

YEAR 2

SEMESTER 1

Four-Year B.Ed. Course Manual

Ghanaian Language





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FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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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

Notes					
<ol style="list-style-type: none"> 1. This course and the early grade course are almost identical. They should be distinctive to the phase. Not least as Ghanaian is the medium of instruction in the early grade and English in upper primary and the Early Grade and upper primary school curriculum are very different 2. Please use the comments from the upper primary course to support you in amending this one!. 					
Course Manual Writing format					
Course Information					
Title Page					
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					
Course Details					
Course name	Principles and Rules of writing a Ghanaian Language				
Pre-requisite					
Course Level	200	Course Code	GLE 211	Credit Value	3
Table of contents					
Goal for the Subject or Learning Area					
The program is designed to train effective teachers who are able to effectively read, write and teach the Ghanaian language after acquiring the principles and rules of writing a Ghanaian so that they can achieve success in education, develop into lifelong learners and improve Ghanaian language studies for all of Ghana's children.					
Course Description					
This course seeks to equip student teacher with the requisite knowledge of the principles and rules for the spelling and writing of Ghanaian language (Asante Twi, Akuapem Twi, Dangme, Gonja, Dagaare, Nzema, Ga, Fante, Kusaal and Ewe). The student teacher will be taken through the orthography of a Ghanaian language to identify the sounds and the letters of the alphabet used to represent them. The student teacher will also be guided with the requisite skills to recognise the linguistic rules and principles that have been used in the designing of the orthography such as dialectal variations, sound systems (vowels and consonants), word boundary, vowel harmony, tone, etc. to be able to apply the knowledge and the skills that govern the rules and the writing of a Ghanaian language respectively in teaching a Ghanaian language. The course will be taught by the following pedagogical modes:discussion, group/individual work presentation, classroom observation, brainstorming, and demonstration. The course will be assessed through examination, class assignments and presentations, checklist for learning outcomes, demonstration, peer assessment, 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: 12), (NTS 2e: 13), (NTS 2f: 13), (NTS 3e: 14), (NTS 3j: 14), (NTS 3e: 14), NTECF 3 (p25), (NTECF p.45) and NTECF 6 (p25).					
Key contextual factors					
Some ITE learners enter the programme with no basic knowledge of the orthography of a Ghanaian language and this poses a great challenge to the teachers. Also because of ITE learners' weak entry level in knowing the orthography of a Ghanaian language, teaching and learning of principles and rules of a Ghanaian language poses a challenge which negatively affects their ability to apply the rules of writing. The Early grade ITE teachers themselves do not have adequate knowledge of the principles and rules of a Ghanaian language and that equip them adequately to support the early learners learning. Currently there are no computers with keyboards that have the letters of the alphabet of any Ghanaian language, thereby making integration difficult. This course therefore, seeks to equip the student teacher with the requisite knowledge and skills in applying the principles and rules for the spelling and writing of a Ghanaian language.					
Core and transferable skills and cross cutting issues, including equity and inclusion					
<ul style="list-style-type: none"> • Critical thinking and problem solving • Collaboration • Communication • Observation and Enquiry skills • Digital literacy • Cultural diversity and inclusion 					

Course Learning Outcomes		Learning Indicators	
Demonstrate knowledge of the principles and rules in the writing of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20).		<ul style="list-style-type: none"> Identify the rules of writing a Ghanaian language through verbal and written responses. Describe the rules of writing a Ghanaian language through verbal and written responses. Apply the rules in writing a Ghanaian language through written responses. 	
Familiarize themselves with the Ghanaian language curriculum at the various levels. (NTS 2a:13), (NTS 2d:13)		<ul style="list-style-type: none"> Identify the components of the Ghanaian language curriculum Interpret the Ghanaian language curriculum for the various levels 	
Work collaboratively, and under the guidance of their mentor, plan for and work with a small groups or individuals, showing some ability to consider children's backgrounds/experience in Ghanaian language learning. (NTS 1e: 12), (NTS 3f: 14), (NTECF p.42), (IEP 5.1.1.1.a: 11)		<ul style="list-style-type: none"> Work in positive collaboration with mentors, colleagues as part of their community of practice Employ strategies that show individual needs/strengths of the learners are considered 	
Demonstrate knowledge and skill in teaching principles and rules in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43)		<ul style="list-style-type: none"> Employ appropriate various teaching and learning strategies in classroom Use appropriate teaching strategies to cater for learners with different backgrounds 	
Demonstrate knowledge and skill in assessing principles and rules in the Ghanaian language. (NTS 3o: 14), (NTS 3k,p:14), (NTECF, p. 43-44)		<ul style="list-style-type: none"> Show their awareness of the existing learning outcomes of learners Show integration of modes of assessment of learner in teaching and learning principles and rules of a Ghanaian language 	
Prepare appropriate TLMs for teaching principles and rules of the Ghanaian language. (NTS 3j: 14), (NTS 3j: 14), (NTECF, p.29, 43)		<ul style="list-style-type: none"> Design appropriate TLMs for teaching principle and rules of writing Ghanaian language Use appropriate TLMs in teaching and learning principles and rules of writing a Ghanaian language 	
Interpret the principles and rules component of the Ghanaian language curriculum. (NTS 2c: 13)		<ul style="list-style-type: none"> Know, understand, and explain the Ghanaian language component on principles and rules writing 	
i. Use appropriate technology to access information and document sources (NTS 3b, NTECF bullet 8, p. 25)		<ul style="list-style-type: none"> Use appropriate technology to search for information Use appropriate referencing styles in their academic writings. 	
Course Content			
Unit	Topic	Sub-topic if any	Teaching and learning activity to achieve the learning outcomes
1	Concept of orthography of a Ghanaian language	1.1 Letters of the alphabet 1.2 Speech sounds 1.3 Dialectal variations in writing	1. Discussion to engage student teachers in active participation 2. reflection on matching letters of alphabet with speech sounds 3. brainstorming on the dialectal factors that influence standardisation of orthography
2	Distribution of a Ghanaian language speech sounds	1. Vowels 2. Consonants	1. Discussion on identification and articulation of vocalic inventory 2. Individual/group presentation of vowel and consonant combinations. 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.
	Principles of writing		1. Student teachers discuss convention of writing. Individual/group presentation. 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. Classroom observation on learners' writing paying attention to student teachers with visual challenges
4	Vowel harmony and writing		1. Student teachers discuss vowel harmonies. Classroom observation on harmony rules in writing paying attention to student teachers with visual challenges. Student teachers make individual/group presentation on types of harmony. 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.

Teaching and Learning Strategies

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

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

Course Assessment Components

Component 1: COURSEWORK

Summary of Assessment Method: Project

1. Assignments/Class participation: They will consist of 2 individual assignments and 1 group presentations. Weighting 30%

Total Weighting: 30%

Assesses Learning Outcomes:-

1. Assignment: The assignments will assess the problem-solving skills and students' ability to identify and correct mistakes in Ghanaian language texts, and will address CLOs: 1 & 3; NTS 2e (Understands how children develop and learn in diverse contexts and applies this in his or her teaching). Class participation: It will assess students' active participation in class in terms of contributions to lessons and the presentation. This will address CLOs 1, 2, 3, 4, 5, 6, & 7; NTS 2c.

Component 2: COURSEWORK

Summary of Assessment Method:-

1. Portfolio/Student reflective Journal: This will comprise Student Reflective Journal which will be based on classroom observation by student teachers on the topics in the course. This will be the reports on their views on the topics in the course as witnessed during their school visits. Weighting 30%

Total Weighting: 30%

Assesses Learning Outcomes:-

1. Portfolio/Student Reflective Journal: It will assess student teacher's reflection on classroom observation on the application of the principles and rules of writing Ghanaian language. This addresses the CLO 3; NTS 1a (Critically and collectively reflects to improve teaching and learning). The portfolio will assess students' ability to organise himself or herself as s/he develops professionally. This will address CLOs 6; NTS 1b (Improves personal and professional development through lifelong learning

and Continuous Professional Development).
<p>Component 3: COURSEWORK Summary of Assessment Method:- : 1. Examination: It will comprise (i) selection tests, namely multiple choices, and (ii) supply tests such as fill-ins covering all the lessons at the end of the semester. Weighting 40%</p> <p>Total Weighting: 40%</p> <p>Assesses Learning Outcomes:— 1. Examinations: The examination will assess students against the following CLOs: 1, 4, 5, & 7; NTS 2c (Has secure content knowledge, pedagogical knowledge, and pedagogical content knowledge for the school and grade they teach in).</p>
<p>Required Reading and Reference List</p> <p>Required:Coulmas, F. (1991). <i>The Writing Systems of the World</i>. London: Wiley-Blackwell. Additional: Ablorh, R. J. (1961). <i>Ga Wiemɔ komekomei Ni AbuaNaakɔ Wiemɔ ŋmaaOkadiil ɔAtsaramɔ he Mlai</i>. London: MacMillan. Akpanglo-Nartey, J. N. (1989). <i>A phonetics Course for Non-natives Speakers of English</i>. 2nd Edition. Tema: Sakumono Books. Akpanglo-Nartey, J. N. (1989). <i>An Introduction to Linguistics for Non-natives Speakers of English</i>. 2nd Edition. Tema: Sakumono Books. Catford, J. C. (1994). <i>A Practical Introduction to Phonetics</i>. Oxford: Clarendon Press. Kropp-Dakubu, M. E. (2002). <i>Ga Phonology</i>. Language Monograph Series No. 6 Institute of African Studies. Accra: University of Ghana, Legon. Peter, R. (2000). <i>English Phonetics and Phonology</i>. 3rd Edition. Cambridge</p>
<p>Teaching and Learning resources</p> <ul style="list-style-type: none"> • Computer/laptop • Projector • Smartphones • Tablets • TV and Radio • Open Educational Resources (Including: YouTube, MOOCS-Udemy/courseera, khan academy, TESSA) • The iBox (CENDLOS) • Language lab
<p>Course related professional development for tutors/ lecturers</p> <ul style="list-style-type: none"> • Seminar/workshops on principles of writing Ga by a resource person • Workshop to discuss the rules used in writing Ga

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Letters of the alphabet			Lesson Duration	3		
Lesson description	This lesson introduces the student teacher to the letters and the sounds used in a Ghanaian Language. It also explains to students the orthography of a Ghanaian Language.						
Previous student teacher knowledge, prior learning (assumed)	The student teacher has been using the letter to write words and sentences.						
Possible barriers to learning in the lesson	Lack of knowledge of the sounds of the Ghanaian languages No knowledge of the differences between letters and sounds of a Ghanaian Language Large class size						
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, Group work and Brainstorming methods will be employed Practical Activity: Students will go online to search for information e-learning opportunity: Mobile phones and other available technology will be used						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Demonstrate knowledge of the principles and rules in the writing the letters of the alphabet of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20).		<ul style="list-style-type: none"> Identify the rules of writing the letters of the alphabet a Ghanaian language through verbal and written responses. Describe the rules of writing the letters/sounds of Ghanaian language through verbal and written responses. Apply the rules in writing letters of the alphabet of a Ghanaian language through written responses. 		It is possible that student teachers may not be aware that the letters and the sounds writing are not the same. This can be solved by asking student teachers to do online search and do further reading after class <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 		
	Demonstrate knowledge and skill in teaching principles and rules of writing the letters of the alphabet in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43)		<ul style="list-style-type: none"> Employ appropriate various teaching and learning strategies of the letters of the alphabet in classroom Use appropriate teaching strategies to cater for learners with different backgrounds 				

Letter of the alphabet	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: 10 mins	<ul style="list-style-type: none"> Tutor introduces the course manual and the expectations by student teachers at this point. The course manual is designed to provide a lesson by lesson overview of the course so that the student teachers will be equipped with the knowledge and the skills to become effective Early Grade teachers who can effectively read, write and teach the Ghanaian language specifically Principles and Rules of Writing of a Ghanaian language at the Early Grade level. Tutor guides the student teachers to review their knowledge on any of the letters they use in writing through questioning (PDP Theme 2, P. 11). 	<ul style="list-style-type: none"> Student teachers attentively listen to the Tutor and ask questions. Student teachers respond to questions asked by the tutor to review their knowledge on letters of the alphabet in general
	Letters of the alphabet	Stage 1: 40mins	Discussion <ul style="list-style-type: none"> Tutor guides student teachers to discuss the letters of the alphabet of the Ghanaian language studied using probing and leading questions (PDP Theme 3, P. 64) (BSC Strand 5) 	Discussion <ul style="list-style-type: none"> Discuss in groups on what the letters of the alphabet is in the Ghanaian language and write them down
	Ghanaian language letters of the alphabet	Stage 2: 30mins	Brainstorming <ul style="list-style-type: none"> Tutor guides student teachers to brainstorm and put down the letters used only for a Ghanaian language. Tutor asks student teachers to listen some sounds on audio and write down the sounds. Tutor guides student teachers to finalise the letters of the Ghanaian language. (BSC Strand 5) 	Brainstorming <ul style="list-style-type: none"> Student teachers brainstorm in groups on the letters used in a Ghanaian language. Student teachers listen to the audio and write down the speech sounds heard. Student teachers note down the letters for a Ghanaian language
	3. sound and letter representation	Stage 3: 80mins	Class discussion <ul style="list-style-type: none"> Tutor shows a clip (E.g. from bing.com/videos) of someone writing the sound of the Ghanaian language and student teachers discuss what they see. Tutor describes to student teachers the phonetic representation of the simple letters with PowerPoint (E.g. from slideshare.net) after listening to their views from the discussion. 	Class Discussion <ul style="list-style-type: none"> Student teachers watch the clip and discuss what they see with colleagues Student teachers share their view from the clip to the class and listens to teacher description of sound representation. Student teachers brainstorms on diagraphs and triagraphs in Ghanaian language and peer review each other

			<ul style="list-style-type: none"> • Tutor asks group to brainstorm on what • digraph and triagraph are in Ghanaian language for peer review (BSC Strand 1) • Tutor groups student teachers and asks student teachers to match speech sounds and letters of the alphabet of the Ghanaian language from a given set of sounds and present to the class. (BSC Strand 1) • Tutor assigns each group to task of dividing the sounds into two vowels and consonants and present their findings orally and correct any misinformation for presentation after class (PDP Theme 4, P. 79) 	<ul style="list-style-type: none"> • Student teachers match speech sounds and letters of the alphabet and do oral presentation to the class in groups. • Student teachers divide sounds into vowels and consonants and do oral presentation and ask questions to correct any misunderstanding for later presentation to teacher after class.
	School Visit		<ul style="list-style-type: none"> • Tutor asks student teachers to observe during school visit how the letters and sounds are taught to the learners. 	<ul style="list-style-type: none"> • Student teachers should observe during school visit how the letters are taught to the learners in relation to the activities during the lessons and write in their reflective journal.
	Closure/Conclusion	20mins	<ul style="list-style-type: none"> • Tutor employs questioning and answering technique to recap and close the lesson. Tutor gives feedback to students' questions (PDP Theme 2, P. 7) • Assignment: Put students in groups to read about phonetic representation of sounds from the relevant pages of the core reading text and online sources in preparation for the next lesson 	<ul style="list-style-type: none"> • Answer the questions asked by the tutor/lecturer. Student teachers also ask questions for clarification • In groups, students read about phonetic representation of sounds. Students prepare a power point presentation with the information gathered to share in the next lesson
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	<p>Component 1: COURSEWORK Summary of Assessment Method: Assessment for and as learning (1 group presentation written submitted from the oral presentation (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) No weighting Assesses Learning Outcomes: Course learning outcome 1, 4</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • PowerPoint • Projector • Video clip/ YouTube videos • Laptops 			
Required Text (core)	Coulmas, F. (1991). <i>The Writing Systems of the World</i> . London: Wiley-Blackwell.			
Additional Reading List	Ebest, S.B., Alred, G. J., Brusaw, C.T., &Oliu, W. E. (2004). <i>Writing from A to Z: The easy-to-use reference handbook (5th Edition)</i> . New York: McGraw-Hill.(Chapter 1-2)			
CPD Needs	Workshop on teaching of letters of the alphabet.			

LESSON 2

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Orthographic and phonetic representation of vowels				Lesson Duration		3
Lesson description	This lesson builds on the lesson of letters of the alphabet by giving the phonetic representation of the vowels and its various allophones in a Ghanaian language						
Previous student teacher knowledge, prior learning (assumed)	The student teachers had studied letters of the alphabet for the Ghanaian language.						
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 Independent study: Individual reflections and reading assignment Seminar: Group presentations e-learning opportunity: Use of mobile phones and searching for information online						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome4. 	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?	
	Demonstrate knowledge of the orthographic and phonetic representation of vowels of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20).		<ul style="list-style-type: none"> Identify the rules of writing the phonetic representation of vowels of a Ghanaian language through verbal and written responses. Describe the orthographic and phonetic representation of vowels Ghanaian language through verbal and written responses. Apply the rules in writing a Ghanaian language through written responses. 			Student teachers may not know the orthographic representation of the letters may not be the same as it its phonetic representation differs. <ul style="list-style-type: none"> Core skills targeted include self-reflection, communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 	
monstrate knowledge and skill in teaching the orthographic and phonetic representation of the vowels in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43)		<ul style="list-style-type: none"> Employ appropriate various teaching and learning strategies on orthography and phonetic representation of vowels in classroom Use appropriate teaching strategies to cater for learners with different backgrounds 					

Topic: Orthographic and phonetic representation of vowels	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: 10 mins	<ul style="list-style-type: none"> Tutor recaps the previous lesson using the question technique for students to identify letters of a Ghanaian language. 	<ul style="list-style-type: none"> Student teachers answer the questions asked to revise the previous lesson and identify some letters of the Ghanaian language
	What are vowels?	Stage 1: 60mins	Brainstorming and class discussion <ul style="list-style-type: none"> Tutor/lecturer begins the lesson by asking students to brainstorm on what vowels are in groups and do a search online for more ideas. Tutor invites each group to share their findings with class through presentations. (PDP Theme 4, P. 79) Tutor plays an audio of sounds and asks student teachers to listen and group the sounds into vowels and consonants by writing them down and share with the class. (BSC Strand 1) 	Brainstorming and class discussion <ul style="list-style-type: none"> Students teachers in groups brainstorm and search for information online on what vowels are. Each group share with the class their findings on vowels from the online search. Each presentation is followed with questions and answers session Student teachers listen to the audio in groups and write down the sounds putting them into two groups vowels and consonants and share with the class
		Stage 2: 20	Question and Answer <ul style="list-style-type: none"> Tutor/lecturer summarizes the writings and write down the orthographic representation of the vowels of the Ghanaian language (PDP Theme 3, P. 69) (BSC Strand 5) 	Question and Answer <ul style="list-style-type: none"> Student teachers ask questions to clarify their findings and write the orthographic representation of the vowels.
	Phonetic representation of the vowels	Stage 3: 40mins	Group Discussion <ul style="list-style-type: none"> Tutor puts students into mixed groups to reflect on the phonetic representation of the vowels and share to class through discussion (PDP Theme 4, P. 25) Tutor follows up the discussion and correct misinformation/misrepresentation of the vowels. 	Group Discussion <ul style="list-style-type: none"> In mixed groups, students reflect on the phonetic representation of vowels in Ghanaian language and share their ideas in a whole class discussion Student teachers correct misrepresentation of the vowels from their write up.
		Stage 4: 30mins	Class Discussion <ul style="list-style-type: none"> Tutor shows to student teachers the phonetic and orthographic representation of vowel chart of the Ghanaian 	Class Discussion <ul style="list-style-type: none"> Student teachers ask questions on the vowel chart shown. Student teachers participate in class

			<p>language using PowerPoint/ audio (eg from slide share.net, https://pronunciationstudio.com/45-sounds).</p> <ul style="list-style-type: none"> • Tutor leads discussion of the identification of the number of vowels in Ghanaian language and do simple grouping of the vowels (phonetically and orthographically) • Tutor allows time for student teachers to record these as part of their reflective journal (PDP Theme 9, P. 21) (BSC Strand 5) 	<p>discussion on the number of vowels and write down the representation phonetically and orthographically.</p> <ul style="list-style-type: none"> • Record these in their reflective journals
	School Visit		<ul style="list-style-type: none"> • Tutor asks student teachers to note down during school visit how the vowels are matched with the orthography and the phonetics by the teacher and how the teacher deals with the differences in the two that is the phonetic representation and the orthography 	<ul style="list-style-type: none"> • Record the findings in their reflective journal how the teacher deals with the lesson on the representation of the vowels and also note down things that can aid them when teaching vowels.
		Closure/Conclusion: 20mins	<ul style="list-style-type: none"> • Tutor asks students to orally summarize the lesson highlighting the key points raised. Tutor responds to questions from students for clarification • Assignment: Ask students to read about 'consonant representation in preparation for the next lesson. 	<ul style="list-style-type: none"> • Student teachers summarize the lesson by highlighting the key points raised in the lesson. Student teachers ask questions they may have for clarification • Assignment: Student teachers prepare ahead of the next lesson by reading about consonants representation' from the relevant pages of the core reading text and online sources.
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	<p>Component 1: COURSEWORK Summary of Assessment Method: Assessment of, for and as learning Summative assessment (class participation individually and in group) : (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: no weighting Assesses Learning Outcomes: Course learning outcome 1, 4</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • PowerPoint • Projector • Laptops • Smartphone 			

Required Text (core)	Akpanglo-Nartey, J. N. (1989). <i>A phonetics course for non-natives speakers of English (2nd Edition)</i> . Tema: Sakumono Books.
Additional Reading List	Ebest, S.B., Alred, G. J., Brusaw, C.T., &Oliu, W. E. (2004). <i>Writing from A to Z: The easy-to-use reference handbook (5th Edition)</i> . New York: McGraw-Hill.(Chapter 1-2)
CPD Needs	Workshop on orthographic and phonetic representation of vowels.

LESSON 3

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Orthographic and phonetic representation of consonants				Lesson Duration	3	
Lesson description	This lesson introduces the student-teachers to the consonants of the Ghanaian language. It also discusses the phonetic representation of the consonants phonetically and its orthography. Monographs, diagraphs and triagraphs are also discussed.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been using the consonants in their daily writing Students teachers have been taught the letters of the alphabet						
Possible barriers to learning in the lesson	Student teachers may not be able to represent the consonants phonetically. Student teachers may not know of the specific consonants for a specific Ghanaian language Student teachers may not know there exist different in representing a sound orthographically and phonetically						
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: Independent study: Practical Activity: e-learning opportunity:						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	Demonstrate knowledge of representing the consonants orthographically and phonetically in the writing of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20).	<ul style="list-style-type: none"> • Identify the consonants orthographically and phonetically of writing a Ghanaian language through verbal and written responses. • Describe the rules of representing the consonants orthographically and phonetically of writing a Ghanaian language through verbal and written responses. • Apply the rules in writing the consonants of a Ghanaian language through written responses. 		<ul style="list-style-type: none"> • It is likely that student teachers may not be aware of the orthographic and phonetic representation of the consonants in a Ghanaian language. This is can be remedied by showing videos and getting a language lab. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, Collaboration 			

Topic: Orthographic and phonetic representation of consonants	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: What consonants are	20 mins	<ul style="list-style-type: none"> Tutor introduces the lesson by revising letters of the alphabet already learnt by showing letters of the alphabet on card/PowerPoint. Tutor puts student teachers in group and ask student teachers to group the letters shown into vowels and consonants and share with class orally. Tutor guides the student teachers and explain what consonants are. 	<ul style="list-style-type: none"> State and identify the letters on the alphabet by answering questions asked by the teacher. Work in groups and share the grouping of the letters into vowels and consonants with the class orally Student teachers add their views on consonant and what they are and put it down.
Orthographic representation of consonants	Stage 1: 70mins	Group Work and discussion <ul style="list-style-type: none"> Tutor shows a chart with the Ghanaian language consonants to student teachers. Tutor divides the class into four groups- A, B, C, & D Tutor divides consonants into four groups – A, B, C & D - one part for each group. Tutor asks student teachers to write down the orthographic representation of the consonants in each group. Tutor leads student-teachers to discuss their orthographic representation of the consonants to members of another group. Tutor guides student teachers to get the correct orthography of all the consonants through whole class discussion. (BSC Strand 5) 	Group Work and discussion <ul style="list-style-type: none"> Student teachers look carefully at the chart. Joins one of the four groups- A, B, C, or D Takes one of four divisions of the consonants. Student teacher joins one of the four groups Student teachers write down the orthographic representation of consonants Student teachers participate in the class and ask for explanation on the consonant representation correctly and record in book. 	
Phonetic representation of consonants	Stage 2: 40mins	Class Discussion <ul style="list-style-type: none"> Tutor plays an audio of the consonant pronunciation for student teachers e.g. (https://www.youtube.com/watch?v=0HeujZ45OZE) Tutor asks student teachers to write down the sound and its phonetic representation in pairs and share. Tutor discusses with the whole class the phonetic representation of the 	Class Discussion <ul style="list-style-type: none"> Student teachers listen attentively to the consonant sound pronunciation Student teachers write down the sound and its phonetic presentation and share in pairs. Note down the phonetic representation and the differences in orthography and phonetic representation of the consonants. 	

			sounds heard from the audio and guides students to identify the differences in orthography and phonetic representation (BSC Strand 1)	
	Matching orthography and phonetic representation	Stage 3: 20mins	Reflection <ul style="list-style-type: none"> Tutor asks student teachers to reflect on matching of consonant sound and their phonetic representation Tutor guides student teachers to match the orthography of consonants and their phonetical representation. (BSC Strand 5) 	Reflection <ul style="list-style-type: none"> Reflects on the orthographic representation of the consonants phonetically. Students asks for explanation for phonetic representation of the consonants and record in their books
	Monograph, diagraph and triagraph	Stage 4: 20mins	Discussion <ul style="list-style-type: none"> Tutor guides student teachers to divide the consonants into monographs, diagraphs and triagraphs with their phonetic representation. (BSC Strand 5) 	Discussion <ul style="list-style-type: none"> Student teachers record in their books after seeking explanation from tutor.
School Visit			<ul style="list-style-type: none"> Tutor informs student teachers to observe how learners acquire the consonants and teachers deal with the representation of digraph and triagraph consonants in class. 	<ul style="list-style-type: none"> Record as part of their portfolio how teachers deal with the teaching of the diagraphs and triagraphs and note what can help them improve their teaching.
	Closure/Conclusion	10 mins	<ul style="list-style-type: none"> Tutor recaps the lesson by summarizing what orthography phonetic representation are ; gives some sounds for student teachers to put write down the orthography and phonetic representation as assignment. 	<ul style="list-style-type: none"> Student teachers also ask questions for clarification. Put down the assignment for submission later.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	<p>Component 1: COURSEWORK Summary of Assessment Method: Assessment for and as learning (submitted written assignment individually from the class on orthography and phonetic representation of consonants of a Ghanaian language (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: 10 % Assesses Learning Outcomes: Course learning outcome 1, 4</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> Power point Projector Laptops Open Educational Resources (Including: YouTube, MOOCS-Udemy/courseera, khan academy, TESSA) 			
Required Text (core)	<p>Required: Akpanglo-Nartey, J. N. (1989). <i>A phonetics Course for Non-natives Speakers of English</i>. 2nd Edition. Tema: Sakumono Books.</p>			

Additional Reading List	Radford et al. (2009). <i>Linguistics. An Introduction</i> 2 nd Edition. United Kingdom. Cambridge University Press (Part 1 :2)
CPD Needs	Seminar/Workshop on phonetic representation of consonants

LESSON 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Dialectal variations in writing				Lesson Duration				3			
Lesson description	The lesson introduces the different sounds that occur in writing due to dialectal differences found in a language											
Previous student teacher knowledge, prior learning (assumed)	Students have had a lesson on language and dialect in the first year.											
Possible barriers to learning in the lesson	Student teachers may not know some sounds are not the same in writing due to dialectal differences											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.</p>											
<ul style="list-style-type: none"> 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?						
	Demonstrate knowledge and skill in teaching dialectal variation in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43)		<ul style="list-style-type: none"> Employ appropriate various teaching and learning strategies in classroom Use appropriate teaching strategies to cater for learners with different backgrounds 			<ul style="list-style-type: none"> It is likely that the time allocated may not be sufficient to deal with the variation in dialectal in writing in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the different dialect sounds. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 						
Topic: Dialectal variation in writing	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	<ul style="list-style-type: none"> Revise with students through question and answer technique what the differences between a language and a dialect are. 				<ul style="list-style-type: none"> Answer the questions asked by the tutor/lecturer to revise what language and dialect are. 					

	Standardisation of a language	Stage 1: 40mins	Group discussion and Presentation <ul style="list-style-type: none"> Tutor puts student teachers into groups to brainstorm on the dialectal differences and its impact on standardisation of language strategies employed in reading. Tutor asks student teachers to do group presentation in class. (PDP Theme 3, P. 75) 	Group discussion and Presentation <ul style="list-style-type: none"> Brainstorm and discuss various dialectal differences and its impact on standardization in groups. Do oral presentation discussing the dialectal differences and its impact standardization of language used.
	Identification of different dialectal sounds	Stage 2: 40mins	Class Discussion <ul style="list-style-type: none"> Tutor shows a video clip/play an audio of conversation of people with different dialectal background for students to listen and identify any differences in speech sounds.eg https://www.youtube.com/watch?v=-0EAzuMjmfo (PDP Theme 4, P. 25) Tutor discusses and guides student teachers to note down the identified different speech sounds from the clip. 	Class Discussion <ul style="list-style-type: none"> Student teachers listen to /watch the audio/video clip and write down the identified differences of sounds from the dialects. Student teachers participates in the discussion and note down the correct identified different speech sounds.
		Stage 3: 50mins	Group Presentation <ul style="list-style-type: none"> Tutor puts student teachers in groups for them to use their smartphones or any technology available to look for some steps on standardisation. Tutor asks groups to present their findings to the class. (PDP Theme 4, P. 79) 	Group Presentation <ul style="list-style-type: none"> Each of the groups discusses their views on steps of standardisation and use the identified sounds from the audio/clip as illustrations. Groups do oral presentation in class.
		Stage 4: 30mins	Group Discussion and presentation <ul style="list-style-type: none"> Tutor groups student teachers based on language /dialectal differences and asks them to brainstorm and discuss some vocabularies that exhibit different sounds in the vocabulary (same meaning) due to dialectal differences. Tutor asks students to make brief oral presentation of the findings in class and later submit a written presentation from the findings. Tutor/lecturer discusses with student teachers the different vocabularies and guides student teachers to note the standardized vocabulary. (PDP Theme 3, P. 69) 	Group Discussion and presentation <ul style="list-style-type: none"> Student teacher brainstorm and discuss in groups some vocabularies that exhibit difference in sounds in vocabularies. Student teachers do a brief oral presentation on their findings on the dialectal differences in relation to the sounds and later submit the written presentation of the findings. Student teachers notes the different sounds in the vocabularies identified and note the standardised ones.

	School visit		<ul style="list-style-type: none"> Tutor asks student teachers to observe any dialectal differences among learners and its effect on their learning during their school visit. 	<ul style="list-style-type: none"> Report to the class dialectal differences found during school visit and its impact on their learning and how to improve the teaching
	Closure	Stage 5:10mins	<ul style="list-style-type: none"> Tutor/lecturer uses questioning to get students to summarize the lesson (PDP Theme 2, P. 35) 	<ul style="list-style-type: none"> Student teachers summarize the lesson indicating the key things they have learnt
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Component 1: COURSEWORK Summary of Assessment Method: Assessment for and as learning (1 group presentation written submitted from the oral presentation (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting:10% Assesses Learning Outcomes: Course learning outcome 4			
Teaching Learning Resources	<ul style="list-style-type: none"> Smartphones Laptops Video 			
Required Text (core)	Wardhaugh, R. (2015). <i>An Introduction to Sociolinguistics (7th Edition)</i> . Sussex: Wiley Blackwell			
Additional Reading List	Akpanlo-Nartey, J. N. (1989). <i>A phonetics Course for Non-natives Speakers of English (2nd Edition)</i> . Tema: Sakumono Books.			
CPD Needs	A talk on dialectal variations in writing and how to handle them in classroom.			

LESSON 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12	
Title of Lesson	Distribution of vowels				Lesson Duration	3
Lesson description	This lesson is focused on the occurrence of vowels in words. It discusses the vowels that can appear initial, media and final position of the word.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to vowel sounds already.					
Possible barriers to learning in the lesson	Student teachers may not be aware that all the vowels cannot occur in all positions in the word. Large class size					
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: Independent study: Seminars: E-learning opportunities					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	Demonstrate knowledge of the principles and rules in the writing of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20).		<ul style="list-style-type: none"> Identify the distribution of vowels rules of writing a Ghanaian language through verbal and written responses. Describe the distribution of vowels of writing a Ghanaian language through verbal and written responses. Apply the rules in writing the distribution of vowels a Ghanaian language through written responses. 		It is likely that the time allocated may not be sufficient to deal with the vowel distribution in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the types of study skills. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, groupings, observation and enquiry skills, digital literacy, 	
Topic: distribution of vowels	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
	Revision of vowels	Stage 1:10mins	Teacher Activity		Student Activity	
			<ul style="list-style-type: none"> Tutor guides student teachers to review the previous lesson with students through brainstorming, question and answer techniques on vowels and their representation. 		<ul style="list-style-type: none"> Student teachers respond to the questions asked by the tutor/lecturer to revise previous lesson on vowels and their representation. 	

	What is distribution	Stage 2: 60mins	<p>Class Discussion</p> <ul style="list-style-type: none"> Tutor/lecturer leads discussions on distribution of vowels in Ghanaian language. <p>Student teachers are put into groups to brainstorm on the position/ place of distribution within the word.</p> <ul style="list-style-type: none"> Initial position Medial position Final position <p>Tutor/lecturer guides each group to put down some examples on the board for the class. [PDP Theme 3, P. 69]</p>	<p>Class Discussion</p> <ul style="list-style-type: none"> Student teachers do brainstorming, discussions and sharing ideas orally on distribution. Student teachers in small groups share their place of distribution discussed with another group in class. <p>Each group puts down the places/positions within the word found on the board for all to see.</p>
	Vowels found in all positions	Stage 3:60mins	<p>Face-To-Face</p> <ul style="list-style-type: none"> Tutor/Lecturer shows all the vowels of the Ghanaian language that are found in all positions and ask student teachers to discuss in three groups the distribution of each vowel displayed after putting the vowels in three groups Identify from the vowel group assigned vowels that occur in all positions (PDP Theme 4, p. 79) (BSC Strand 5) 	<p>Face-To-Face</p> <ul style="list-style-type: none"> Student teachers work in groups by identifying the distribution of the vowels assigned to them. Each group presents orally to the class the distribution of the vowels assigned to them
	Vowels in only two positions	Stage 4: 50mins	<p>Group work</p> <ul style="list-style-type: none"> Tutor puts student teachers in groups for them to use play a game on distribution of the vowels found in two positions in a word and check which group has more words using some of the vowels. (BSC Strand 5) Tutor allows each group to present their finding in class. (PDP Theme 4, p. 79) 	<p>Group work</p> <ul style="list-style-type: none"> Student teachers work in groups and present the written words on the distribution of the vowels for checking. Groups present to class their findings
	Vowels in only a specific position	Stage 5: 20mins	<p>Class Discussion</p> <ul style="list-style-type: none"> Tutor/lecturer engages learners in a class discussion on vowels that occur in specific position in a word (PDP Theme 3, p. 69) (BSC Strand 5) 	<p>Class discussion</p> <ul style="list-style-type: none"> Student teachers discuss the vowels found in only specific position.

	School visit		<ul style="list-style-type: none"> Tutor asks student to report to class the dialectal differences noted during school visit and its impact on the learning 	<ul style="list-style-type: none"> Report on dialectal differences observed during school visit and share ideas on its impact on learning and how it will aid in improve teaching
	Closure	Stage 6:10mins	<ul style="list-style-type: none"> Tutor/lecturer summarises the key points of the lesson through questioning 	<ul style="list-style-type: none"> Student teachers respond to questions from tutor and asks questions for clarification to note the key points
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Component 2: COURSEWORK Summary of Assessment Method: Assessment for and as learning (written assignment from the distribution game to be submitted after class and one report from the school visits in the last three weeks. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: 10 % (for the report on school visit) Assignment Assesses Learning Outcomes: Course learning outcome 4			
Teaching Learning Resources	<ul style="list-style-type: none"> Smartphones Laptops 			
Required Text (core)	Radford, A., Atkinson, M., Britain, D. , Clahsen, H. & Spencer, A. (2009). <i>Linguistics: an introduction (2nd Edition)</i> . Cambridge: Cambridge University Press (Part 11 :9)			
Additional Reading List	Peter, R. (2000). <i>English Phonetics and Phonology(3rd Edition)</i> . Cambridge: Cambridge University Press.			
CPD Needs	Seminar on the teaching of vowel distribution.			

LESSON 6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Distribution of consonants.			Lesson Duration	3		
Lesson description	The lesson introduces students to the occurrence of consonants in words in relation to the position: initial, medial, final.						
Previous student teacher knowledge, prior learning (assumed)	Students have had lessons on letters of the alphabet and speech sounds.						
Possible barriers to learning in the lesson	Large class size Students may not be aware that all the consonants do appear all the positions of the word						
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: Independent study: Seminars: E-learning <i>opportunities</i>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Demonstrate knowledge and understanding of distribution of consonants and apply them in their writing. (NTS 1b)	<ul style="list-style-type: none"> Identify the rules of writing consonants of Ghanaian language through verbal and written responses. Describe the rules of distribution of consonants in writing a Ghanaian language through verbal and written responses. Apply the rules in consonant distribution in writing a Ghanaian language through written responses. 			<ul style="list-style-type: none"> It is possible that student teachers do not the distribution of consonants. PowerPoint presentation and You Tube videos can be used for better understanding Critical thinking, collaboration, enquiry skills, digital literacy, diversity and inclusion 		
Topic: Developing Study Skills	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: 10min	<ul style="list-style-type: none"> Tutor asks questions to recap the previous lesson and revise lesson on letters of the alphabet. Ask student teachers to talk about the findings on consonants during the school visit. 		<ul style="list-style-type: none"> Student teachers answer questions to revise what they learnt on previous lesson and lesson on letters of the alphabet Class discuss their findings on consonant teaching during school visit. 		
	Distribution of consonants (monographs)	Stage 1: 80min	Class Discussion and presentation <ul style="list-style-type: none"> Tutor puts students into mixed groups of four and ask them to brainstorm and 		Class discussion and group <ul style="list-style-type: none"> Mixed groups brainstorm and select the monograph from the consonants. 		

			<p>select the monographs from all the consonants. (Theme 4. P. 25).</p> <ul style="list-style-type: none"> • Tutor puts student teachers into three groups each with each group task to identify the monographs that occur only in two positions, all positions and only one position. (BSC Strand 5) • Tutor leads discussion after the peer review on each group task on all the positions and the monographs identified. 	<ul style="list-style-type: none"> • Each group presents their assigned task to the class for peer review. • Student teachers ask for explanation on all the positions identified
	Distribution of consonants (diagraphs and trigraphs)	Stage 2: 80min	Class Discussion and presentation <ul style="list-style-type: none"> • Tutor asks student teachers to search online with any technological device and write down the diagraphs and trigraphs found in their Ghanaian language spoken • Tutor leads a class discussion on distribution of diagraph and trigraph consonants after students have discussed in groups (PDP Theme 3 p.69) (BSC Strand 5) 	Class discussion and presentation <ul style="list-style-type: none"> • Student teachers search online and note down the diagraphs and trigraphs found in their Ghanaian language. • Student teachers work in groups to and present their findings by partaking in the discussion lead by the tutor.
	School visit		<ul style="list-style-type: none"> • Tell student teachers to observe the teaching of the distribution of all the consonants and note down the pronunciation as well. 	<ul style="list-style-type: none"> • Record in their journals as part of their portfolio how the teaching of distribution of consonants are done and what they learnt that will help improve teaching
		Closure: 10min	<ul style="list-style-type: none"> • Tutor asks student teachers to summarize the lesson in pairs telling a pair what was learnt. 	<ul style="list-style-type: none"> • Student teachers summarize the lesson highlighting the key points they have taken from the lesson
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Component 1: COURSEWORK Summary of Assessment Method: Assessment for and as learning (Class participation during the group presentation on the task assigned to each group on monographs as questions are asked (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting:5% Assesses Learning Outcomes: Course learning outcome 1			
Teaching Learning Resources	<ul style="list-style-type: none"> • Smartphones • Laptops • Projector 			
Required Text (core)	Yule, G. (2014). <i>The study of Language</i> (5 th Edition). Cambridge: Cambridge University Press (Chapt 3)			
Additional Reading List	Peter, R. (2000). <i>English Phonetics and Phonology</i> (3 rd Edition). Cambridge: Cambridge University Press.			
CPD Needs	Seminar on the distribution of consonants from the various Ghanaian languages			

LESSON 7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Word classes			Lesson Duration	3		
Lesson description	This lesson deals the major and minor word classes of the language. It discusses briefly the affixes they take and their functions.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been using the nouns, verbs and adjectives in writing. Student teachers have heard of part of speech in their English lesson in the SHS.						
Possible barriers to learning in the lesson	Student teachers may be aware of the different affixes for the word classes Student may not know the criteria employed in identifying a word class.						
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: Independent study: Seminars:						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Interpret the principles and rules component of using the word classes of the Ghanaian language curriculum. (NTS 2c: 13)		<ul style="list-style-type: none"> Know, understand, and explain the Ghanaian language component on principles and rules of word classes in writing 		<ul style="list-style-type: none"> It is likely that the time allocated may not be sufficient to deal with the word classes in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the major and minor categories of word classes. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, Cultural diversity and inclusion 		
Topic: Principles and rules of writing Word classes	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	<ul style="list-style-type: none"> Tutor guides student teachers to review the previous lesson with students through question and answer technique. 		<ul style="list-style-type: none"> Student teachers answer the questions asked by the tutor/lecturer to revise previous lesson. 		
	Discuss what word classes are.	Stage 1: 10mins	<ul style="list-style-type: none"> Tutor asks student teachers to discuss what word classes (lecturer had already asked student teachers to do research on word classes). 		<ul style="list-style-type: none"> Student teachers discuss using think pair share on what word class is. 		

			<ul style="list-style-type: none"> Tutor discusses with student teachers and clarifies what word classes are and explain the two categories. 	<ul style="list-style-type: none"> Student teachers asks for further explanation to understand word class and for the explanation of two main categories.
Major word class	Stage 2:60min	<p>Discussion and oral presentation</p> <ul style="list-style-type: none"> Tutor puts student teachers into groups to brainstorm and discuss the major word classes in Ghanaian language (nouns, verbs, adjectives, adverbs). (BSC Strand 5) Tutor asks student teachers to do group presentation in class of major classes and the affixes (inflectional) they occur with. [PDP Theme 4 p. 79] 	<p>Discussion and oral presentation</p> <ul style="list-style-type: none"> Brainstorm and discuss argumentative and cause and effect writings. Do oral presentation discussing the major word classes and some prefixes they occur with. 	
Minor word class	Stage 3: 40min	<p>Group discussion</p> <ul style="list-style-type: none"> Tutor groups and asks student teachers to play word game and identify the minor categories (prepositions, conjunctions etc.) from the word game. . Tutor asks student teachers to present the minor categories identified from the word game. [PDP Theme 3 p. 69] (BSC Strand 5). Tutor summarises the major and minor word classes and their affixes through class discussion and ask student teachers to observe during school visit. 	<p>Group discussion</p> <ul style="list-style-type: none"> Groups of Student teachers play word game on word classes and identify the minor categories from the game. Student teachers present their information on minor word classes orally to the class. Student teachers record the findings from the discussion and note down the affixes and later observe the use of the affixes during school visit. 	
Criteria used in identifying word classes.	Stage 4:40min	<p>Class discussion</p> <ul style="list-style-type: none"> Tutor asks a student teacher to share their finding on two criteria used in identification of word classes from the research done before the class discussing the main criteria for distribution of word classes. [PDP Theme 3 p. 69] 	<p>Class discussion</p> <ul style="list-style-type: none"> Student teachers share their finding from the research on criteria used for identification of word classes. Students partake in class discussion on the main criteria. 	
School Visit		<ul style="list-style-type: none"> Tutor tells student teachers to observe during school visit what they learnt and compare with what is being taught in the school 	<ul style="list-style-type: none"> Student teachers observe and compare with that they learnt and what is done in the schools and note them down in reflective journals for class discussion. 	
Closure	Stage 5:20min	<ul style="list-style-type: none"> Tutor asks student teachers to summarise main ideas from the lesson in groups. Ask students teachers to write on two of the major 	<ul style="list-style-type: none"> Student teachers present their main findings to summarise the lesson orally. Student teachers do a 	

			word classes examining their affixes in groups.	draft of two major word class for onward submission in groups.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Component 1: COURSEWORK Summary of Assessment Method: Assessment for and as learning (1 written assignment submitted from the draft assignment (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 7			
Teaching Learning Resources	<ul style="list-style-type: none"> • PowerPoint • Projector • Video clip • Smartphones • Laptops 			
Required Text (core)	Radford, A., Atkinson, M., Britain, D. , Clahsen, H. & Spencer, A. (2009). <i>Linguistics: an introduction (2nd Edition)</i> . Cambridge: Cambridge University Press (Part 11 :9)			
Additional Reading List	Yule, G. (2014). <i>The study of Language(5th Edition)</i> . Cambridge: Cambridge University Press. Chapt 3-4			
CPD Needs	Workshop on teaching of word classes in Ghanaian languages.			

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Tense, Aspect markers and plural formation				Lesson Duration	3	
Lesson description	This lesson discusses the tense, and aspect markers on verbs and plural formation and agreement/number markers on word classes						
Previous student teacher knowledge, prior learning (assumed)	Student teachers studied word classes before. Student teachers have been forming sentences in English during their studies.						
Possible barriers to learning in the lesson	Student teachers may not know how tense and aspect is marked on the Ghanaian language verb.						
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: Independent study: Seminars: Practical activity						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Demonstrate knowledge of the principles and rules in the writing tense, aspect and plural formation of word classes of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20).		<ul style="list-style-type: none"> Identify the rules of tense, aspect marking and plural formation of writing a Ghanaian language through verbal and written responses. Describe the rules of tense, aspect marking and plural formation of writing a Ghanaian language through verbal and written responses. Apply the rules in tense and aspect marking as well as plural formation in writing a Ghanaian language through written responses. 		<ul style="list-style-type: none"> It is possible the tutor/lecturer may focus more on some stages than others in the lesson for instance plural formation. This can be solved by tutor informing student teachers about two weeks to the lesson on the topic and do some addition practical with them. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 		
Topic: Principles of writing Tense, Aspect markers and plural formation	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	<ul style="list-style-type: none"> Tutor guides student teachers to review the previous lesson with students through questioning and answering technique. Tutor asks student teachers to narrate their observation from the school visit on the word classes and some of the affixes taught. 		<ul style="list-style-type: none"> Answer the questions asked by the tutor/lecturer to revise previous lesson. Narrate their findings and observation from the school visit. 		

	What is inflectional affixes are?	Stage 1: 10mins	<ul style="list-style-type: none"> Tutor asks student teachers to discuss the affixes of the major word classes (lecturer had already asked student teachers to do research on topic). Tutor discusses with student teachers and clarify what is role inflectional affix plays. 	<ul style="list-style-type: none"> Discuss using think pair share on affixes of major word class. Ask for further explanation to understand the role of inflectional affix.
	Tense	Stage 2: 30mins	Question and answer <ul style="list-style-type: none"> Through leading questions ask student teachers to identify the word class that is marked for tense. Tutor asks student teachers to work in pairs to identify how tense is marked on the verb or ways of marking tense in a Ghanaian language (PDP Theme 2. P. 75) 	Question and answer <ul style="list-style-type: none"> Student teachers answer questions to identify the word class marked for tense <p>Student teachers work in pair to look for information and state the ways of marking tense.</p>
	Aspect marking	Stage 3:40min	Brainstorming and oral presentation <ul style="list-style-type: none"> Tutor puts student teachers into groups to brainstorm on what aspect is. Tutor asks student teachers to do group presentation in class after discussing aspect marking in a Ghanaian language. (PDP Theme 4, p. 79) 	Brainstorming and oral presentation <ul style="list-style-type: none"> Brainstorm and discuss in groups what aspect is. Do oral presentation discussing the aspect markers.
	Plural formation and agreement number markers.	Stage 4: 40min	Group discussion <ul style="list-style-type: none"> Tutor shows a video on talk/speech and ask student teachers to identify the plural words. Eg https://www.youtube.com/playlist?list=PL4A1446D924B9C895 Tutor puts student teachers into groups to discuss the plural form of words and identify how the plurals are form as well as identify any agreement markers/plural affixes of the words the words occur with. (PDP Theme 4, p. 79) 	Group discussion <ul style="list-style-type: none"> Watch the video and identify the plural words in it. Discuss in detail the plural affixes of the words and number markings on the words the plural words occur with in groups.
	Identify tense, aspect and plural affixes/markers in passage	Stage 5:30min	Class Presentation <ul style="list-style-type: none"> Tutor asks student teachers in groups to identify all tense, aspect markers and number markers from a passage displayed on powerpoint (eg slideshare.net) from a technological device. Tutor lets student teachers explain the identified markers in groups and listen and ask questions. (PDP Theme 4, p. 79) 	Class Presentation <ul style="list-style-type: none"> Select tense, aspect markers and plural /number markers from the passage displayed in groups. Listen to samples of the markers from each group and discuss the markers and do the corrections where necessary.

	School visit		<ul style="list-style-type: none"> Tutor asks student teachers to observe some of these markings in writings when they visit schools 	<ul style="list-style-type: none"> Student teachers will observe some of these markings in writings when they go for school visit.
		Closure: 20min	<ul style="list-style-type: none"> Tutor asks student teachers to summarise the lesson on tense aspect and plural formation. Tutor asks students teachers to write a draft of an assignment on plural formation for onward submission in groups. 	<ul style="list-style-type: none"> Student teachers summarise the lesson orally. Student teachers in groups do a draft of the plural formation for onward submission after the lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Component 2: COURSEWORK Summary of Assessment Method: Assessment for and as learning (1 group assignment written and submitted and the draft in class and check on reflective journal writings done so far since school visit. (Core skills targeted are communication, teamwork/collaboration, enquiry skills, digital literacy) Weighting: 10 % (for the reflective journal). Assesses Learning Outcomes: Course learning outcome 1			
Teaching Learning Resources	<ul style="list-style-type: none"> PowerPoint Projector Video clip Smartphones Laptops 			
Required Text (core)	Haspelmath, M. & Simons, A. D. (2010). <i>Understanding Morphology</i> (2 nd Edition). London: Hodder Education.(Chapter 2 , 5)			
Additional Reading List	Yule, G. (2010). <i>The Study of Language</i> (5 th Edition). Cambridge: Cambridge University Press.			
CPD Needs	Seminar on teaching of Tense Aspect and Mood (TAM) markers.			

LESSON 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Punctuations							Lesson Duration	3							
Lesson description	The lesson introduces student teachers to appropriate use of punctuations.															
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been using some punctuations in their writings.															
Possible barriers to learning in the lesson	Student teachers may not be aware of the appropriate use of some punctuations.															
Points on inclusivity, equity and addressing diversity																
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: Independent study: Practical Activity: e-learning opportunity:															
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators			Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?									
	<ul style="list-style-type: none"> • Demonstrate knowledge of the use of punctuations of principles and rules in the writing of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20). 			<ul style="list-style-type: none"> • Identify the appropriate punctuation of rules of writing a Ghanaian language through verbal and written responses. • Describe the punctuations used in rules of writing a Ghanaian language through verbal and written responses. • Apply the punctuations rules in writing a Ghanaian language through written responses 			It is likely all the punctuations cannot be dealt with in one lesson readings can be given to student teachers either online or books for further studies. <ul style="list-style-type: none"> • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 									

Topic: Principles of writing Punctuations	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: 10 mins	<ul style="list-style-type: none"> Tutor guides student teachers to review the previous lesson through questioning and ask student teachers to brainstorm on what punctuation is and then think pair share. 	<ul style="list-style-type: none"> Student teachers revise the previous lesson by answering the questions asked. Student teachers brainstorm on what is punctuation and think pair share in class
	Discuss appropriate use of full stop and comma	Stage 1: 40mins	Class/group discussion <ul style="list-style-type: none"> Tutor groups student teachers to discuss where and when full stop and comma are used in a passage Tutor leads a discussion student teacher to know the appropriate use of full stops and commas after oral presentation by class. Tutor gives about five line passage for full stops and commas to be placed in correctly for peer review (PDP Theme 3, p. 75) 	Class / group discussion <ul style="list-style-type: none"> Groups discuss where and when full stop and commas is used in a passage. Present orally to the class their ideas of full stops and commas and partake in the class discussion for better clarification. Group present the short passage with appropriate use of full stops and commas for peer review.
	Use of colon	Stage 2: 50mins	Class discussion and exercise <ul style="list-style-type: none"> Tutor guides student teachers to discuss use of colon in writing. Tutor gives a passage for students to put in comma, full stop and colon appropriately. (PDP Theme 3, p. 75) 	Class assignment and exercise <ul style="list-style-type: none"> Guide student teachers to evaluate the views on the use of colon in writing. Present the given passage to the tutor.
	Use of semi colon	Stage 3: 30mins	Class discussion <ul style="list-style-type: none"> Tutor guides student teachers to identify semi-colon in a passage and discuss where and where it is used correctly in writing. 	Class discussion <ul style="list-style-type: none"> Student teachers identifies the semi-colon and discuss when, where and how it is used in writing correctly.
	Use of question mark and exclamation mark	Stage 4: 20mins	Think pair sharing <ul style="list-style-type: none"> Tutor asks students to search online the use of question mark and exclamation mark and do think pair sharing. Tutor uses PowerPoint presentation to clarify use of question mark and exclamation mark 	Think pair sharing <ul style="list-style-type: none"> Student teachers search online with their smartphones and share their views through think pair and share. Student teachers listens to the power point presentation and asks for explanation where necessary.
	Use of quotation marks	Stage 5: 20mins	Class discussion <ul style="list-style-type: none"> Tutor shows on video from YouTube on use of punctuation marks for student teachers to 	Class discussion <ul style="list-style-type: none"> Student teachers watch the video discuss the use of quotation marks.

			<p>identify from the video the use of quotation marks.eg https://www.youtube.com/watch?v=LdCOswMeXFAQ</p> <ul style="list-style-type: none"> Tutor gives students a text to identify the use of quotation marks and discuss. 	<ul style="list-style-type: none"> Student teacher writes down examples of the use of quotation marks from a text.
	School visit		<ul style="list-style-type: none"> Tutor asks student teachers to observe what punctuations are taught at which level and note down the how assessment for instance is done by teachers on punctuations. 	<ul style="list-style-type: none"> Student teachers observe the punctuations at the levels and how they are assessed and write a small report for submission.
		Closure/Conclusion: 10mins	<ul style="list-style-type: none"> Tutor recaps the lesson by referring to the video clip on the use of punctuations. 	<ul style="list-style-type: none"> Asks questions to clarify areas that are still difficult to understand.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	<p>Component 1: COURSEWORK Summary of Assessment Method: Assessment for and as learning (1 written assignment on punctuation marks) (Core skills targeted are communication, teamwork/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> PowerPoint Projector Video clip/ YouTube videos Smartphones Laptops 			
Required Text (core)	Berko G. J. (ed) (2005). <i>The development of language (6th Ed.)</i> . Needam Heights, MA: Pearson			
Additional Reading List	Hasson, G. (2012). <i>Brilliant communication skills: What the best communicators know, do and say</i> . Upper Saddle River, New Jersey: Pearson Education.			
CPD Needs	Seminar on the use of punctuations in text.			

LESSON 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Sentence construction				Lesson Duration				3			
Lesson description	This lesson is focused sentence construction and the functional types of sentences.											
Previous student teacher knowledge, prior learning (assumed)	Student-teachers have been introduced to writing. Student teachers have learnt basic sentence structure in year one											
Possible barriers to learning in the lesson	Student teachers may not be identified the types of sentences based on their functions.											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicu m					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Seminars: E-learning <i>opportunities</i> –											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators			Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?					
	Demonstrate knowledge of the principles and rules in the writing sentences of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20).			<ul style="list-style-type: none"> Identify the rules of sentence construction of writing a Ghanaian language through verbal and written responses. Describe the rules of forming a sentence of Ghanaian language through verbal and written responses. Apply the rules for sentence construction of a Ghanaian language through written responses. 			It is possible the tutor/lecturer may focus deal with the types of sentences alone without the function types. This can be solved by tutor informing student teachers about two weeks to the lesson to do some online research before class. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy 					
Topic: Principles of writing Sentence construction	Sub topic	Stage/time		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study								
		Introduction: 10mins		Teacher Activity				Student Activity				
		Introduction: 10mins		<ul style="list-style-type: none"> Tutor guides student teachers to review the previous lesson with students through questioning and answering technique. 				<ul style="list-style-type: none"> Answer the questions asked by the tutor/lecturer to revise previous lesson. 				
	What is a sentence?	Stage 1: 10mins		<ul style="list-style-type: none"> Tutor asks student teachers to discuss what is a sentence (lecturer had already asked student teachers to do research on sentence) 				<ul style="list-style-type: none"> Discuss using think pair share on what a sentence is. Ask for further explanation to understand the sentence. 				

	Types of sentence types (declarative sentence)	Stage 2: 30mins	Group presentation <ul style="list-style-type: none"> Tutor puts student teachers into groups to use their smartphones to look for the basic sentence structure and types based on function. Tutor asks student teachers to do group presentation in class on declarative sentence. Tutor distributes strips of passages to student teachers for the latter to identify the component of the declarative sentence type. (PDP Theme 4, p. 79) 	Group presentation <ul style="list-style-type: none"> Student teachers to use their smartphones in groups to look for the basic sentence structure and types based on their function. Groups do oral presentation in class on declarative sentence type
	Interrogative sentence.	Stage 3: 40mins	Class discussion <ul style="list-style-type: none"> Tutor/lecturer leads student teachers to discuss components/features of an interrogative sentence. 	Class discussion/think pair share <ul style="list-style-type: none"> Student teachers write down and pair share the ideas.
	Exclamatory sentence	Stage 4:40mins	Think pair share and class discussion <ul style="list-style-type: none"> Tutor displays a text with exclamatory sentences in it and ask student teachers to identify the exclamatory sentence type from the text. Tutor asks students to discuss on what an exclamatory sentence is and the components of exclamatory sentence. Tutor asks student teachers to pair share their ideas in groups. 	Think pair share and class discussion <ul style="list-style-type: none"> Student teachers read the text and identify the exclamatory sentences within the text. Student teachers discuss what an exclamatory sentence is and the features/components of an exclamatory sentence. Student teachers pair share the ideas and note them down.
	Imperative sentence	Stage 5:40mins	Class discussion <ul style="list-style-type: none"> Tutor displays a text and asks student teachers to identify imperative sentence from the text. Tutor asks student teacher to explain what a imperative sentence is and its structure in groups Tutor leads class discussion on structure of imperative sentence. (PDP Theme 4, P. 79) 	Class discussion <ul style="list-style-type: none"> Student teachers reads the text and identify what they know imperative sentence is. Student teachers explain what an imperative sentence is in groups and present to another group Student teachers share in the discussion and correct their ideas on imperative where necessary
School Visit			<ul style="list-style-type: none"> Tutor asks student teachers to observe the teacher's knowledge on sentence types and how they teach the learners at each level. 	<ul style="list-style-type: none"> Student teachers will report on the teachers' knowledge of sentence types sand how they teach each type at the levels.

	Closure	Stage 6: 10mins	<ul style="list-style-type: none"> • Tutor engages students by using question and answer technique to close the lesson. • Tutor gives the displayed text to student teachers to identify the types of sentences and submit in groups after the lesson 	<ul style="list-style-type: none"> • Student teachers answer questions to close the lesson. • Student teachers take the text to do the assignment for onward submission later.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Component 2: COURSEWORK			
	Summary of Assessment Method: Assessment for and as learning (1 group assignment written and submitted and the oral presentation assessed as well as one report from the school visit previously (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: 10 % Assesses Learning Outcomes: Course learning outcome 4			
Teaching Learning Resources	<ul style="list-style-type: none"> • Smartphones 			
Required Text (core)	Ladefoged, P. & Johnson, K.(2011). <i>A course in phonetics (6th Edition)</i> . Boston, MA: Wadsworth. (Chapt 5)			
Additional Reading List	Hasson, G. (2012). <i>Brilliant communication skills: What the best communicators know, do and say</i> . Upper Saddle River, New Jersey: Pearson Education. Berko G. J. (ed) (2005). <i>The development of language (6th Ed.)</i> . Needam Heights, MA: Pearson			
CPD Needs	Workshop on sentence types in Ghanaian languages.			

LESSON 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12						
Title of Lesson	Writing paragraphs.			Lesson Duration	3						
Lesson description	This lesson introduces the student teachers to the appropriate way of writing a paragraph and the steps involve in writing a good paragraph.										
Previous student teacher knowledge, prior learning (assumed)	The student teacher has learned about grammar and writing										
Possible barriers to learning in the lesson	Student teachers may not know the steps in writing a good paragraph Large Class size										
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: Independent study: Seminar: Practical Activity: e-learning opportunity:										
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators			Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?					
	Demonstrate knowledge of the principles and rules in paragraph writing of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20). Demonstrate knowledge and skill in teaching principles and rules in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43)		<ul style="list-style-type: none"> • Identify the rules of paragraph writing a Ghanaian language through verbal and written responses. • Describe the rules of paragraph writing a Ghanaian language through verbal and written responses. • Apply the rules in developing paragraph of writing a Ghanaian language through written responses. • Employ appropriate various teaching and learning strategies in classroom Use appropriate teaching strategies to cater for learners with different backgrounds 			<ul style="list-style-type: none"> • Many student teachers have been writing essays but do not really know the steps involve in developing a good paragraph. Similarly, student teachers are not able the features of a good paragraph in writings. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 					

Topic: Writing paragraph	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: 10 mins	<ul style="list-style-type: none"> Tutor uses questioning to guide students to review what they learned on grammar and writing and the role of grammar in effective writing. Tutor asks student teachers to tell what they saw from their school visit on the previous lesson. Tutor gives an overview of the new lesson on paragraph writing 	<ul style="list-style-type: none"> Student teachers answer questions to revise the previous lesson. Student teachers discuss their findings from the school visit and what they learnt from the visit Student teachers take note of the new lesson review.
	What is a paragraph	Stage 1: 40 mins	Question and Answer <ul style="list-style-type: none"> Tutor introduces the topic on paragraph writing and use leading and probing question to lead student teachers to discuss what a paragraph is. (PDP Theme 3, p. 69) 	Question and Answer <ul style="list-style-type: none"> Student teachers answer questions to get the meaning and explanation of paragraph.
	Developing a paragraph	Stage 2: 70mins	Discussion and oral presentation <ul style="list-style-type: none"> Tutor discusses with student teachers the steps involve in writing paragraph using brainstorming technique. Tutor/lecturer discusses with student teachers the main characteristics of a paragraph. (PDP Theme 3, p. 69) Tutor puts student teachers in group to discuss supporting sentences, topic sentence etc. in paragraph before an oral presentation in class. 	Discussion and oral presentation <ul style="list-style-type: none"> Student teachers brainstorm in pairs the steps involve in writing a paragraph. Each pair share with the rest of the class. Student teachers brainstorm in groups to bring out the main characteristics of a good paragraph as well as topic sentence, supporting sentence etc. Groups do presentations.
		Stage 3: 50mins	Group presentation <ul style="list-style-type: none"> Tutor groups student teachers by mixing them based on mix ability grouping and assign each group a topic to develop a paragraph which must be shared with the class. Tutor provides appropriate feedback to student teachers on their presentations. (PDP Theme 4, P. 25) 	Group presentation <ul style="list-style-type: none"> Work in assigned groups to work on different topics. Student teachers make oral presentation to class and take note of comments in their journal.

	School Visit		<ul style="list-style-type: none"> Tutor informs student teachers to observe written paragraphs during school visit. 	<ul style="list-style-type: none"> Student teachers will observe the paragraph written by learners during school visit and put findings as part of portfolio
		Closure/Conclusion: 10mins	<ul style="list-style-type: none"> Tutor employs questioning and answering technique to recap and close the lesson. Tutor asks student teachers to read on the next topic 	<ul style="list-style-type: none"> Student teachers answer questions to summarise the lesson Read on the topic for the next class.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Component 1: COURSEWORK Summary of Assessment Method: Assessment for and as learning (written assignment from the oral presentation on paragraph writing in groups and submit for vetting stating each individual contribution, (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: 5% Assesses Learning Outcomes: Course learning outcome 5			
Teaching Learning Resources	<ul style="list-style-type: none"> PowerPoint Projector Video clip/ YouTube videos Smartphones The iBox (CENDLOS) 			
Required Text (core)	Berko G.J. (ed) (2005). <i>The development of language (6th Ed.)</i> . Needam Heights, MA: Pearson			
Additional Reading List	Hasson, G. (2012). <i>Brilliant communication skills: What the best communicators know, do and say</i> . Upper Saddle River, New Jersey: Pearson Education.			
CPD Needs	Workshop on knowledge update on paragraph writing.			

LESSON 12

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Vowel harmony			Lesson Duration			3
Lesson description	The lesson exposes student teachers to vowel harmony and its constraints. It also reviews all the lessons taught during the course.						
Previous student teacher knowledge, prior learning (assumed)	The student teacher has learnt vowel representation and distribution of vowels.						
Possible barriers to learning in the lesson	Student teacher might not be aware of how selection of vowels is made in words						
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: Independent study: Seminar: Practical Activity: e-learning opportunity:						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	Demonstrate knowledge and skills in identifying vowel harmony and apply them in their writing (e.g. computer applications (NTS 3b, j and NTECF bullet 8, p. 25)		<ul style="list-style-type: none"> Use the appropriate vowels when writing and teaching. Use appropriate vowels in transcription or phonemic writing. 		Student may not be aware of harmony in their languages and the types and this can be solved by giving out articles on the languages for reading before class. Student teachers can also observe during school visit vowel harmony in written text.		
Topic: Vowel Harmony and writing	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	<ul style="list-style-type: none"> Tutor guides student teachers to review the previous lesson and ask question on the lesson on vowels already taught. Tutor asks student teachers to share briefly their finding from the previous school visit. Tutor introduces the lesson by asking the student teachers to group the vowels into two sets 			<ul style="list-style-type: none"> Student teachers answer the questions to revise the lesson. Student teachers share with the class their observation from the school visit on the previous topic. Student teachers group the vowels into two sets. 	

	What is vowel harmony?	Stage 1: 40 mins	Brainstorming and class discussion <ul style="list-style-type: none"> Tutor uses brainstorming technique to help student teachers understand vowel harmony. (PDP Theme 3. P. 75) Tutor provides appropriate feedback and let student teachers make notes on what has been discussed on vowel harmony 	Brainstorming and class discussion <ul style="list-style-type: none"> Students in pairs brainstorm on what vowel harmony is. Student teachers share their ideas with colleagues and the entire class. Put down some notes from the feedback after the presentation.
	Constraints and types of vowel harmony	Stage 2: 70mins	Group discussion <ul style="list-style-type: none"> Tutor shows a video on vowel harmony from YouTube to student teachers eg https://www.youtube.com/watch?v=gTYqUiYPP4 Tutor groups and guides them to discuss what was in the video bring out their findings. Tutor provides feedback to student teachers on their presentations on constraints of vowel harmony and types of harmony. (PDP Theme 4, p. 79) 	Group discussion <ul style="list-style-type: none"> Student teachers watch the video carefully. Student teachers share with the class their findings from the video. Student teachers also ask question on constraints and types of vowel harmony to clarify issues.
		Stage 3: 20 mins	<ul style="list-style-type: none"> Tutor guides student teachers to think pair share and gives them an assignment. Tutor provides student teachers with assignment on vowel harmony. 	Think pair share and assignment <ul style="list-style-type: none"> Student teachers work in pairs to prepare the assignment and do a draft.
			<ul style="list-style-type: none"> Tutor asks student teachers to observe during school visit any vowel harmony among learners found in their speech and the types talked about in class. 	<ul style="list-style-type: none"> Student teachers will observe during the school visit the vowel harmony found in their speech and the types talked about. They write a short report for onward submission later.
		Closure/Conclusion: 30mins	<ul style="list-style-type: none"> Tutor employs questioning and answering technique to recap and close the lesson. Tutor answers student teachers question to clarify any misunderstanding. Tutor guides the student teachers to review the all the lessons taught in this course through questioning and answers. 	<ul style="list-style-type: none"> Student teachers answer questions to recap the main ideas in the lesson Student teachers ask questions for clarification. Student teachers review all the lessons learned in the course through summarizing the lessons learned.

Lesson assessments – evaluation of learning : of, for and as learning within the lesson(linked to learning outcomes)	<p>Component 1: COURSEWORK</p> <p>Summary of Assessment Method: Assessment for and as learning (1 written assignment on vowel harmony and a brief presentation at the beginning of the class about things observed from previous school visit) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Weighting: No weighting</p> <p>Assesses Learning Outcomes: Course learning outcome 5</p>
Teaching Learning Resources	<ul style="list-style-type: none"> • PowerPoint • Projector • Laptops • Open Educational Resources (Including: YouTube, MOOCS-Udemy/courseera, khan academy, TESSA)
Required Text (core)	Ladefoged, P. & Johnson, K. (2011). <i>A course in Phonetics</i> (6 th Edition). Boston, MA: Wadsworth
Additional Reading List	Akpanglo-Nartey, J. N. (1989). <i>A phonetics course for non-natives speakers of English</i> (2 nd Edition). Tema: Sakumono Books
CPD Needs	Workshop on teaching vowel harmony

Course Manual Writing Guide
Resources for Course Manual Writing
<ul style="list-style-type: none"> • Soft copies of the CWG, New Four-Year B.Ed. Curriculum introduction • Soft and hard copies of the course specifications for the subject for year one and two • Soft and hard Course Manual Writing Guide (CMWG) • Relevant subject texts
Target Audience
<ul style="list-style-type: none"> • College of Education Tutors • Teacher Education University Lecturers • Student Teachers • Mentors
The purpose of course manuals
<ul style="list-style-type: none"> • To provide a lesson by lesson overview of the course, building on, adapting and developing the material in the course specifications • To provide a resource to support professional development sessions for tutors/lecturers on how to plan for and teach courses from the New Four-Year B.Ed. Curriculum • To inform tutors /lecturers, student teachers and others working with student teachers about: <ul style="list-style-type: none"> – what is to be taught and why – how it can be taught – how it should be assessed • To support consistency in the implementation of the New Four-Year B.Ed. across institutions who train teachers • To ensure that all training information on skills, processes, and other information necessary to perform the teaching task are together in one place. • To operationalize the Teacher Education Reform Policy; the requirements of the NTS & NTECF and the Four-Year B.Ed.
Guiding principles of course manual writing
<ol style="list-style-type: none"> 1. They are written with the learner, the student teacher, in mind: what they will <i>be able</i> to cope with and only include what student teachers need to know, understand, be able to do and be as a basic school teacher 2. They take in to consideration the learner’s, the student teacher’s, context and possible barriers to, and enablers for, learning 3. They are written with the tutors /lecturers who are going to teach the course in mind. Tutors must be able to adapt and develop the plans in course manuals to fit the context they are teaching in and to support their teaching 4. They are aligned to the key principles and practices of the Teacher Education Reform Policy: the NTS, the NTECF and the New Four-Year B.Ed. 5. They are written to provide opportunities for student teachers to develop and apply knowledge during supported teaching in school 6. They are written to reflect the stage of student teacher development, set out in the model for progress in the New Four-Year B.Ed. 7. They are written to support progress in student teacher learning, including building on prior learning from the previous programme or course/s and supporting progress to the next course. 8. They are to be used as self-study tools. 9. They are written to have the following characteristics: easy to read; uses active voice and avoids jargon; uses bullet points to offset text; uses images
What a teacher educator needs to know, understand and use to inform what they do
<ul style="list-style-type: none"> • The aims and structure of the education system and Education strategic Plan • The Basic School Curriculum • The Inclusion Policy • The teacher education system: The National Teacher’s Standards, the vision for teacher education and the core principles of the New Four-Year B.Ed. • Andragogy, effective methods and practices for teaching adult learners • Assessment Literacy: Assessment for, of and as learning -Educative Assessment
Guidance for completing the course manual writing proforma: two sections
A. Course Information
Title Page
Course name: as in course specification unless important reason why not
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. ”			
Course Details: as in course specification unless important reason why not			
Pre-requisite/s	The programme / previous semester courses studied.		
Co-Requisites	Links to other courses being taught, support coherence in student experience and avoid duplication		
Course Level	Course Code	Credit Value	
Table of contents			
Each manual will include: <ol style="list-style-type: none"> 1. The goal for the subject or learning area 2. Course description 3. Key contextual factors 4. Core and cross cutting issues, including equity and inclusion 5. Course Learning outcomes 6. Course content 7. Teaching and learning strategies 8. Course Assessment components 9. Reading and reference list 10. Handouts, power points and other resources for lessons 11. Plans for each lesson in the semester 			
Course information			
Goal for the Subject or Learning Area			
This can be found in subject goal document. It should be a short statement which captures what new teachers will know, understand and be able to do in this subject at the end of their training. This statement should be linked to achieving the vision for the curriculum.			
Key contextual factors			
This can be found in the course specification. It should address what needs are to be considered to reflect the Ghanaian context at local and national levels.it includes potential knowledge and skills gaps and any specific: gender, cultural, linguistic, conceptual, infrastructural issues, for example, that might be barriers to learning for student teachers and eventually basic school children? E.g. issues of subject related bias that need addressing. Potential barriers to learning must be explicitly addressed to enable student teachers to achieve the learning outcomes.			
Course Description			
This can be found in the course specification. This brief statement should provide a clear understanding of what studying this course involves, what student teachers will get out of studying this course.			
Core and transferable skills and cross cutting issues, including equity and inclusion			
This can be found in the course specification. Which core and transferable skills or cross cutting issues will be applied or developed through this course? This needs to be made explicit to student teachers. Are there specific issues to do with equity and inclusion which must be addressed so that all student teachers can fully take part? For example, issues related to gender and mathematics or science.			
Course Learning Outcomes		Learning indicators	
These are in the course specification. The course learning outcomes should specify the expectations of what the student teachers will know, understand and be able to do at the end of the course not what student teachers will do on the course. They must be appropriate and realistic to the learner’s abilities, experience, the identified level of the course and <i>content</i> . They must be measurable – allowing assessment of student teacher achievement		<ul style="list-style-type: none"> • Measurable/assessable/observable performances that provide evidence of learning or other changes taking place in student teachers’ behaviour which demonstrate that they have met the learning outcome/s. • What the student teacher will need to do to show they have achieved the learning outcome. (in an inclusive lesson, this should vary and be responsive to student teacher’s individual characteristic) 	
Course content			
In the course specification. This should provide an outline of the academic and / or practical content of the course. It should be clear how this content relates to the achievement of the intended learning outcomes. The name of each unit in the course should be <i>briefly</i> set out – the name should make it clear what the unit is about.			

Unit	Topic	Sub-topic (If any)	Teaching and learning activities to achieve the learning outcome
Course Assessment Components			
<p>In the course specification. The NTS and the NTECF require a move away from largely examination-based assessment to strategies to enable assessment of student teachers' skills, knowledge and understanding against the learning outcomes and through these the against the NTS</p> <ul style="list-style-type: none"> • There should be a maximum of 3 assessment components per 3 credit-course; to avoid over loading student and tutors/ lecturers • The learning outcomes to be assessed by each assessment component should be identified. • Each assessment component should explicitly reference the NTS or aspects of the NTS it will assess. • Each assessment component should include: <ul style="list-style-type: none"> • The category or type, for example: written, coursework or practical, teaching, examination, collaborative project or presentation, poster, TLM • The type of assessment: of, for and /or as. • An indication of the size of each assessment component (e.g. duration of exams, word limit of written submissions, length of presentations; whether presentations have an individual or group etc.). • The weighting of each assessment component should be expressed as a % of total course mark (overall in each course: 60% continuous assessment of course work, 40% examination of course work). • Each assessment should be manageable and relevant to supporting the student teachers' development. <p>The guidance on assessing student teachers from the NTS, the NTECF the CWG and the New Four Year B.Ed. should be used.</p>			
Teaching and learning strategies			
<p>Detail in this section should show how the total learning hours will be used to achieve the intended learning outcomes, to provide a guide to the teaching and learning strategies to be used. Each teaching strategy should be selected as most appropriate to achieving the learning outcomes. This may include team teaching or additional tutors. As stated in the B.Ed. experiential learning and interactive teaching approaches are encouraged</p>			
Required Reading and reference list			
<p>One or two compulsory texts which must be made available to the student teachers and a SHORT list of 5 relevant references. These lists should be annotated with the key value of each text. Use APA style of writing.</p>			
Teaching and Learning Resources			
<p>Instructional resources required to support learning during the course e.g.: TLMs, lab and workshop equipment, videos, projectors</p>			
Course related professional development for tutors/ lecturers			
<p>This is not included the course manual but professional development needs must be identified to ensure all tutors / lecturers are prepared to teach the course identify any specific topics or issues which may be challenging for tutors / lecturers.</p>			

A. Semester lesson plans								
Guidance for Lesson planning								
<p>The expanded planning proforma was</p> <ul style="list-style-type: none"> Created using the course specification proforma CWG(p32/33) Designed to support writing lessons which address the key features of the New Four-Year B.Ed. curriculum The completed proformas will be an important piece of evidence for CoE in being awarded Transitional Support Funding (TSF) <p>Things to consider as you write and then review lessons:</p> <ul style="list-style-type: none"> Will all student teachers be able to achieve the learning outcomes and demonstrate the indicators by undertaking the activities set out in the lesson? What might be barriers to learning? How can you address these? How does the lesson support progress in and or consolidate student teacher learning; including building on prior learning and supporting progress to next lessons? How you can address transition from school to CoE in the first semester? Are there explicit links between learning outcomes, learning indicators and assessments? Do all activities support student teachers in achieving the learning outcomes? Is there an emphasis on interactive, learner focused approaches to training new teachers? Does it explicitly address cross cutting -issues: equity and inclusion, gender, SEND,ICT? Does it explicitly develop core skills, including: professional values and attitudes, classroom enquiry and reflection? Overall the lesson must be 'do-able' for the student teacher <ul style="list-style-type: none"> in the time available with the skills, knowledge and understanding they have 								
Title of Lesson								
Lesson Duration								
Lesson description		It is essential that student teachers know what this lesson is about. The lesson description should be short, clear, and accessible to all students.						
Previous student teacher knowledge, prior learning (assumed)		<ul style="list-style-type: none"> What links to previous knowledge / prior learning need to be built in to the lesson? Prior learning could be from: this course and previous lessons; from senior high school; from supported teaching in school/practicum; from other courses. NB important to build on work from previous lessons If you are unsure about previous knowledge or prior learning how you need to check for this as part of the activity in the lesson/s.If the expected prior knowledge is not adequate you will need to modify the lesson. 						
Possible barriers to learning in the lesson		<ul style="list-style-type: none"> What specific conceptual, linguistic, social, cultural, conceptual, gender, or ability related issues might stop student teachers in achieving the learning outcomes; act as barriers to their learning? How will you address these? Does this lesson require that student teachers examine their own bias? If so, you will need to plan support this 						
Points on inclusivity, equity and addressing diversity		<ul style="list-style-type: none"> You need to represent and address diversity in your lesson-plan. Are the multiple diversity issues (see diversity wheel) ? How would these issues be addressed with student teachers during activities for both their own learning and the learning of the students they will teach? How are issues of diversity (equity and inclusion) addressed in your lesson plan so that student teachers can see diversity modelled during this teaching and learning activity? How are issues of diversity (equity and inclusion) addressed in your lesson plan so that student teachers can learn how to address it with the students they will teach? For example: gender stereotype issues related to: PE, literacy and language, science and mathematics. 						
Lesson Delivery – chosen to support students in achieving the outcomes		Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.		<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Practical Activity: enabling experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities.</p>						

	<p>Work based learning: to allow students to undertake observation, enquiry and/or hands-on development work (mostly TVET)</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.</p> <p>Practicum (supported teaching in school): support to enable student teachers to experience and learn from the basic school context by doing observations and child study in Y1 to full class teaching in and action research in Y4.</p>						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> • What is the main thing you want student teachers to know, understand and be able to do as a result of this lesson? • Is this lesson aimed at: Learning or embedding a new concept? Developing a skill? Understanding how various concepts and skills come together to create a body of knowledge? Practicing the application of new knowledge? • This will relate back to the overall intention and learning outcomes for the course. 						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> • The learning outcomes for the lesson will enable student teachers to achieve the purpose for the lesson. • For example, in mathematics: student teachers are prepared to teach a specific mathematics operation. In this instance, the learning outcomes would be the things the students would need to know and do in order to be able to teach the operation. • What the student teacher will know and be able to do as a result of this lesson. ‘By the end of the lesson the student will....’ • Learning outcomes may be developed and re-visited over a number of lessons • Be realistic in terms of what can be achieved in any one lesson • Some learning outcomes may address specific student teacher needs 		<p>Learning Indicators</p> <ul style="list-style-type: none"> • Measurable/assessable/observable performances that provide evidence of learning or other changes taking place in student teachers’ behaviour which demonstrate that they have met the learning outcome/s. • What the student teacher will need to do to show they have achieved the learning outcome. (in an inclusive lesson, this should vary and be responsive to student teacher’s individual characteristic) 				
<p>Content of lesson picked and developed from the course specification</p> <p>Unit/s covered from the course specification:</p>	<p>Time or stage Identify how much time will be required for each part of the lesson</p>	<p>Topics and sub-topics (if any):</p>	<p>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</p> <table border="1" data-bbox="868 1778 1445 1998"> <thead> <tr> <th data-bbox="868 1778 1161 1823">Teacher Activity</th> <th data-bbox="1161 1778 1445 1823">Student Activity</th> </tr> </thead> <tbody> <tr> <td data-bbox="868 1823 1161 1998"> <ul style="list-style-type: none"> • Plan to model what is expected of student teachers • Plan for activities to support student teachers in working </td> <td data-bbox="1161 1823 1445 1998"> <p>For example: Interactive and collaborative group and pair work, e.g.,</p> <ul style="list-style-type: none"> • identifying, </td> </tr> </tbody> </table>	Teacher Activity	Student Activity	<ul style="list-style-type: none"> • Plan to model what is expected of student teachers • Plan for activities to support student teachers in working 	<p>For example: Interactive and collaborative group and pair work, e.g.,</p> <ul style="list-style-type: none"> • identifying,
Teacher Activity	Student Activity						
<ul style="list-style-type: none"> • Plan to model what is expected of student teachers • Plan for activities to support student teachers in working 	<p>For example: Interactive and collaborative group and pair work, e.g.,</p> <ul style="list-style-type: none"> • identifying, 						

			<p>towards and / or demonstrating achieving the learning outcomes.</p> <ul style="list-style-type: none"> • Where possible set up activities with students as active participants • Make links to other aspects of the New Four-Year B.Ed. programme or between subject and pedagogic knowledge • State if team teaching involved or additional tutors contributing 	<p>developing, presenting and evaluating suitable resources and materials</p> <ul style="list-style-type: none"> • picking out key points from education texts, raising questions and issues • sharing practice and experience • preparing for school visits • <i>self and peer assessment</i> <p><i>Other examples</i></p> <ul style="list-style-type: none"> • Student teacher led seminars • ICT e.g. discussion using VLE • Video observation of and analysis of teaching • Role-play
Which core or transferable skills will be used or developed and how	Core and transferable skills include: critical thinking, problem solving, social skills, creative thinking and communication skills, use of ICT			
Which cross cutting issues will be addressed or developed and how	Cross cutting issues include: assessment literacy and assessing students' progress and professional values and attitudes, reflection and classroom enquiry			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul style="list-style-type: none"> • Assessment as learning: ongoing self-assessment by student teachers reflecting on their own learning and making adjustments so that they achieve deeper understanding, occurs throughout the learning process. <i>This needs to be planned for in the lesson.</i> • Assessment of learning: is usually summative and is mostly done at the end of a task, unit of work, placement etc. Weighted Assessment Components in course outlines. <i>This needs to be planned for in the lesson.</i> • Assessment for learning: is using assessment as a means of finding out what students know, understand and are able to do and using that information to adapt teaching approaches and to differentiate according to different student needs, it occurs through the learning process, may be part of the Assessment components, and it occurs when assessing prior learning • Differentiation in lessons (UDL guidelines): the lesson needs to include a range of teaching and assessment strategies to motivate and reach all learners • The approach to assessment in lessons must be appropriate to the teaching and learning strategies 			
Instructional Resources	This may include: handouts, power points, examples of children's work, video, ICT activities, examples of previous student teachers' work			
Required Text (core)				
Additional Reading List				
CPD Needs				

