NTS 3b: 14). 4.2. should be able to identify and assist learners with difficulties in their assessment (NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39) 4.3. should be able to provide evidence of tracking learners' progress (NTS 3n, p: 14)	It is likely that student teachers may not be aware of the modes of assessment and skills needed in doing assessment. This can be resolved by allowing student teachers to do online search and share their ideas in class for clarification. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic: Assessing 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	
			Teacher Activity	Student Activity
		Introduction: 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. *https://www.youtube.com/watch?v=oRpOIEPMeoI* (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 presentation** Tutor/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-j2M* Tutor/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.

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			set a specific topic on the genres of written literature of a Ghanaian language from the Basic School Curriculum (B4-B6) and supervises the groups to construct a test for it. The other set of group assesses the constructed test items. Tutor/lecturer guides the class to peer review each other's work. (PDP Theme 4: 79)	The other set of groups assess the constructed tests. The student teachers peer assess each groups' work (PDP Theme 4: 79)
	Closure/Co nclusion	Stage 4: 10mins	Tutor/lecturer employs questioning and answering 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.	Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP 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	• Digital literacy • Cultural diversity and 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 • Projector			
Required Text (core)	Caldwell, J. S. (2002). *Reading assessment: A primer for teachers and tutors*. NY: The Guilford Press.			
Additional Reading List	Bachman, L. F. (1995). *Fundamental considerations in language testing*. Oxford: Oxford University Press			
CPD Needs	Workshop/seminar on teaching how to assess the written literature of a Ghanaian language.			

LESSON 8

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

Title of Lesson	Preparing TLMs for teaching written literature of a Gh. Language	Lesson Duration	3
Lesson description	**This lesson introduces student teachers to the techniques in the preparation of appropriate teaching and learning materials (TLMs) for the teaching of genres of written literature of a Ghanaian language at the Upper Primary level. It discusses the forms and the steps in the selection and designing appropriate TLMs for lessons in written literature of a Ghanaian language at the Upper Primary level.**		
Previous student teacher knowledge, prior learning (assumed)	The student teachers have might have seen teaching and learning materials been used to teach them in their SHS classrooms.		
Possible barriers to learning in the lesson	The student teacher may not have designed a TLM before and may not be aware of the factors to consider before selecting a TLM for use.		
	There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers. This can be addressed by making effort to diversify by including examples from other languages. In grouping the student teachers, gender and mixed abilities should be considered.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**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**	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 **Learning Outcome for the lesson, picked and developed from the course specification** 7 **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	5. prepare appropriate level teaching learning materials to teach the types of written literature of a Ghanaian language with a consideration for diverse learners. (NTS 3j: 14), (NTECF 4: 43), (NTS 3f, g: 14), (NTECF 4: 43).	5.1. should be able to design and select various appropriate teaching and learning resources suitable for the levels in classroom (NTS 3j: 14), (NTS 2f:13), (NTS 1g), (NTECF 3: 29) 5.2. should able to use appropriate teaching materials to cater for learners with different backgrounds (NTS 3f, g, h: 14), (NTECF 4: 39),(NTECF 4:43)	There is the possibility that student teachers may not be aware of factors to consider before designing and selecting a TLM. Tutor can give student teachers some internet sources to read from before this lesson possibly two weeks. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic: Selecting, designing and learning the teaching and learning the written literature of a Gh. 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	
			Teacher Activity	Student Activity
		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. E.g. https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos 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)	**Group discussion/e-learning opportunity/practical activity** Student teachers attentively watch the video and they take note down their observations in the video. 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).

	Using TLMs for the teaching and learning the written genre of literature of a Ghanaian language	Stage 3: 60mins	**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 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)
	Selection and use of TLMs for teaching and learning of the written genre of literature of a Ghanaian language	Stage 4: 20mins	**Demonstration/class discussion** Tutor/lecturer guides the student teachers to discuss 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) Tutor/lecturer tasks student teachers in their groups to select their own TLMs for peer assessment (PDP Theme 4: 79)	**Demonstration/class discussion** Student teachers share their views on the selection and the 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). 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/Conclusion	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 developed and how	• Digital literacy • Cultural diversity and 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 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 Resources	• PowerPoint • Projector			
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teache (revised edition)*. Accra: Samwoode Ltd.			
Additional Reading List	**For all 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 select, design, and use TLMs for the teaching and learning of the written literature of a Ghanaian language.

LESSON 1

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

Title of Lesson	Selecting appropriate textbooks as TLMs for teaching written literature of a Ghanaian language			Lesson Duration	3
Lesson description	**This lesson introduces student teachers to the techniques in the selection of appropriate textbooks 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)	The student teachers have might have seen teaching and learning materials been used to teach them in their SHS classrooms before.				
Possible barriers to learning in the lesson	Student teachers may not have selected a textbook as TLM before since they might not have taught before.				

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**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**	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 for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	5. prepare and select appropriate level teaching learning materials to teach the genre of written literature of a Ghanaian language with a consideration for diverse learners. (NTS 3j: 14), (NTECF 4: 43), (NTS 3f, g: 14), (NTECF 4: 43).	use appropriate teaching materials to cater for learners with different backgrounds.	It is possible that student teachers do not know how to select appropriate textbooks as TLM to teach literature of the language. The tutor can direct teachers to watch video clips on YouTube to get some ideas. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

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 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 textbooks as TLMs. (PDP Theme 2:35)	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	**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. *https://www.slideshare.net/teacheryamith/textbook-evaluation-20417001* *https://slideplayer.com/slide/6304553/* 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)

			assessment. (PDP Theme 4:25, 79) (PDP Theme 4: 79) Tutor listens to student teachers views and corrects any misinformation from the selection of textbooks as TLM for teaching the written literature of language.	
	Using textbooks as TLMs for the teaching and learning the genres of written literature of a Ghanaian language	Stage 3: 80mins	**Group presentation** Tutor/lecturer guides student teachers to demonstrate how to use the selected textbooks in teaching and learning the genres of written literature of a Ghanaian language taking into an account the diversity of learners for peer assessment. (PDP Theme 4:79)	**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 assessment. (PDP Theme 4: 79)
	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 and learning.	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.
	Closure/Concl usion	Stage 5: 10mins	Tutor/lecturer asks some student teachers to 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.	Student teachers volunteer to share the key points they have taken from the lesson. (PDP Theme 2:35). Student teachers take note of the deadline and prepare as such.
Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and 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 Class participation in 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 • Projector			
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teache (revised edition)*. Accra: Sam-Woode Ltd.			
Additional Reading List	**For all the 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 select textbooks and use as TLMs for the teaching and learning of the genre of written literature of a Ghanaian language.

LESSON 10

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

Title of Lesson	Interpreting the written literature of a Ghanaian language component of the Ghanaian language curriculum	**Lesson Duration** 3
Lesson description	**This lesson introduces student teachers to the knowledge and the skills in interpreting the written literature of a Ghanaian language component of the Ghanaian language curriculum in the Basic School Curriculum (B4-B6).**	
Previous student teacher knowledge, prior learning (assumed)	The student teachers have already seen and experienced the Basic School Curriculum (BSC) for the Upper Primary.	
Possible barriers to learning in the lesson	The student teachers might not have interpreted the written literature component of the Ghanaian language component of the Basic School Curriculum before.	
~~Points on inclusivity, equity and addressing diversity~~	There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers. This can be addressed by making effort to diversify by including examples from other languages. In grouping the student teachers, gender and mixed abilities should be considered.	

Lesson Delivery – chosen to support students in achieving the outcomes	**Face-to-face**	**Practical Activity**	**Work-Based Learning**	**Seminars**	**Independent Study**	**e-learning opportunities**	**Practicum**
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** discussion, question and answer. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **Practical Activity:** practising interpreting a component of the Basic School Curriculum						
• **Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The purpose of this lesson is to introduce the student teachers to the knowledge of the features of the written literature of a Ghanaian language component of the BSC. It seeks to equip the student teachers with the skills in accurately interpreting the written literature of a Ghanaian language component of the Basic School Curriculum (B4-B6).						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	1. understand and interpret key features of the written literature of a Ghanaian language component of the Ghanaian language curriculum and plan lessons from it. (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32).	show their awareness of the existing learning outcomes of learners factor individual learner's diversity in planning and delivering lessons	It 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 thinking, collaboration, observation and enquiry skills, digital literacy,

Topic: Interpreting the written literature of a Ghanaian language component of the Basic School Curriculum	**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	Tutor/lecturer uses probing questions to ask student teachers to reflect on their personal experiences with the Ghanaian	Student teachers reflect on their personal experiences and encounter with the Ghanaian language

			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	• Digital literacy • Cultural diversity and 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 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	• PowerPoint • Projector
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teache (revised edition).* Accra: Sam-Woode Ltd.

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.

LESSON 11

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

Title of Lesson	Methods of teaching the written literature of a Ghanaian language **Lesson Duration** 3
Lesson description	This lesson equips the student teachers with the knowledge and the skills in the applications of the methods of teaching the written literature of a Ghanaian language.
Previous student teacher knowledge, prior learning (assumed)	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.
Possible barriers to learning in the lesson	Student teacher may not be aware of the factors to consider to select appropriate method for teaching.
~~**Points on inclusivity, equity and addressing diversity**~~	There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers. This can be addressed by making effort to diversify by including examples from other languages. In grouping the student teachers, gender and mixed abilities should be considered.

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** discussion, question and answer. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **Practical Activity:** practising methods of teaching written literature of a Ghanaian language **e-learning opportunities**: use of video and other media
• **Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The purpose 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 Outcomes	Learning Indicators	Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. demonstrate knowledge and understanding of the written literature of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). 2. use technology to teach the written literature of a Ghanaian language effectively to enhance learners Ghanaian language learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 29).	1.1 identify the genres of written literature of a Ghanaian language. 1.2 explain the genres of written literature of a Ghanaian language 1.3 facilitate the use of the written literature of a Ghanaian language in learning. 2.1 use appropriate technological tools analyse the written literature of a Ghanaian language 2.2 apply their knowledge in the use of technological tools to teach the written literature of a Ghanaian language	It is likely that student teachers may have witnessed several teaching methods but have not used any before to teach written literature and student teachers have witnessed different teaching and can discuss during the lesson. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy.

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	
			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 Theme 4: 79)
	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.	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 will be addressed or developed and how	• Digital literacy • Cultural diversity and 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 oral peer assessment during the lesson Student reflective journal: Submission of reflective journal for assessment (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 • 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 teache (revised edition)*. Accra: Sam-Woode Ltd.
CPD Needs	Workshop on methods of teaching written literature of a Ghanaian language.

LESSON 12

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

Title of Lesson	Preparation of a written literature lesson/learning plan		Lesson Duration	3
Lesson description	**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 student teachers have been planning their personal learning timetable in SHS.			
Possible barriers to learning in the lesson	Student teachers may not have seen a lesson plan before Student teachers may not know the components of a lesson plan.			
~~Points on inclusivity, equity and addressing diversity~~	There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers. This can be addressed by making effort to diversify by including examples from other languages. In grouping the student teachers, gender and mixed abilities should be considered.			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**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 **e-learning opportunities**: use of video and other media
• **Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	The purpose of this lesson 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	Learning Outcomes	Learning Indicators	Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
Learning indicators for each learning outcome	1. understand and interpret key features of written literature of a Ghanaian language component of the Ghanaian language curriculum and plan lessons from it. (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32).	show their awareness of the existing learning outcomes of learners factor individual learner's diversity in planning and delivering lessons	It is possible the student teachers have not seen lesson plan and it components. Teacher can show a lesson plan to the student teachers two weeks before the lesson. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic: Preparation of a sound system lesson/learning plan	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	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 discussion** With 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/Conclusion	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 question and answer 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 will be addressed or developed and how	• Digital literacy • Cultural diversity and 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 on how to preparation a lesson plan for written literature of a Ghanaian language Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy Overview and summary of all the lessons learned in the semester Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6
Teaching Learning Resources	• PowerPoint • Projector
Required Text (core)	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	[1]**Component 1**: Subject Portfolio Assessment (30% overall score) • Selected items of students work (3 of them – 10% each) • Mid-semester assessment – 20% • Reflective journal – 40% • Organisation of the subject portfolio – 10% (how it is presented/organised)
	[2]**Component 2**: Subject Project: (30% overall semester score) • Introduction- a clear statement of aim and purpose of the project – 10% • Methodology – what the student teacher has done and why to achieve the purpose of the project – 20% • Substantive or main section – 40% Conclusion – 30%
	Component 3: End-of-semester examination- 40% overall

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[1] See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP
[2] See rubrics on Subject Project Assessment in Annex 6 of NTEAP