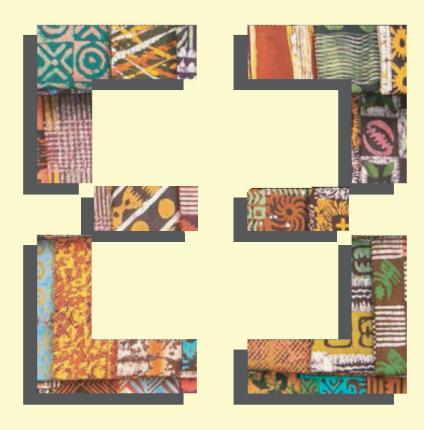


## Four-Year B.Ed. Course Manual

# **Introduction to English**

















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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 .....

#### **Course Manual Writing Guide Resources for Course Manual Writing** 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** College of Education Tutors **Teacher Education University Lecturers** Student Teachers Mentors The purpose of course manuals 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: 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 taskare 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 They are written with the learner, the student teacher, in mind: what they will be able 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 NTECF and the New Four-Year B.Ed. 5. They are written toprovide 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 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

	mpleting the course manual writing proforma	: two sections					
A. Course Information							
Title Page         i.       Course name: as in course specification unless important reason why not							
ii. The vision for theNew Four-Year B.Ed. Curriculum							
		d, motivated new teachers who are effective, engaging and					
		ove the learning outcomes and life chances of all learners					
		ing this to instil in new teachers the Nation's core values of					
		achieve inclusive, equitable, high quality education for all					
learners. "	,,, ,, ,, , , , , ,						
-	etails: as in course specification unless importa	ant reason why not					
Pre-	The programme / previous semester courses						
requisite/s							
Co-Requisites	Links to other courses being taught, support of	coherence in student experience and avoid duplication					
Course Level	Course Credit						
	Code Value						
Table of conten	ts						
Each manual wil	l include:						
1. The goa	al for the subject or learning area						
-	description						
3. Key cor	ntextual factors						
4. Core ar	nd cross cutting issues, including equity and incl	usion					
5. Course	Learning outcomes						
6. Course	content						
7. Teachir	ng and learning strategies						
8. Course	Assessment components						
9. Reading	g and reference list						
	its, power points and other resources for lesso	ns					
11. Plans fo	or each lesson in the semester						
	information						
	r the Subject or Learning Area						
		t 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 cu	rriculum.						
	ntextual factors						
		ss what needs are to be considered to reflect the Ghanaian					
		owledge and skills gaps and any specific: gender, cultural,					
		that might be barriers to learning forstudentteachersand					
		bias that need addressing. Potential barriers to learning must					
	ressed to enable student teachers to achieve the	ne learning outcomes.					
	Description						
		ent should provide a clear understanding of what studying this					
-	what student teachers will get out of studying						
	nd transferable skills and cross cutting issues, in						
		d transferable skills or cross cutting issues will be applied or					
		cit to student teachers. Are there specific issues to do with					
equity and inclu	sion which must be addressed so that all stude	nt teachers can fully take part? For example, issues related to					
	hematics or science.						
	Learning Outcomes	6. Learning indicators					
	e course specification. The course learning	Measurable/assessable/observable performances that					
	Id specify the expectations of what the	provide evidence of learning or other changes taking					
	s will know, understand and be able to do at	place in student teachers' behaviour which					
	coursenot what student teachers will do on	demonstrate that they have met the learning					
	ey must be appropriate and realistic to the	outcome/s.					
	es, experience, the identified level of the	• What the student teacher will need to do to show they					
	tent. They must be measurable – allowing	have achieved the learning outcome. (in an inclusive					
assessment of st	udent teacher achievement	lesson, this should vary and be responsive to student					
		teacher's individual characteristic)					

7. 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
courseshould be <i>briefly</i> set out – the name should make it clear what the unit isabout.
Unit Topic Sub-topic (If any) Teaching and learning activities to
achieve the learning outcome
8. Course Assessment Components
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
• 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:     The extension of the ex
• The category or type, for example: written, coursework or practical, teaching, examination, collaborative project or
presentation, poster, TLM
<ul> <li>The type of assessment: of, for and /or as.</li> <li>An indication of the size of each assessment component (e.g. duration of exams, word limit of written submissions,</li> </ul>
<ul> <li>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.).</li> </ul>
<ul> <li>The weighting of each assessment component should be expressed as a % of total course mark (overall in each</li> </ul>
course: 60% continuous assessment of course work, 40% examination of course work).
<ul> <li>Each assessment should be manageable and relevant to supporting the student teachers' development.</li> </ul>
The guidance on assessing student teachers from the NTS, the NTECF the CWG and the New Four Year B.Ed. should be used.
9. Teaching and learning strategies
Detail in this section should showhow 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
10. Required Reading and reference list
e 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.
11. Teaching and Learning Resources
Instructional resources required to support learning during the course e.g.: TLMs, lab and workshop equipment,
videos, projectors
Course related professional development for tutors/ lecturers
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.
D. Constanting the second s
B. Semester lesson plans
Guidance for Lesson planning
The expanded planning proforma was
<ul> <li>Created using the course specification proforma CWG(p32/33)</li> </ul>
• 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)
Things to consider as you write and then review lessons:
• 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?
<ul> <li>Descrit available address areas authing issues against and inclusion, gonder SEND ICT2</li> </ul>

Overall the lesson must be 'c     in the time avai		the student	teacher						
• with the skills, l		and underst	anding 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> <li>What links to previous knowledge / prior learning need to be built in to the lesson?</li> <li>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</li> <li>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.</li> </ul>								
Possible barriers to learning in						ncentual gende	r or ability		
the lesson	<ul> <li>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?</li> <li>How will you address these?</li> <li>Does this lesson require that student teachers examine their own bias? If so, you will need to plan support this</li> </ul>								
Points on inclusivity, equity				address dive	rsity in your le	sson-plan. Are t	he multiple		
and addressing diversity	<ul> <li>You need to represent and address diversity in your lesson-plan. Are the multiple diversity issues (see <u>diversity wheel</u>) ?</li> <li>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?</li> <li>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?</li> </ul>								
						ssed in your les			
						e students they we eracy and languation			
		nathematic		ype issues ie		eracy and langua	age, science		
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independent	e-learning	Practicum		
support students in achieving	face	Activity	Based		Study	opportunities			
the outcomes			Leaning						
Lesson Delivery – main mode	Eaco to fa	ce: oppor							
of delivery chosen to support									
student teachers in achieving	discussion	, brainstori	ming, questic	on and answe	er, etc. This can	-			
the learning outcomes.	discussion teacher le	, brainstorı d. It should	ning, questic not usually l	on and answe be the main r	er, etc. This can mode.	be tutor and / or	student		
	discussion teacher le <b>Practical A</b>	, brainstorr d. It should Activity: en	ming, questic not usually b abling experi	on and answe be the main r mentation ar	er, etc. This can mode. nd the analysis a	-	student		
	discussion teacher le <b>Practical A</b> document	, brainstorn d. It should Activity: en s and mate	ming, questic not usually l abling experi rials, as well	on and answe be the main r mentation ar as physical a	er, etc. This can node. nd the analysis a ctivities.	be tutor and / or and discussion of	student issues,		
	discussion teacher le <b>Practical A</b> document <b>Work base</b>	, brainstorn d. It should Activity: en s and mate ed learning	ming, questic not usually b abling experi- rials, as well : to allow stu	on and answe be the main r mentation ar as physical a rdents to und	er, etc. This can node. nd the analysis a ctivities.	be tutor and / or	student issues,		
	discussion teacher le <b>Practical</b> A document <b>Work base</b> on develo	, brainstorn d. It should Activity: en as and mate ed learning pment wor	ming, questic not usually l abling experi rials, as well : to allow stu k (mostly TVI	on and answe be the main r mentation ar as physical a rdents to und ET)	er, etc. This can node. nd the analysis a ctivities. lertake observa	be tutor and / or and discussion of tion, enquiry and	student issues, I/or hands-		
	discussion teacher le <b>Practical</b> A document <b>Work base</b> on develo	, brainstorn d. It should Activity: en as and mate ed learning pment wor to genera	ming, questic not usually l abling experi rials, as well : to allow stu k (mostly TVI	on and answe be the main r mentation ar as physical a rdents to und ET)	er, etc. This can node. nd the analysis a ctivities. lertake observa	be tutor and / or and discussion of	student issues, I/or hands-		
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	discussion teacher le Practical A document Work base on develo Seminars: and / or tu Independent materials	, brainstorn d. It should Activity: en is and mate ed learning pment wor to genera- utor led ent study: to promote	ming, questic not usually l abling experi rials, as well : to allow stu k (mostly TVI te group and to enable stu individual an	on and answe be the main i mentation ai as physical a idents to unc ET) individual cr idents to eng nd collaborat	er, etc. This can mode. nd the analysis a ctivities. lertake observa eativity, discuss gage with releva ive enquiry, mo	be tutor and / or and discussion of tion, enquiry and ion and reflectio	student issues, I/or hands- n: student ite		
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Learning Outcome for the	Learning Outcomes	Learning Indicators
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<ul> <li>Learning Outcomes</li> <li>The learning outcomes for the lesson will enable student teachers to achieve the purpose for the lesson.</li> <li>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.</li> <li>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'</li> <li>Learning outcomes may be developed and re-visited over a number of lessons</li> </ul>	<ul> <li>Learning Indicators</li> <li>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.</li> <li>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)</li> </ul>
Content of lesson picked and developed from the course specification	<ul> <li>Be realistic in terms of what can be achieved in any one lesson</li> <li>Some learning outcomes may address specific student teacher needs</li> <li>Time or stage Identify how much time will be required for</li> </ul>	depending on delivery mode selected. Teacher led,collaborative group work or independent study Student
Unit/s covered from the course specification:	each part of the lesson	Teacher ActivityActivity• Plan to model what is expected of student teachersFor example: Interactive and collaborative group and pair work, e.g.,• Plan for activities to support student teachers in working towards and / or demonstrating achieving the learning outcomes.For example: Interactive and collaborative group and pair work, e.g.,• identifying, developing, presenting and evaluating suitable resources and materials• identifying, developing, presenting and evaluating suitable resources and materials• Where possible set up activities with students as active participants• picking out key points from education texts, raising questions and issues• Make links to other aspects of the New Four-Year B.Ed.programme or between subject and pedagogic knowledge• sharing practice and experience• State if team teaching involved or additional tutors contributing• Student teacher led seminars• ICT e.g. discussion using VLE

Which core or transferable skills will be used or developed and how Which cross cutting issues will be addressed or developed	Video observation of and analysis of teaching Role-play re and transferable skills include: critical thinking, problem solving, social skills, creative thinking and communication skills, use of ICT ress cutting issues include: assessment literacy and assessing students' progress and professional values and attitudes, reflection and classroom enquiry
and how Lesson assessments –	Assessment as learning: ongoing self-assessment by student teachers reflecting on
evaluation of learning:of, for and as learning within the lesson	<ul> <li>their own <i>learning</i> and making adjustments so that they achieve deeper understanding, occurs throughout the learning process. <i>This needs to be planned for</i> <i>in the lesson</i>.</li> <li>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>.</li> <li>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</li> <li>Differentiation in lessons (UDL guidelines): the lesson needs to include a range of teaching and assessment in lessons must be appropriate to the teaching and learning strategies</li> </ul>
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	

Course Ma	Course Manual Writing										
A. Course Information											
e Page											
i. T	he vision	for the New Fou	ır-Y	ear B.Ed. Curricu	ılun	n					
To transfo	rm initial	teacher education	on a	and train highly q	ual	ified, motivated new teachers who are effective, engaging					
and fully p	repared t	to teach the basic	c sc	hool curriculum	and	so improve the learning outcomes and life chances of all					
learners th	ney teach	as set out in the	Na	tional Teachers'	Star	ndards. In doing this to instil in new teachers the Nation's					
core value	s of hone	esty, integrity, cre	eati	vity and responsi	ble	citizenship and to achieve inclusive, equitable, high quality					
education	for all lea	arners									
ii. C	ourse De	tails									
Course	Introdu	ction to English la	ang	juage							
name											
Pre-	Commu	inication Skills									
requisite											
Course	200 (	Course Code		Credit Value	3						
Level											
Table of co	ontents										
1. G	ioal for th	ne Subject or Lea	rni	ng Area							
The literac	cy studies	program is desig	gne	d to train effectiv	/e to	eachers who are able to support all learners in					
communic	ating effe	ectively through s	spe	aking, listening, r	reac	ling and writing so that they can achieve success in					
education,	, develop	into lifelong lear	ner	rs and improve lit	tera	cy for all of Ghana's children.					
2. C	ourse De	scription									
						the English language. The course comprises two major areas					
						duction to grammar. The purpose of phonetics and					
						ry tools of English language sounds and rules to enable					
				-		ocus then will be on the identification and production of					
						will also be covered. The purpose of the second part,					
-						y grammatical rules for effective text construction. Coverage					
						punctuation rules. The details will equip student teachers					
						ic knowledge and how to apply this in their reading and					
-						rences that and the L1, so as to assist learners overcome					
			-			rning process: use variety of (language) assessment modes to					
						odelling, speech practice, text analysis, group based projects,					
			e us	sed as modes of a	asse	essment of learning, as learning and for learning (NTECF P26;					
NTS2c:13;			_								
-	-	xtual factors	11								
						the medium of instruction from Primary 4 to JHS 3 and					
		• •				nd beyond. Consequently, student teachers have varying					
						e, this course, Introduction to English, is to serve as a					
remedial for student teachers with a limited exposure to the English language and a consolidating course for student											
teachers who have had a fair amount of exposure to the language.											
2. Although teachers may have knowledge in the subject content, many of them lack the knowledge and skills to handle											
effectively learners with special needs in the English Language classroom. 4. Core and transferable skills and cross cutting issues, including equity and inclusion											
4. C					ssu	es, including equity and inclusion					
		ritical thinking an	ia p	ioplem solving							
		ollaboration									
		ommunication									
		bservation and E	nqı	JILA SKIIIS							
		igital literacy									
1	• Ci	Cultural diversity and inclusion									

5. Cours	se Learning Outcomes		6. Learning Inc	dicators			
<ol> <li>Demonstrate knowledge of English speech sounds. (NTS 2c, 13)</li> <li>Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)</li> <li>Demonstrate knowledge in the basic orthographic rules in English (NTS 2c, 13)</li> </ol>			<ul> <li>1.1 Identify English speech sounds</li> <li>1.2 Describe English speech sounds</li> <li>1.3 Produce English speech sounds</li> <li>2.1 Identify and describe different types of meaningful word- forms in English (NTS 2c: 13)</li> <li>2.2 Describe how English words are formed (NTS 2c: 13)</li> <li>2.3 Explain how words are put together to form meaningful sentences in English(NTS 2c: 13)</li> <li>3.1 Demonstrate ability to use English punctuation rules</li> </ul>				
4: Demonst unique	rate knowledge and und strengths of different le g, 14; NTECF 23)		correctly in writing. 3.2 Explain basic English spelling rules 3. 1 Work collaboratively with mentors and colleagues. 3. 2 Observe and discuss the experiences of the pupils in the English classroom				
7. Cours	se Content						
Unit	Торіс	Sub-top	pic if any)	Teaching and learning activity to achieve the learning outcomes			
2	Introduction to phonetics and phonology English Consonants	English Vowels Identification and • Pure vowels Short vowels • Diphthongs • Triphthongs Identification and • Simple consona • Consonant clust	, Long vowels and production of: ints	<ul> <li>Teacher-led discussion of the types, number and features of English vowels</li> <li>Teacher-led demonstration of English vowel production</li> <li>Use ICT (audio/video) to play/listen to the distinctive production of</li> <li>English vowel sounds in isolation and in context</li> <li>Student teachers to pair and practice the sound production</li> <li>Teacher-led discussion the types, number and features of English vowels</li> <li>Teacher-led demonstration of how to produce these sounds</li> <li>Use ICT (audio/video) to play/listen to the distinctive production of English consonant sounds in isolation and in context</li> <li>Student teachers to pair up and practice the production of English consonants</li> </ul>			
3	Introduction to Morphology & Semantics	Morpho-Semantic Introduction to m • Types of morpho - lexical vs gram - free vs bound - affixes • Word formation - affixation - conversion etc Introduction to m • Definition • Types of meanir pragmatic • Sense relations	orphology emes matical processes eaning in English	<ul> <li>Teacher-led discussion of definitions and types of word forms in English</li> <li>Definitions of meaning and types of meaning in English</li> <li>Group-based word formation games, i.e. student teachers to use various morphemes in various processes to form words in English</li> </ul>			

4	Introduction to English Grammar	Word Classes: Nouns Pronouns Adjectives Verbs • tense/aspect Adverbs Prepositions - Simple prepositions, Complex prepositions • The Sentence Elements of the sentence • Subject • Predicate • Object • Phrases • Clauses Types of sentence • Compound sentence • Complex sentence • Complex sentence • Complex sentence • Complex sentence • Sentence Faults • Sentence fragments • Run-on/fused sentence Misplaced/dangling modifiers • Faulty parallelism • Split infinitives	<ul> <li>Seminar ( teacher-led seminar (s) to review English word classes</li> <li>Group work (student teachers to work in groups to identify various English word classes in selected texts</li> <li>Student-led presentations (student teachers make a presentation based on their study of text types)</li> <li>Project work (student teachers to observe and write a brief report on how English grammar is taught in the schools.</li> <li>Discussion (teacher-led discussion /overview of the English sentence and its elements)</li> <li>Group work (students teachers to work in groups to identify sentence elements and sentence types in selected texts)</li> <li>Practice drills (student teachers to construct different types of English sentences</li> <li>Teacher to guide students to review sentence elements and sentence types in given texts</li> <li>Discussion (Teacher-led discussion of common sentence faults in English and how they occur</li> </ul>
5.	English Orthography	Syllable guide Affixes Prefixes Infixes suffixes Punctuation Rules Commas Full stop Colon Semi-colon Capitalisation	Discussion (teacher-led discussion of English spelling • Project work (student teachers to do a mini project on the difference between British and American spelling rules • Practice drills (on spelling English words correctly) • Tutorials - student teacher-led tutorials to solve (review/correct) spelling problems Teacher-led discussion of the uses of punctuation in English • Group work (student teachers to do group presentations on the differences between British and American English punctuation) • Practice drills (using writing tasks that require student teachers to solve punctuation problems in texts, and also to use English punctuation appropriately)

2. Teaching and Learning Strategies
This course will be taught in a one3 hour session each week.
Group work
Demonstrations
Think, pair and share
School visits
Discussion
Concept mapping
Individual work and presentation
Teacher modelling
Brainstorming
Questioning
3. Course Assessment Components
Component 1: COURSEWORK -
Summary of Assessment Method: Assessment of learning (1 diagnostic quiz) on process and forms of communication,
barriers to effective communication, developing critical reading and writing skills, and referencing (Core skills addressed
include communication, creativity, teamwork/collaboration, inclusivity, observation and inquiry skills, digital literacy)
Weighting: 40%
Assesses Learning Outcomes: Course Learning outcomes measured 1, 2, 3, 4, 5, and 8
Component 2: COURSEWORK
Summary of Assessment Method: Assessment for and as learning (1 Group presentationand class participation(core
skills targeted are inclusivity, communication, critical thinking, observation and inquiry skills, digital literacy, team work)
Weighting: 30 %
Assesses Learning Outcomes: Course learning outcomes measured 6, 7, and 8
Component 3: COURSEWORK
Summary of Assessment Method: 1 observation and report writing on school visits Weighting: 30% (core skills targeted
are (core skills targeted are inclusivity, communication, critical thinking, observation and inquiry skills, digital literacy,
team work)
Assesses Learning Outcomes: Learning Outcomes to be measured 6 and 8
4. Required Reading and Reference List
Required:
APA (2010). A guide to APA referencing (6th edition). Washington, DC: American Psychological Association.
Ajmani, J. C. (2012). Good English: Getting it right. New Delhi: Rupa Publications.
Berko G., J. (ed) (2005). <i>The development of language (6<sup>th</sup>ed)</i> .Needam Heights, MA: Pearson
Hasson, G. (2012). Brilliant communication skills: What the best communicators know, do and say. Upper Saddle River,
New Jersey: Pearson Education.
5. Teaching and Learning resources
Computer/laptop
Projector
Smartphones
Tablets
TV and Radio
Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA)
The iBox (CENDLOS)
Language lab
sample academic writings
6. Course related professional development for tutors/ lecturers
Seminar/workshops on communication skills by a resource person
<ul> <li>Workshop to discuss the various stage in the effective communication skills</li> </ul>
Seminar/ workshop to update tutors knowledge teaching communication skills

Year of B.Ed. 2	Semes	ter 1	Place	<mark>of lesson</mark> i	n semester	<b>1</b> 2	345678910	0 11	12
Title of Lesson	English v	English vowels Lesson Duration 3hrs							
Lesson description Previous student teacher knowledge, prior learning (assumed)	This first assessme Student	The lesson introduces student-teachers to the production of English vowel sounds. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course Student teachers have already been producing English sounds and also pronouncing English words. They have also been introduced to the phonetics and phonology of a Ghanaian language.							
Possible barriers to learning in the lesson Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	know the Face- to-face Face-to-f discussio led. It sho Independ promote be part o Seminars or tutor li E-learnin environm	Activity Activity ace: oppor n, brainstorn buld not usu dent study: individual a f any of the t to genera ed. g opportuni	Work- Based Learning tunity for ar ming, questi ally be the r to enable st nd collabora above mode te group and ties – involv an be part o	but they ma Seminars on extended a on and answ nain mode. udents to en tive enquiry es d individual o ing the use o	cing some Englisi ay not be pronoun Independent Study nd coherent line ver, etc. This can l ngage with releva , more in-depth a creativity, discuss of interactive pact above modes of c	of argu be tuto nt and nalysis	hem correctly. <b>prtunities</b> ument. It includes or and / or studer appropriate mat s and developme d reflection: stud and virtual learning	Praces s nt tea nt. Th ent a ng	cticum acher s to nis can
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS enderseed</li> </ul>									
• Learning Outcome	Learning	Outcomes		Learning Ir	ndicators				
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	1: Der of	nonstrate English unds. (NTS 2	speech		/ English speech he English inds e English	may with detail tutor teach soun and a colle	ikely that the tim not be sufficient the various soun ils and this can be clecturer asking ners to listen to s ds online after th also practice with agues. Core skills target communication, collaboration, ok and enquiry skill literacy,	to de ids in e solv stude ome ne les n thei ced in	eal ved by ent of the son r clude ation

Topic: Introduction to Phonetics	Sub topic	Stage/time	Teaching and learning to achie depending on delivery mode s	elected. Teacher led,
and Phonology			collaborative group work or in	
1			Teacher Activity	Students Activity
	Orthography vs. sounds Phonetics vs. Phonology	Introduction: 20mins	<ol> <li>Introduces the lesson by explaining the difference between sounds of the English language and letters of the alphabet to students.</li> <li>Guides student teachers to give examples to illustrate the difference between orthography</li> </ol>	<ol> <li>Give examples of letters of the alphabet and sounds of the English language.</li> <li>Give examples of words to illustrate the differences between spelling and pronunciation of words.</li> </ol>
			<ul> <li>and pronunciation</li> <li>3. Explains the difference between phonetics and phonology</li> <li>4. Explains the difference between vowels and consonants</li> </ul>	<ol> <li>Explain how they understand the difference between phonetics and phonology.</li> <li>Give examples of consonants and vowels sounds.</li> </ol>
	English Vowels: Pure Vowels- Short Vowels	Stage 1: 50mins	<ol> <li>Discussestypes and features of English vowels</li> <li>Demonstrates the production of English short vowels</li> <li>Guides student teachers to give examples of words containing short vowels</li> <li>Uses ICT (audio/video) to play/listen to the</li> </ol>	<ol> <li>Listen to explanation on distinction between long and short vowelsGive examples</li> <li>Pair and practice the production of short vowels</li> <li>Give examples of words that contain short vowel sounds.</li> <li>Listen to the production of short vowels on</li> </ol>
		Charles 2, 50 minut	<ul> <li>distinctiveproduction of short vowel sounds in isolation and incontext.</li> <li>5. Guides student teachers to listen to the production of short vowels on youtube.</li> <li>(provide link)</li> </ul>	youtube in isolation and in context. Give examples of words containing short vowels to illustrate the differences between these sounds.
	Long Vowels	Stage 2: 50mins	<ol> <li>Guides student teachers to listen to long vowel sounds on youtube (provide link)</li> <li>Guides student teachers to produce long vowel sounds in isolation and in context.</li> <li>Guide students to identify long vowels sounds in a group of words</li> </ol>	<ol> <li>Pair, listen and practice the production of long vowel sounds on youtube.</li> <li>Produce long vowel sounds in isolation and in context.</li> <li>Identify long vowels sounds in a group of words</li> </ol>

Which cross cutting issues will be addressed or developed and how Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to	Cultural     Collabor Summary of Asse	ngs1.Guides Student teachers to use ICT (audio/video) to play/listen to the distinctive production of diphthongs and triphthongs in isolation and in context.(provide link)diphth treproduction of diphthongs/triphtongs to student teachers.2.Demonstrates the production of diphthongs/triphtongs to student teachers.2.Practic production of diphthongs/triphtongs to student teachers.3.Guides student teachers. 3.3.Guides student teachers. diphthongs/triphtongs 				
learning outcomes) Teaching Learning Resources	Smartph     Laptops					
Required Text (core)	Laptops Roach, P. (2009). English phonetics and phonology: A practical course (4th ed.). Cambridge: Cambridge University Press.					ed.). Cambridge:
Additional Reading List	<ul> <li>Carr, P. (2013). English phonetics and phonology: An introduction (2nd ed.) West Sussex: Wiley-Blackwell.</li> <li>Frost, R. &amp; Katz, M. (1992). Orthography, phonology, morphology and meaning. (1st ed.). London: Longman</li> <li>Odden, D. (2013). Introducing phonology (2nd ed.) Cambridge: Cambridge University Press.</li> <li>Schuele, C. M. &amp; Murphy, N. G. (2014). Intensive phonological awareness (IPA) programme. Paris: Brookes Publishing Company.</li> </ul>					
	Odden, D. (2013) Schuele, C. M. &	Murphy, N. G. (2014	4). Int	ensive phonological awarer	-	

Yea	ar of B.Ed. 2 S	emester	1	Place of les	son in sem	ester <sub>1</sub> 2	3 4 5 6 7 8 9 10	11 12	
Ti	tle of Lesson	Consona	nts				Lesson Duration	3	
•	Lesson description					sounds of Eng		·	
•	Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the leason	and short Student t	Student teachers have been introduced to vowel sounds and the differences between long and short vowel sounds in the previous lesson. Student teachers may not have been producing some consonants sounds correctly. Also,						
	learning in the lesson	correctly					e pronouncing th		
•	Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face	Practical Activity	Work- Based Learning	Seminars	Independe nt Study	e-learning opportunities	Practicum	
•	Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	discussion teacher le Independ to promot This can b Seminars: and / or tr E-learning environm	<ul> <li>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.</li> <li>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</li> <li>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</li> <li>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.</li> </ul>						
•	Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed								
•	Learning Outcome for the lesson, picked and	Learnin	g Outcome	s Lea	rning Indicato	ors			
•	developed from the course specification Learning indicators for each learning outcome	knowle	onstrate dge of Engli sounds. (NT	sh sper S 1.2 sper 1.3	Identify Englis ech sounds Describe Engl ech sounds Produce Engli ech sounds	may ish the v this c sh tutor teach soun also • comr obse	ikely that the time not be sufficient t arious sounds in c can be solved by /lecturer asking si ners to listen to so ds online after the practice with their Core skills target munication, collab rvation and enqui al literacy,	o deal with letails and cudent me of the e lesson and colleagues. ced include oration,	

Topic: Introduction	Sub topic	Stage/time	Teaching and learning to ac	
to Phonetics and Phonology			depending on delivery mod collaborative group work o	
			Teacher Activity	Student Activity
,	Concernant	la tra du atí a ru		Face-to-face
	Consonant Sounds Places of	Introduction: 20mins Stage 1:	<ol> <li>Face-to-face</li> <li>Introduces the lesson by asking student teachers to indicate the differences between vowels and consonants.</li> <li>Guides the student teachers to give examples of consonant sounds.</li> <li>(PDP Theme 2, p. 11).</li> </ol>	<ul> <li>Student teachers explain the main difference between the production of vowels and the production of consonants.</li> <li>Student-teachers give examples of consonant sounds in English.</li> </ul>
	Articulation	50mins	<ol> <li>Tutor/lecturer explains the various places that obstruction occur during the production of English consonant sounds by illustrating the production of these sounds to student – teachers and telling them the labels used to describe these sounds:</li> <li>Bilabial/labiodental/dental /alveolar/palate- alveolar/velar/glottal.</li> <li>Teacher/lecturer shows teachers a labelled video of the various places of articulation.</li> <li>Tutor/lecturer guides student teachers to identify the various places that obstruction occurs in the production of English consonants in pairs.</li> <li>Tutor/lecturer guides student teachers to identify the various places that obstruction of English consonants in pairs.</li> <li>Tutor/lecturer guides student teachers to produce the English consonant sounds.</li> <li>Tutor/lecturer guides student teachers to listen to the production of consonant sounds on youtube. (provide link</li> <li>Tutor/lecturer guides students to describe the various places that obstruction of consonant sounds.</li> <li>Tutor/lecturer guides</li> <li>Students to describe the various places that obstruction of consonant sounds.</li> <li>Tutor/lecturer guides students to give examples of words containing consonant sounds that are</li> </ol>	<ul> <li>Student -teachers observe the various places of articulation as teacher produces the sounds.</li> <li>Student -teachers watch a labelled video of places of articulation of English consonants.</li> <li>Student -teachers pair with other student -teachers to produce consonant sounds at various places of articulation.</li> <li>Student -teachers identify the various places of articulation by indicating the place names and by giving examples of words that contain these sounds.</li> <li>Student -teachers listen to the production of consonant sounds on youtube. (provide link</li> <li>Student -teachers describe the various places that obstruction which occurs in their production of consonant sounds.</li> <li>Student -teachers give examples of words containing consonant sounds that are produced at different places of articulation</li> </ul>

		produced at different places of articulation (PDP Theme, p. 75).	
Manner of Articulation	Stage 2: 50mins	<ul> <li>Face-to-face</li> <li>1. Tutor/lecturer guides student teachers to listen to the production of English consonant sounds on youtube. (provide link)</li> <li>2. Tutor/lecturer guides students to produce consonants sounds in different manners: plosives/fricatives/affric ates/nasals/laterals/trill s</li> <li>3. Tutor/lecturer guides students to identify and describe the various manners in which specified consonants are produced.</li> <li>4. Tutor/lecturer guides student teachers to work in pairs to produce consonant sounds in different manners.</li> </ul>	<ul> <li>Face-to-face</li> <li>Student-teachers listen to the production of English consonant sounds on youtube.(provide link</li> <li>Student -teachers produce consonants sounds in different manners: plosives/fricatives/affricates /nasals/laterals/trills</li> <li>Student -teachers identify and describe the various manners in which specified consonants are produced.</li> <li>Student -teachers work in pairs to produce consonant sounds in different manners.</li> </ul>
State of the glottis	Stage 3: 25mins	<ul> <li>Face-to-face</li> <li>Tutor/Lecturer eexplains to student- teachers the different states that the glottis assumes in the production of speech sounds.</li> <li>Tutor/Lecturer shows student-teachers a short video of the different states that the glottis assumes in the production of speech sounds. (provide link</li> <li>Tutor/Lecturer asks student teachers to place their fingers on their larynx as they produce pairs of voiced and voiceless sounds.</li> <li>Tutor/Lecturer asks students to stop their ears with one finger and produce pairs of voiced and voiceless consonant sounds.</li> <li>(PDP Theme 4, p. 76).</li> </ul>	<ul> <li>Face-to-face, e-learning &amp; seminar</li> <li>Student -teachers describe the different states that the glottis assumes in the production of consonant sounds.</li> <li>Student-teachers watch a short video of the different states that the glottis assumes in the production of speech sounds and discuss this. (provide link</li> <li>Student -teachers place their fingers on their larynx as they produce pairs of voiced and voiceless sounds.</li> <li>Student -teachers stop their ears with one finger and produce pairs of voiced and voiceless consonant sounds</li> <li>Student -teachers share the differences they observe.</li> </ul>
Consonant Clusters	Stage 4: 25mins	Face-to-face Tutor/lecturer explains what consonant clusters are to student teachers and asks them to give	Face-to-face Student teachers give examples of words that contain consonant clusters

	Closure/conc lusion	Stage 5: 10mins	examples of words that contain consonant clusters. (PDP Theme 3, p. 69). Face-to-face Tutor/lecturer summarizes lesson by engaging student teachers in question-answer techniques. Tutor/lecturer also clarifies student teachers' challenges (PDP Theme 2, p. 7).	<b>Face-to-face</b> Student teachers answer questions to close lesson. They also seek clarifications by way of asking questions.				
Which cross cutting issues will be addressed or developed and how Lesson assessments	Cultural      Collabora     Summary of Asses	<ul><li>Digital literacy</li><li>Cultural diversity and inclusion</li></ul>						
<ul> <li>evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)</li> </ul>			consonant sounds as recorded on Course learning outcome 1	their digital tools).				
Teaching Learning Resources	<ul> <li>Smartphe</li> <li>Laptops</li> </ul>							
Required Text (core)	Cambridge Univ	Roach, P. (2009). English phonetics and phonology: A practical course (4th ed.). Cambridge: Cambridge University Press.						
Additional Reading List	<ul> <li>Carr, P. (2013). English phonetics and phonology: An introduction (2nd ed.) West Sussex: Wiley-Blackwell.</li> <li>Frost, R. &amp; Katz, M. (1992). Orthography, phonology, morphology and meaning. (1st ed.). London: Longman</li> <li>Odden, D. (2013). Introducing phonology (2nd ed.) Cambridge: Cambridge University Press.</li> <li>Schuele, C. M. &amp; Murphy, N. G. (2014). Intensive phonological awareness (IPA) programme. Paris: Brookes Publishing Company.</li> </ul>							
CPD Needs	Workshop o	n the production	and description of English sound	5.				

Year of B.Ed. 2	Semester 1	Place o	<mark>f lesson in se</mark>	mester	12 <b>3</b> 4 5 6 7 8	39101112			
Title of Lesson	Morphology			Lesso	n Duration	3			
Lesson description	This lesson is intend English language.	This lesson is intended to introduce student teachers to word formation processes in the English language.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers ca	n read and	write.						
Possible barriers to learning in the lesson	Student teachers ma	ay have diff	iculties in using	appropriate	morphemes in v	word formation.			
Lesson Delivery – chosen to support students in achieving the outcomes	Fac Practical e- Activity to- face	Work- Based Learning		Independen t Study	e-learning opportuniti	Practicum			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: oppor discussion, brainstor teacher led. It should Independent study: to promote individu This can be part of a Seminars: to gener and / or tutor led. E-learning opportun environments. This delivery mode in its	ming, ques d not usuall t to enable ial and colla any of the a ate group a nities – invo can be part	tion and answer y be the main m students to eng iborative enquir bove modes ind individual cro olving the use of	, etc. This car ode. age with rele y, more in-de eativity, discu interactive p	n be tutor and / want and appro opth analysis an ussion and refle ackages and vir	' or student priate materials d development. ction: student tual learning			
• Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.									
• rite in full aspects of the NTS addressed									
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	forms and they are use	basic 2.2 and g of vord- how d to 2.2 aning	arning Indicator I Identify and de different type meaningful w forms in Engl (NTS 2c: 13) 2 Describe how I words are foo (NTS 2c: 13) 3. Explain how w are put toget form meanin sentences in (NTS 2c: 13)	escribe es of vord- ish English rmed vords her to gful	skills, inclusivit	nd transferable y, equity and ersity. How will			
	2. Demonstrate basic knowledge and understanding of Eng word-forms and how	glish	L Identify and de different type meaningful w forms in Engl	es of vord-	may mix British	lish. For diversity,			

	they are used to create meaning (NTS 2c, 13)		<ul> <li>(NTS 2c: 13)</li> <li>2.2 Describe how English words are formed (NTS 2c: 13)</li> <li>2.3. Explain how words are put together to form meaningful sentences in English(NTS 2c: 13)</li> </ul>		<ul> <li>both versions however, student teachers' attention should be drawn to consistency in their usage of any of the versions.</li> <li>Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,</li> </ul>	
Topic: Introduction to Morphology	Sub topic	Stage/tii	me	depending on deliv	very mo	achieve learning outcomes: ode selected. Teacher led, or independent study
				Teacher Activity		Student Activity
	Introduction to morphology	Introduc 10mins	tion:	<ul> <li>Face-to-face</li> <li>3. Introduces the le through discussion the definition of morphology.</li> <li>4. Guides student teachers to give examples morphics. Guides student teachers to separe basic morphement from those that he more than one</li> </ul>	on on emes. rate s	<ul> <li>Face-to-face</li> <li>Student teachers brainstorm to arrive at the definition of morphology.</li> <li>Student-teachers give examples of morphemes.</li> <li>Student teachers categorize words into basic morphemes and those that have more than 1 morphemes</li> </ul>
	• Types of morphemes - lexical vs grammatical	Stage 1: 35mins		morpheme. Face-to-face 8. Discusses different between lexical a grammatical morphemes with student teachers 9. Guides student teachers to give examples to differentiate betw the 2 morpheme 10. Explains a langua game (eg. countil berries) to student teachers and guid them to play it to distinguish as man lexical morpheme as possible.	and ween s ge nt des o any es	<ul> <li>Face-to-face</li> <li>Student –teachers contribute to the discussion on the differences between lexical and grammatical morphemes.</li> <li>Student teachers give example of the 2 morphemes.</li> <li>Student –teachers play the language game (eg. Counting berries)</li> </ul>
	- free vs bound morpheme	Stage 2: 35mins		<ul> <li>Face-to-face</li> <li>11. Discusses differee between bound a free morphemes student teachers</li> <li>12. Guides student teachers to give examples to differentiate between between bound a free morpheme</li> <li>13. Explains a langua game (eg. countiberries) to student</li> </ul>	ween s and with s s age ng	<ul> <li>Face-to-face</li> <li>Student –teachers contribute to the discussion on the differences between free and bound morphemes.</li> <li>Student teachers give example of the 2 morphemes.</li> </ul>

	- affixes	Stage 3: 30mins	<ul> <li>teachers and guides them to play it to distinguish as many free morphemes from bound morpheme as possible.</li> <li>Face-to-face</li> <li>Discusses with student teachers the meaning and types of affixes</li> <li>Guides student -teachers to give examples of prefixes, infixes and suffixes.</li> <li>Guides student -teachers to play a language game to differentiate among the 3 (prefixes, infixes and suffixes)</li> </ul>	<ul> <li>Student -teachers play the language game (eg. Counting berries)</li> <li>Face-to-face, e-learning &amp; seminar</li> <li>Student -teachers participate in the discussion of meaning and types of affixes.</li> <li>Student -teachers give examples of prefixes, infixes and suffixes.</li> <li>Student -teachers play the language game as guided by the teacher.</li> </ul>
	Word formation processes - affixation - conversion etc     Closure/conc	Stage 4: 60mins Stage 5:	<ol> <li>Discusses word formation processes with student teachers</li> <li>Puts student -teachers in groups and gives each group a word formation process to develop as many words as possible.</li> <li>Uses languages games to draw student -teachers' attention to the various word formation processe.</li> </ol>	<ul> <li>Face-to-face</li> <li>Student -teachers participate in the discussion</li> <li>In groups, student - teachers use word formation process allocated to them to develop as many words as possible.</li> <li>Student -teachers identify words according their group word formation process</li> </ul>
	Liosure/conc lusion	Stage 5: 10mins	Summarizes lesson by engaging student – teachers in question/answer technique and clarifies their challenges.	Student –teachers answer questions to close the lesson. They seek clarifications by way of question
Which cross cutting issues will be addressed or developed and how Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning	Collabor.     Diversity     Summary of Asses     aspects of the les     Core skill targeted	nd inclusivity ation/teamwork ssment Method: son.(. d: communicatio		
outcomes) Teaching Learning Resources	<ul> <li>Smartph</li> <li>Laptops</li> <li>Other dig</li> </ul>	ones gital tools		

Required Text (core)	Frost, R. & Katz, M. (1992). Orthography, phonology, morphology and meaning. (1st ed.). London: Longman
Additional Reading List	<ul> <li>Carr, P. (2013). English phonetics and phonology: An introduction (2nd ed.) West Sussex: Wiley-Blackwell.</li> <li>Odden, D. (2013). Introducing phonology (2nd ed.) Cambridge: Cambridge University Press.</li> <li>Schuele, C. M. &amp; Murphy, N. G. (2014). Intensive phonological awareness (IPA) programme. Paris: Brookes Publishing Company.</li> <li>Roach, P. (2009). English phonetics and phonology: A practical course (4th ed.). Cambridge: Cambridge University Press.</li> </ul>
CPD Needs	Workshop on morphological processes.

Year of B.Ed. 2	Semester	1	Place of l	esson in seme	ster 12	3 <b>4</b> 5 6 7 8 9 1	10 11 12
Title of Lesson	Int	troduction	to Semantio	CS	Lesson Du	ration	3
Lesson description	Th	is lesson in	troduces <b>st</b> i	udent –teachers	to the basic l	knowledge in se	mantics.
Previous student teacher knowledge, prior learning (assumed)	Student teac	hers were i	ntroduced t	o word formation	n processes i	n the previous l	esson.
Possible barriers to learning in the lesson	language. In	addition,	student te	other tongue m eachers might h English language	nave challen	-	-
Lesson Delivery – chosen to support students in achieving the outcomes		ctivity I	Work- Based Leaning		dependent udy	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	discussion, bu led. It should <b>Independent</b> promote indi can be part o	rainstormin not usually t <b>study:</b> to ividual and of any of the	ng, question y be the main enable stud collaborative above mode	ents to engage w e enquiry, more	This can be vith relevant in-depth ana	tutor and / or st and appropriate lysis and develo	udent teache materials to pment. This
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>							
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators</li> </ul>	Learning Out	tcomes		Learning Indica		Identify which issues-core an skills, inclusivi addressing d will these be developed?	d transferab ty, equity ar iversity. Ho
for each learning outcome	knowl under word- are	monstrate edge standing c forms and used to ing (NTS 2c,	how they create	meaning forms in (NTS 2c: 2.3. Explain ho	types of ful word- English 13) w words ogether to aningful es in	considered. Core skills tai communication thinking, observation skills, digital lite	and mixe hould b geted includ n, critic collaboration and enquin eracy. versity an uld be take

Topic title: Semantics			Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
	Subtopic	Time/stage	Teacher Activity	Student Activity		
	Introduction to meaning in English	10 mins	Discusses the previous lesson with student –teachers by asking them to mention some of the effects that affixes have on words.	Student teachers mention some of the effects that affixes have on words.		
	Stage 1 Definition of semantics	30mins	<ol> <li>Guides student teachers to brainstorm on the various definitions of meanings.</li> <li>Guides student – teachers to brainstorm the different levels of meanings in words</li> </ol>	<ul> <li>Student teachers are guided to brainstorm on the definitions of semantics.</li> <li>student -teachers brainstorm the different levels of meanings in words.</li> </ul>		
	Stage 2 Types of meanings	60mins (Group discussion- 20mins, group presentations- 70mins)	<ol> <li>Puts student teachers into mixed ability groups to browse the internet for types of meanings in words.</li> <li>Guides students to present their findings.</li> </ol>	<ul> <li>In mix ability groups, student -teachers browse the internet for types of meanings.</li> <li>Each group discusses and makes oral presentation in class</li> </ul>		
	Stage 3 semantic vrs pragmatic meaning	40mins	<ol> <li>Tasks the student teachers to give examples of meanings of same words in particular contexts and out of contexts.</li> <li>Asks student teachers to search for more examples online using their preferred search engine.</li> </ol>	<ul> <li>Student teachers give examples of the meanings of same words within particular contexts and out of context.</li> <li>student teachers search for more examples online using their preferred search engine.</li> </ul>		
	Stage 4 Sense relations	30min	<ol> <li>tasks student -teachers to search for types of sense relations online using their preferred search engine</li> <li>Discusses each sense relation with student - teachers</li> </ol>	<ul> <li>studentteachers search for types of sense relations online using their preferred search engine</li> <li>Studentteachers contribute to the discussion on sense relations.</li> </ul>		
	Closure/Conclu sion	nins	Employs question and answer technique to recap and close the lesson	Student teachers respond to the questions asked and evaluate the lesson. They ask questions for clarification		

Lesson assessments – evaluation of	Summary of Assessment Method: Assessment for and as learning (1 group presentations (Core skills targeted are communication, team work/collaboration, enquiry skills, digital
learning:of, for and as	literacy)
learning within the	Assesses Learning Outcomes: Course learning outcomes 1
lesson	
Teaching Learning	Computer
Resources	Projector
Required Text (core)	
Additional Reading List	
CPD Needs	Seminar/workshops on semantics by a resource person

Year of B.Ed. 2	Semester	1	Place	of lesson in se	emester	1234 <b>5</b> 6789	10 11 12
Title of Lesson	Nouns and pro	onouns				Lesson Duration	3
Lesson description	This lesson is intended to discuss the many types of nouns and pronouns in English and also show the relationship between the two word classes.						
Previousstudentteacherknowledge,priorlearning(assumed)	Student teachers have been introduced to types of reading.						
Possible barriers to learning in the lesson							
Lesson Delivery – chosen to support students in achieving the outcomes		tivity I	Work- Based Learning	Seminars	Independe Study	ent e-learning opportunities	Practicum
mode of delivery chosen to support student teachers in achieving the learning outcomes.	not usually be Independent s promote indivi be part of any Seminars: to g tutor led. E-learning opp	the main study: to idual and of the abo generate g portunities This can	mode. enable stu collaborat ove mode: group and g – involvin be part of	idents to engage ive enquiry, mo s individual creat ng the use of int	e with relev re in-depth ivity, discus eractive pa	nd / or student teach analysis and develop ssion and reflection: s ckages and virtual lea delivery. It is unlikely	materials to oment. This can student and / or arning
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>							
Learning Outcome	Learning Outco	omes		Learning Indica	ators		
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	2: Demonstrate knowledge understand word-forms are used to (NTS 2c, 13)	and ling of Eng s and how create m	they	<ul> <li>2.1 Identify and describe diftypes of meaningful forms in En(NTS 2c: 13)</li> <li>2.2 Describe hore formed (NT 13)</li> <li>2.3. Explain hore words are progether to meaningful sentences in the sentence</li></ul>	ferent r word- t glish a ) r ow a ds are f S 2c: w out form	t is likely that the tim may not be sufficient the types of writing ir this can be solved by asking student teacher research a week befo and do some present features of the types • Core skills target communication, thinking, collabo observation and digital literacy,	to deal with details and tutor/lecturer ers to do online re the lesson ation on the of writing. ed include critical ration,

Topic: 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:	Face-to-face	Face-to-face			
		10mins	Guide students to	Student teachers brainstorm			
			brainstorm on the word	and mention the word classes			
			classes in English (PDP Theme	in English.			
			2, p. 11).				
	Nouns	Stage 1: 40mins	Face-to-face	Face-to-face			
			Tutor/lecturer guides	Student teachers brainstorm			
			student teachers to	in groups and write out their			
			brainstorm in groups on what a noun is using	report on nouns.			
			morphological and syntactic				
			criterion (PDP Theme, p. 75).				
		Stage 2: 40mins	Face-to-face	Face-to-face			
		-	Tutor/lecturer guides	Student teachers orally			
			student teachers to present	present their findings for			
			their findings.	discussion.			
	Pronouns	Stage 3: 40mins	Face-to-face	Face-to-face, e-learning &			
			Tutor/lecturer leads	seminar			
			discussion on what a	Student teachers contribute to discussion.			
			pronoun is. Ask students to use available technology to	Also, student teachers work in			
			search for the eight types of	groups to identify the eight			
			pronouns and report (PDP	types of pronouns and report			
			Theme 4, p. 76).	on them.			
		Stage 4: 30mins	Face-to-face	Face-to-face			
		Ū	Tutor/lecturer guides	Discussion on the similarity			
			student teachers to identify	and difference between			
			similarity and differences	nouns and pronouns in terms			
			between nouns and	of usage.			
			pronouns in their usage (PDP				
		Stage 5: 20mins	Theme 3, p. 69). Face-to-face	Face-to-face			
		Stuge St Zommis	Tutor/lecturer summarises	Student teachers answer			
			lesson by engaging student	questions to close lesson.			
			teachers in question-answer	They also seek clarifications			
			techniques. Tutor/lecturer	by way of asking questions.			
			also clarifies student				
			teachers challenges (PDP				
			Theme 2, p. 7).				
Which cross cutting issues will be addressed		gital literacy					
or developed and how	• ((	ultural diversity and ir	iclusion				
Lesson assessments –	Summary of	of Assessment Metho	d: Assessment for and as learning	g (1 group presentation written			
evaluation of			ation (Core skills targeted are con				
learning:of, for and as	work/collaboration, enquiry skills, digital literacy)						
learning within the	Assesses Le	earning Outcomes: C	course learning outcome 4				
lesson(linked to							
learning outcomes)							
Teaching Learning Resources		nartahonos					
Resources		nartphones ptops					
Required Text (core)							
Additional Reading List	Berko G., J	. (ed) (2005). <i>The dev</i>	elopment of language (6 <sup>th</sup> ed).Nee	dam Heights, MA: Pearson			

Year of B.Ed.2Semester1Place of lesson in semester	12345 <b>6</b> 78910 11 12
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Title of Lesson	Adjectives and verbs					Lesson Duration		3
Lesson description	This lesson is intended to discuss the different types of adjectives and verbs that are used in English.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to nouns and pronouns in the previous class.							
Possible barriers to learning in the lesson	Student teachers may not know how to use correct forms of adjectives and verbs in their sentences.							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-	Practical Activity	Work- Based Learning	Seminars	Independ Study	dent	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul> <li>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.</li> <li>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</li> <li>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</li> <li>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.</li> </ul>							
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>								
Learning Outcome for the	Learning Ou	tcomes		Learning				
<ul> <li>lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	2: Demonstr knowledge a of English w they are use (NTS 2c, 13)	and unders ord-forms ed to create	and how	Indicators 2.1 Identify describe dif types of meaningful forms in En, (NTS 2c: 13) 2.2 Describd English wor formed (NT 13) 2.3. Explain words are p together to meaningful sentences in English(NTS	iferent word- glish ) e how ds are S 2c: how put form n	may it the ty this c tutor, teach week some featu • (	kely that the tim not be sufficient ypes of writing in an be solved by /lecturer asking s hers to do online before the lesso presentation on res of the types of Core skills target communication, thinking, collabor observation and skills, digital liter	to deal with details and student research a n and do the of writing. ed include critical ration, enquiry

Topic: Word classes	Sub topic	Stage/time	eve learning outcomes:				
,			depending on delivery mode selected. Teacher led, collaborative group work or independent study				
			Teacher Activity	Student Activity			
		Introduction: 10mins	Face-to-face Reviews previous lesson on word classes in English(PDP Theme 2, p. 11).	Face-to-face Student teachers give examples of the word classes that were discussed in the previous lesson.			
	Adjectives	Stage 1: 40mins	Face-to-face Tutor/lecturer guides student teachers to research on adjectives using morphological and syntactic criterion (PDP Theme, p. 75).	Face-to-face Student teachers share their findings adjectives using morphological and syntactic criterion.			
		Stage 2: 40mins	Face-to-face Tutor/lecturer guides student teachers to present their findings.	Face-to-face Student teachers orally present their findings for discussion.			
	Verbs	Stage 3: 40mins	Face-to-face Tutor/lecturer leads discussion on what a verb is. Ask students to use available technology to search for the distinction between regular and irregular verbs and auxiliary and main verbs. (PDP Theme 4, p. 76).	Face-to-face, e-learning & seminar Student teachers contribute to discussion. Also, student teachers work in groups to search for the distinction between regular and irregular verbs and auxiliary and main verbs.			
		Stage 4: 30mins	Face-to-face Tutor/lecturer guides student teachers to identify different tense forms and different aspectual distinctions (PDP Theme 3, p. 69).	Face-to-face Discussion on different tense forms and different aspectual distinctions.			
		Stage 5: 20mins	Face-to-face Tutor/lecturer summarises lesson by engaging student teachers in question-answer techniques. Tutor/lecturer also clarifies student teachers challenges (PDP Theme 2, p. 7).	Face-to-face Student teachers answer questions to close lesson. They also seek clarifications by way of asking questions.			
Which cross cutting issues will be addressed or developed and how	<ul> <li>Digital literacy</li> <li>Cultural diversity and inclusion</li> <li>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)         Assesses Learning Outcomes: Course learning outcome 4</li> </ul>						
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)							
Teaching Learning Resources	<ul> <li>Smartphones</li> <li>Laptops</li> <li>Wiredu, J. F. (1996). Organised English grammar. Lagos: Academic Publishers</li> </ul>						
Required Text (core)							
Additional Reading List	Eastwood, J. (2002). <i>Oxford guide to English grammar (7th Impression</i> ). Oxford: Oxford University Press.						
CPD Needs	Workshop	on teaching English G	Grammar				

Year of B.Ed.	2	Semester	1	Place of	lesson in s	semester	12	345678	9 10 11 12
Title of Lesson		Adverbs and F	Preposition	S			Lessor	Duration	3
Lesson description		This lesson is i English has.	ntended to	discuss the	different ty	pes of adve	erbs and	d preposition	s that
teacher knowle	dent edge, rning	Student teach	tudent teachers have been introduced to different words classes in the previous lessons.						
Possible barriers to learning in the lesso		Student-teach	ers may be	_	-				r essays.
Lesson Delivery – chosen to support students in achievir the outcomes	ng	Face-to- face	Practical Activity	Work- Based Learning	Seminars	Independ Study		-learning pportunities	Practicum
		<ul> <li>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.</li> <li>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</li> <li>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</li> <li>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.</li> </ul>						e materials velopment. : student earning	
<ul> <li>Purpose for lesson, what want the stud to achieve, se as basis for learning outco An expan version of description.</li> <li>Write in aspects of the addressed</li> </ul>	you dents erves the mes. nded the full								
• Learning Outco for the lesson,	me	Learning Outo	omes		Learning Indicators				
picked and developed from the course specification	n tors	word-form	te basic kno standing of is and how eate meani	English they are	2.1 Identify describ differer		may no with th	ely that the ti It be sufficier e types of wr and this can	

			2.3. Explain how words are put together to form meaningful sentences in English(NTS 2c: 13)	thinking, collaboration, observation and enquiry skills, digital literacy,
Topic: Word classes	Sub topic	Stage/time	Teaching and learning to	achieve learning outcomes:
,				ode selected. Teacher led,
			collaborative group work	
			Teacher Activity	Student Activity
		Introduction:	Face-to-face	Face-to-face
		10mins	Guide students to	Student teachers
			brainstorm on the word	brainstorm and mention the word classes in
			classes in English(PDP Theme 2, p. 11).	English.
	Adverbs	Stage 1: 40mins	Face-to-face	Face-to-face
	, laver 55		Tutor/lecturer guides	Student teachers
			student teachers to	brainstorm in groups and
			brainstorm in groups on	write out their report on
			what an adverb is and	adverbs.
			the different types of	
			adverbs that English has.	
			(PDP Theme, p. 75).	-
		Stage 2: 40mins	Face-t0-face	Face-to-face
			Tutor/lecturer guides student teachers to	Student teachers orally
			present their findings.	present their findings for discussion.
	Prepositions	Stage 3: 40mins	Face-to-face	Face-to-face, e-learning
	repositions		Tutor/lecturer leads	& seminar
			discussion on what a	
			preposition is. Ask	Also, student teachers
			students to use available	work in groups to identify
			technology to search for	the different types of
			simple and complex	prepositions.
			prepositions and report	
		Stage 4: 30mins	(PDP Theme 4, p. 76). Face-to-face	Face-to-face
		Stage 4. Sommis	Tutor/lecturer guides	Discussion on the simple
			student teachers to	and complex
			identify simple and	prepositions.
			complex prepositions	
			(PDP Theme 3, p. 69).	
		Stage 5: 20mins	Face-to-face	Face-to-face
			Tutor/lecturer	Student teachers answer
			summarises lesson by	questions to close lesson.
			engaging student	They also seek
			teachers in question- answer techniques.	clarifications by way of asking questions.
			Tutor/lecturer also	usking questions.
			clarifies student teachers	
			challenges (PDP Theme	

Which cross cutting	Digital literacy
issues will be addressed	Cultural diversity and inclusion
or developed and how	,
Lesson assessments –	Summary of Assessment Method: Assessment for and as learning (1 group presentation
evaluation of	written submitted from the oral presentation (Core skills targeted are communication, team
learning:of, for and as	work/collaboration, enquiry skills, digital literacy)
learning within the	Assesses Learning Outcomes: Course learning outcome 4
lesson(linked to	
learning outcomes)	
Teaching Learning	
Resources	Smartphones
	Laptops
Required Text (core)	
	Wiredu, J. F. (1996). Organised English grammar. Lagos: Academic Publishers
Additional Reading List	Eastwood, J. (2002). Oxford guide to English grammar (7th Impression). Oxford: Oxford
	University Press.
CPD Needs	Workshop on teaching English Grammar

Year of B.Ed. 2	Semester	1	Place of	lesson in s	emeste	r 1	2345678	9 10 11 12
Title of Lesson	The senter	ice				Lessor	Duration	3
Lesson description	This lesson sentence.	will look a	t the senter	ce by consid	ering the	variou	s elements tha	t make up the
Previous student teacher knowledge, prior learning (assumed)	Student tea	Student teachers have been introduced to word classes.						
Possible barriers to learning in the lesson								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Learning	Seminars	Indepen Study	dent	e-learning opportunities	Practicum
mode of delivery chosen to support student teachers in achieving the learning outcomes.	teacher lec Independe to promote This can be Seminars: and / or tu E-learning	I. It should int study: 1 e individual e part of an to generat tor led. opportunit nts. This ca	not usually to enable st and collabo y of the abo e group and t <b>ies</b> – involvi in be part of	be the main udents to en orative enqui ve modes I individual c ng the use o	mode. gage with iry, more i reativity, o f interacti	releva n-dep discuss ve pac	be tutor and / ant and approp th analysis and sion and reflect kages and virtu delivery. It is u	riate materials development. cion: student ual learning
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>								
<ul> <li>Learning Outcome for the lesson, picked and</li> </ul>	Learning O	utcomes		Learning Indicators				
<ul> <li>developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	2: Demons knowledge of English v they are us meaning (N	and under word-forms and to creat	and how	2.1 Identify subject and predicate i sentence. 2.2 Select a that agrees the predica 2.2. Explain words are together to meaningfu sentences English(NT	d n a subject s with ate. n how put o form I in	may the t this of tutor teacl weel some featu	ikely that the t not be sufficie ypes of writing can be solved be can be solved be before the less presentation ures of the type Core skills targ communicatio thinking, collal observation ar skills, digital lit	nt to deal with in details and y g student he research a sson and do on the es of writing. eted include n, critical poration, ind enquiry

Topic:	Sub	Stage/time	Teaching and learning to achieve learning outcomes:			
The sentence	topic:		depending on delivery mode selected. Teacher led, collaborative group work or independent study			
			Teacher Activity	Student Activity		
		Introduction: 15mins	Face-to-face Tutor/lecturer revises word classes with student teachers using question- answer technique (PDP	Face-to-face Student teachers answer tutor/lecturer questions on word classes.		
	Elements of the sentence	Stage 1: 40mins	Theme 2, p. 11). Face-to-face Tutor/lecturer guides student teachers to give examples of sentences. Guide student teachers to divide sentences into subject and predicate (PDP Theme, p.11).	<b>Face-to-face</b> Student teachers give examples of sentences which should be divided into subject and predicate.		
		Stage 2: 75mins	Face-to-face Tutor/lecturer puts students into groups to explore terms like: complete subject, simple subject, compound subject (subject) and complements in the verb phrase (PDP Theme 4, p. 75).	Face-to-face, e-learning & seminar Student teachers use available technology like smartphones to explain the terms.		
		Stage 3: 40mins	Face-to-face Tutor/lecturer listens to group presentations.	Face-to-face Student teachers present their findings from the previous stage orally.		
		Conclusion: 10mins	Face-to-face Tutor/lecturer closes lesson by giving written assignment to student teachers on the lesson.	Student teachers take written assignment home to be submitted in the next lesson.		
Which cross cutting issues will be addressed or developed and how		igital literacy ultural diversity and inc	clusion			
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	written su team work	bmitted from the oral p c/collaboration, enquir	: Assessment for and as lear presentation (Core skills targe y skills, digital literacy) :: Course learning outcome 4	eted are communication,		
Teaching Learning Resources		martphones aptops				
Required Text (core)	Roach, P. (2009). English phonetics and phonology: A practical course (4th ed.). Cambridge Cambridge University Press. Wiredu, J. F. (1996). Organised English grammar. Lagos: Academic Publishers					
Additional Reading List	Carr, P. (20 V Eastwood, L Frost, R. &	013). English phonetics Viley-Blackwell. J. (2002). Oxford guide Iniversity Press.	nglish spelling. Cambridge: Pe and phonology: An introduct e to English grammar (7th Im <sub>j</sub> ography, phonology, morpholo	ion (2nd ed.) West Sussex: pression). Oxford: Oxford		
		-	e guide to English spelling rule	es. California: Astoria Press.		

	Joshi, R. M. & Aaron, P. G. (2005). <i>Handbook of orthography and literacy</i> . London: Routledge. Odden, D. (2013). <i>Introducing phonology (2nd ed.)</i> Cambridge: Cambridge University Press. Schuele, C. M. & Murphy, N. G. (2014). <i>Intensive phonological awareness (IPA)</i> <i>programme</i> . Paris: Brookes Publishing Company.
CPD Needs	Workshop on effective writing.

Year of B.Ed. 2 Se	emester 1	Place of I	esson in semeste	er 1	23456789	10 11 12
Title of Lesson	Types of sentence	S		Less	on Duration	3
Lesson description			of sentences in Eng I compound-comple			discuss the
Previous student teacher knowledge, prior learning (assumed)	Student teachers I	nave been intr	oduced to types of s	entence	es by function.	
Possible barriers to learning in the lesson	Student teachers a	ire likely to co	nfuse sentences by	function	and structure	
Lesson Delivery – chosen to support students in achieving the outcomes	Face- Practic to-face Activity		Seminars Indep Study	endent	e-learning opportunities	Practicum
<ul> <li>of delivery chosen to support student teachers in achieving the learning outcomes.</li> <li>Purpose for the lesson, what you want the</li> </ul>	teacher led. It sho Independent stud materials to prom development. This Seminars: to gene student and / or to E-learning opport	uld not usually y: to enable so to individual can be part of arate group an itor led. unities – involu- s can be part of	ion and answer, etc y be the main mode. tudents to engage w and collaborative er f any of the above n d individual creativi ving the use of inter- of any of the above n	vith relevinguiry, n nodes ty, discu	vant and approp nore in-depth an ssion and reflect ackages and virtu	riate alysis and ion: ıal learning
<ul> <li>students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>						
• Learning Outcome for the lesson, picked and	Learning Outcome	S	Learning Indicators			
<ul> <li>developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	2: Demonstrate ba knowledge and ur of English word-fo how they are used meaning (NTS 2c,	derstanding rms and to create	2.1 Describe types of sentences. 2.2 Identify coordinating conjunctions used to from sentences 2.3. Explain how words are put together to form meaningful sentences in English(NTS 2c: 13 2.4. Write correct and effective sentences.	may with deta tuto teac wee som feat	likely that the tin not be sufficient the types of wri ils and this can b r/lecturer asking hers to do online k before the less e presentation o ures of the types Core skills targe communication, thinking, collabo observation and skills, digital lite	to deal ting in solved by student e research a on and do n the of writing. ted include , critical pration, l enquiry

Topic: Word classes	Sub topic	Stage/time	Teaching and learning to achieve learning out depending on delivery mode selected. Teache collaborative group work or independent stud		
			Teacher Activity	Student Activity	
		Introduction: 10mins	Face-to-face Tutor/lecturer asks two students to engage in a dialogue on a given topic. Tutor/lecturer write out the dialogue on the maker board. (PDP Theme 2, p. 11).	Face-to-face Student teachers engage in a dialogue.	
	Classification of sentences by function	Stage 1: 40mins	Face-to-face Tutor/lecturer guides student teachers to classify sentences into declaratives, exclamations, commands and questions. (PDP Theme, p. 75).	Face-to-face Student teachers classify sentences into declaratives, exclamations, commands, and questions.	
	Classification of sentences by structure	Stage 2: 40mins	Face-to-face Tutor/lecturer puts student teachers in to groups to determine which of the sentences are simple, compound, complex and compound- complex.	Face-to-face Student teachers in groups classify sentences in to simple, compound, complex, and compound- complex.	
		Stage 3: 40mins	Face-to-face Tutor/lecturer listens to presentations of students (PDP Theme 4, p. 76).	Face-to-face, e-learning & seminar Student teachers do oral presentations of their group assignments.	
		Stage 4: 30mins	Face-to-face Tutor/lecturer discusses the use of conjunctions in the formation of sentences (PDP Theme 3, p. 69).	Face-to-face Discussion on the use of conjunctions in sentences.	
		Conclusion: 20mins	Face-to-face Tutor/lecturer summarises lesson by giving students teachers a number of sentences that they must classify into the types of sentences to be presented in the next lesson (PDP Theme 2, p. 7).	Face-to-face Student teachers take home an assignment to be presented in the next class.	

Which cross cutting issues will be addressed or developed and how	<ul><li>Digital literacy</li><li>Cultural diversity and inclusion</li></ul>
Lesson assessments –	Summary of Assessment Method: Assessment for and as learning (1 group presentation
evaluation of learning:of, for	written submitted from the oral presentation (Core skills targeted are communication, team
and as learning within the	work/collaboration, enquiry skills, digital literacy)
lesson(linked to learning	Assesses Learning Outcomes: Course learning outcome 4
outcomes)	
Teaching Learning Resources	Smartphones
	Laptops
Required Text (core)	
Additional Reading List	Berko G., J. (ed) (2005). <i>The development of language (6<sup>th</sup>ed)</i> .Needam Heights, MA: Pearson
CPD Needs	

Year of B.Ed. 2 Se	emester	1	Place of l	esson in sem	nester	12 3	456789 <b>10</b>	11 12
Title of Lesson	Sentence	Faults				Lesso	n Duration	3
Lesson description	This lesso	nis lesson is intended to discuss different sentence faults that occur in student writings.						
Previous student teacher knowledge, prior learning (assumed)	Student to	eachers hav	e been intr	oduced to diffe	erent sent	ence t	ypes in the previ	ous lesson.
Possible barriers to learning in the lesson								
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Indepen	dent	e-learning	Practicum
support students in achieving the outcomes	face	Activity	Based Learning		Study		opportunities	
<ul> <li>of delivery chosen to support student teachers in achieving the learning outcomes.</li> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	teacher le Independ to promo This can b Seminars and / or t E-learning environm	ed. It should ent study: te individua be part of an to generat utor led. g opportuni	not usually to enable s I and collat y of the ab te group an ties – involv an be part o	v be the main m tudents to eng- porative enquin- ove modes d individual cre- ving the use of	node. age with r y, more in eativity, di interactiv	elevar -depth iscussione pack	e tutor and / or s nt and appropriat n analysis and de on and reflectior ages and virtual elivery. It is unlik	e materials velopment. n: student learning
Learning Outcome for	Learning	Outcomes	Lea	rning Indicator	S			
<ul> <li>the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	2: Demon knowledg understar word-forr they are u	strate basic	2.3. lish put mea te Eng	Explain how w together to for aningful senten lish(NTS 2c: 13)	vords are rm ices in	may the t this o tutor teach week some featu	ikely that the tim not be sufficient ypes of writing in can be solved by r/lecturer asking hers to do online k before the less e presentation or ures of the types Core skills target communication, thinking, collabo observation and skills, digital liter	to deal with n details and student research a on and do n the of writing. ted include critical rration, enquiry

Topic: Sentence Faults	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	Face-to-face Guide student teachers to identify sentence faults in a passage that contains different types of sentence faults. (PDP Theme 2, p. 11).	<b>Face-to-face</b> Student teachers identify sentence faults in a passage that contains different types of sentence faults.			
	Sentence Fragments	Stage 1: 40mins	Face-to-face Tutor/lecturer guides student teachers to identify sentence fragments in the given passage. Teacher explains to student teachers what sentence fragments are and how they come about and guides students on how to correct them. (PDP Theme, p. 75).	Face-to-face Student teachers identify sentence fragments in the given passage and correct them.			
	Run-on /FusedSentenc es	Stage 2: 40mins	Face-to-face Tutor/lecturer guides student teachers to identify run- on/fused sentences in the given passage. Teacher explains to student teachers what run-on and fused sentences are and how they come about and guides students on how to correct them.	Face-to-face Student-teachers identify run- on/fused sentences in the given passage and correct them.			
	Misused modification i. Misplaced modifiers ii. Dangling modifiers iii. Two-way (squinting) modifiers	Stage 3: 40mins	Face-to-face Tutor/Lecturer guides student- teacher to identify Misplaced/Dangling/squinting modifiers in the given passage. Teacher explains to student teachers what Misplaced/Dangling/squinting modifiers are and how they come about and guides students on how to correct them. (PDP Theme 4, p. 76).	Face-to-face, e-learning & seminar Student –teachers identify Misplaced/Dangling modifiers in the given passage and corrects them.			
	Faulty Parallelism/Spli t infinitives	Stage 4: 30mins	Face-to-face Tutor/lecturer guides student teachers to identify faulty parallelism/split infinitives. (PDP Theme 3, p. 69).	Face-to-face Work in groups to identify faulty parallelism/split infinitives.			
		Stage 5: 20mins	Face-to-face Tutor/lecturer summarizes lesson by engaging student teachers in question-answer techniques. Tutor/lecturer also clarifies student teachers challenges (PDP Theme 2, p. 7).	Face-to-face Student teachers answer questions to close lesson. They also seek clarifications by way of asking questions.			

Which cross cutting	Digital literacy
issues will be	Cultural diversity and inclusion
addressed or	
developed and how	
Lesson assessments	Summary of Assessment Method: Assessment for and as learning (1 group presentation written
- evaluation of	submitted from the oral presentation (Core skills targeted are communication, team
learning:of, for and	work/collaboration, enquiry skills, digital literacy)
as learning within	Assesses Learning Outcomes: Course learning outcome 4
the lesson(linked to	
learning outcomes)	
Teaching Learning	
Resources	Smartphones
	Laptops
Required Text	
(core)	Wiredu, J. F. (1996). Organised English grammar. Lagos: Academic Publishers

Year of B.Ed. 2 Sem	ester	1 Pla	ce of less	on in seme	ester 1	12 3 4	\$5678910 <b>]</b>	<b>1</b> 12
Title of Lesson	Spelling rules					Lesson Duration		3
Lesson description	The lesso	on introduce:	s student-te	achers to so	me spellin	ng rule	es in English.	
Previous student teacher knowledge, prior learning (assumed)	Student teachers already can spell several words and also can explain some sprules in English.							me spelling
Possible barriers to learning in the lesson		teachers ha also mix Brit					rectly. In addition ords.	on, student
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based	Seminars			e-learning opportunities	Practicum
<ul> <li>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</li> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	Learning       Learning         Face-to-face:       opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.         Independent study:       to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes         Seminars:       to generate group and individual creativity, discussion and reflection: student and / or tutor led.         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.						or student iate alysis and ion: student al learning	
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	3: Demor the basic	Outcomes Instrate know orthographi NTS 2c, 13)	-	Learning Indicators 3.2 Explain English spe rules		may	likely that studer have difficulty w ling of some wor Core skills targe communication, collaboration, of and digital litera	vith the ds. ted include bservation

Topic: Spelling rules	Sub topic Syllable guide	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	<ol> <li>5. Introduces the lesson by discussing with student teachers what spelling rules mean</li> <li>6. Discusses the meaning, types and importance of affixes in spelling</li> </ol>	<ol> <li>Student teachers participate in the discussion</li> <li>Student teachers participate in the discussion in order to get the derivational and inflectional meaning of affixes</li> </ol>				
	Prefixes	Stage 1: 50mins	<ol> <li>Guides student teachers to brainstorm to bring out the meaning of prefixes</li> <li>Discuses with student teachers the positions of prefixes in words</li> <li>Guides student teachers to give examples of prefixes in words and the meaning they convey</li> </ol>	<ol> <li>Student teachers brainstorm to bring out the meaning of prefixes.</li> <li>Student teachers identify the position of prefixes in words</li> <li>Student teachers give examples of prefixes in words and the meaning they convey</li> </ol>				
Infixes		<ol> <li>Asks student teachers to use smart phones to explore some prefixes and the meaning they convey</li> </ol>	<ol> <li>Student teachers explore some prefixes and the meaning they convey using smart phones and pair share with their colleagues</li> </ol>					
	Infixes	Stage 2: 30mins	<ol> <li>Guides student teachers to brainstorm to bring out the meaning of infixes</li> </ol>	<ol> <li>Student teachers brainstorm to bring out the meaning of infixes.</li> </ol>				
			<ol> <li>Discuses with student teachers the positions of infixes in words</li> </ol>	<ol> <li>Student teachers identify the position of infixes in words (very few of them)</li> </ol>				
			<ol> <li>Guides student teachers to give examples of infixes in words and the meaning they convey</li> </ol>	<ol> <li>Student teachers give examples of infixes in words and the meaning they convey</li> </ol>				
	Suffixes	Stage 3: 80mins	<ol> <li>Guides student teachers to brainstorm to bring out the meaning of suffixes</li> <li>Discuses with student teachers the positions of suffixes in words</li> <li>Guides student teachers to give examples of suffixes in words and the</li> </ol>	<ol> <li>Student teachers brainstorm to bring out the meaning of suffixes.</li> <li>Student teachers identify the position of suffixes in words</li> <li>Student teachers give examples of suffixes in words and the meaning</li> </ol>				
			meaning they convey 7. Asks student teachers to use smart phones to explore some suffixes and the meaning they convey and subsequently make presentations on their findings	they convey 7. Student teachers work in groups to explore some suffixes and the meaning they convey using smart phones and make presentations of their findings				
		Conclusion: 10mins	Tutor/lecturer summarizes the various forms of affixes discussed in the lesson by using question and answer techniques.	Student teachers answer questions and seek clarifications on the lesson.				

Which cross	Digital literacy
cutting	Collaboration/teamwork
issues will be	
addressed or	
developed	
and how	
Lesson	Summary of Assessment Method: Assessment for and as learning (One oral group presentation)
assessments	Core skills targeted: communication, team work/collaboration, enquiry skills, digital literacy
<ul> <li>evaluation</li> </ul>	Assesses Learning Outcomes: Course learning outcome 3
of	
learning:of,	
for and as	
learning	
within the	
lesson(linked	
to learning outcomes)	
Teaching	Smartphones
Learning	
Resources	<ul> <li>Laptops</li> <li>Projector</li> </ul>
Required	Frost, R. & Katz, M. (1992). Orthography, phonology, morphology and meaning. (1st ed.). London: Longman
Text (core)	Trost, N. & Katz, W. (1992). Orthography, phonology, morphology and meaning. (1st ed.). London. Longman
Additional	Carr, P. (2013). English phonetics and phonology: An introduction (2nd ed.) West Sussex: Wiley-Blackwell.
Reading List	Odden, D. (2013). Introducing phonology (2nd ed.) Cambridge: Cambridge University Press.
	Roach, P. (2009). <i>English phonetics and phonology: A practical course</i> (4th ed.). Cambridge: Cambridge University Press.
	Schuele, C. M. & Murphy, N. G. (2014). Intensive phonological awareness (IPA) programme. Paris: Brookes Publishing Company.
CPD Needs	

Year of B.Ed. 2	Semeste	<mark>r</mark> 1	Place	e of lessor	n in semes	ster	12345678	39101	11 <b>12</b>	
Title of Lesson	Punctuation rules					Lesson Duration 3				
Lesson description	The lesson	The lesson will discuss rules that correctly guide the use of punctuation in writing.								
Previous student teacher knowledge, prior learning (assumed)	Student te	Student teachers have been using their punctuations in their writing.								
Possible barriers to learning in the lesson	Student te	achers ma	ay not kno	ow the corre	ct use of pu	inctuat	ion marks.			
Lesson Delivery – chosen to support students in achieving the outcomes		tivity E	Nork- Based Learning	Seminars	Independe Study		t e-learning Pract opportunities		cticum	
mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul> <li>discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</li> <li><b>Independent study:</b> 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</li> <li><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</li> <li><b>E-learning opportunities</b> – 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.</li> </ul>						naterials opment. udent ning			
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>										
Learning Outcome for	Learning C	)utcomes		Learning Indicators						
the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	basio	vledge in t corthogra c in English	phic	3.1 Apply punc rules writii 3.2 lo punc error writii 3.3 C	tuation r in cong. s dentify t tuation k rs in p ng. t correct tuation rs in s in s in s	not be of writi solved teacher before oresent types o • Cc co co	ely that the time sufficient to dea ing in details and by tutor/lecture rs to do online r the lesson and tation on the fe of writing. ore skills targete ommunication, co illaboration, obs nquiry skills, digi	al with the d this cate ar asking esearch do some atures o atures o atures the atures of the servation	he types n be student a week f the hinking, n and	

Topic: Punctuation	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led,			
rules				group work or independent study		
,			Teacher Activity	Student Activity		
	Commas, full	Introduction: 15mins Stage 1: 4mins	Tutor/lecturer guides student teachers to brainstorm in pairs on what they understand by punctuation Tutor/lecturer groups	Student teachers brainstorm in pairs on what they understand by punctuation. Groups explore the rules		
	stop, colon, semi- colon, capitalisation		student teachers into five groups and task them to use available technology to explore the rules governing the use of punctuation marks.	governing the use of punctuation.		
		Stage 2: 75mins	Tutor/lecturer guides student teachers to do group presentations.	Groups present their findings orally.		
		Stage 3: 40mins	Tutor/lecturer gives student teachers strips of passages to read and note the usage of various punctuation marks. Ask student teachers to note misuse of punctuation marks	Student teachers work independently by reading strips of passages. Student teachers orally discuss misuse of punctuation marks in the passage.		
		Conclusion: 10mins	Tutor/lecturer uses question- answer technique to close lesson. Tutor/lecturer also clarifies student teachers areas of challenges.	Student teachers answer questions and seek clarifications on the lesson.		
Which cross cutting issues will be	<ul><li>Digital liter</li><li>Cultural div</li></ul>	racy versity and inclusion				
addressed or developed and how						
Lesson assessments – evaluation of learning:of, for and as	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) Assesses Learning Outcomes: Course learning outcome 4					
learning within the lesson(linked to learning outcomes)						
Teaching Learning Resources	<ul><li>Smartphor</li><li>Laptops</li></ul>					
Required Text (core)	Roach, P. (2009). <i>English phonetics and phonology: A practical course (4th ed.)</i> . Cambridge: Cambridge University Press. Saeed, J. I. (2016). <i>Semantics (4th edn.)</i> . Chichester, UK: Wiley Blackwell. Wiredu, J. F. (1996). Organised English grammar. Lagos: Academic Publishers					
Additional Reading List	<ul> <li>Bell, M. (2004). Understanding English spelling. Cambridge: Pegasus Educational.</li> <li>Carr, P. (2013). English phonetics and phonology: An introduction (2nd ed.) West Sussex: Wiley-Blackwell.</li> <li>Eastwood, J. (2002). Oxford guide to English grammar (7th Impression). Oxford: Oxford University Press.</li> <li>Frost, R. &amp; Katz, M. (1992). Orthography, phonology, morphology and meaning. (1st ed.). London:</li> </ul>					

	Longman Fulford, J. J. (2012). <i>The complete guide to English spelling rules</i> . California: Astoria Press. Joshi, R. M. & Aaron, P. G. (2005). <i>Handbook of orthography and literacy</i> . London: Routledge. Odden, D. (2013). <i>Introducing phonology (2nd ed.)</i> Cambridge: Cambridge University Press. Schuele, C. M. & Murphy, N. G. (2014). <i>Intensive phonological awareness (IPA) programme</i> . Paris: Brookes Publishing Company.
CPD Needs	Workshop on effective writing.
Course Assessment	<ul> <li><sup>1</sup>Course Assessment Components Component 1: Subject Portfolio Assessment: (30% overall score)         <ul> <li>Selected Items of students work (3 of them – 10% each) – 30%</li> <li>Midterm assessment, - 20%</li> <li>Reflective Journal 40%</li> <li>Organization of the subject portfolio – 10% (how it is presented/organised)</li> </ul> </li> </ul>
	<ul> <li><sup>2</sup>Component 2: Subject Project (30% - overall semester score)         <ul> <li>Introduction, a clear statement of aim and purpose of the project - 10%</li> <li>Methodology: What the student teacher has done and the purpose of the project - 10%</li> <li>Substantive or main lesson section 40%</li> </ul> </li> </ul>
	Component 3: End of semester exams 40%

<sup>&</sup>lt;sup>1</sup> See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP

<sup>&</sup>lt;sup>2</sup>See rubrics on Subject Project Assessment in Annex 6 of NTEAP

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