Four-Year B.Ed. Course Manual

Introduction to English

GOVERNMENT OF GHANA

mastercard
foundation

UK**aid**
from the British people

T-TEL
Transforming Teaching, Education & Learning

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

CORE WRITING TEAM

Names of writers	Subject		Names of writers	Subject
Dr. Isaac Eshun			Cletus Ngaaso	Social Studies
Dr. Anthony Baabereyir			Mohammed Adam	
Ms. Shirley Dankwa	African Studies		Dr. Emmanuel Adjei-Boateng	
Prof. S.Y. Annor	Agriculture		Dr. Yaw Nyadu Offei	Special Education
Dr. Salome praise Otami			Prof. Samuel Hayford	
Dr. Samuel Frimpong			Dr. Awuni	
Robert Quansah	Early Grade		Rev.(Dr) Nyueko Avotri	Technical Vocational Education and Training
Dr. Abraham Kwadwo Okrah	English Language		Elizabeth Lani Ashong	
Dr. Sarah Emma Eshun			Michael Tsorgali	
Vivian Acquaye				
Felix A. Odonkor			Frnacis Donkor	
Dr. Cecilia Esinam Agbeh			Dr. Maxwell Nyatsikor	
Ibrahim Osmanu	French		Prof. Salomey Essuman	
Dr. Kofi Adu-Boahen			Dr. Paul Kwadwo Addo	
Dr. M. Kusimi			Dr. Winston Kwame Abroampa	
Dr. Aboagye Dacosta			Mr. Kwaku Esia-Donkoh	
Mr. Alexander Otoo	Geography		Mohammed Z. Abdulmumin	Pedagogy
Dr. Yvonne A.A. Ollennu	Ghanaian Language		Dr. Mohammed Hafiz	Arabic
Kwasi Adomako			Iddris Mohammed	
Dr. Akwasi Kwarteng Amoako-Gyampah			Mohammed Almu Mahaman	
Anitha Oforiwah Adu-Boahen			Murtada M. Muaz	
Gertrude Nkrumah	History		Dr M. Q. Adjahoe	Music
Prof Charles Owu-Ewie	Literacy		Prof Cosmas Mereku	
Dr. Ahmed Amihere			Prof. Reginald Ocansey	Physical Education
Zakaria Sadiq	Mathematics		Dr. Emmanuel Osei Sarpong	
Dr. R. Addai-Mununkum	RME		E. Kwaku Kwaa-Aidoo	ICT

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

1. 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 NTS, the NTECF andthe 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 tosupport progress in student teacher learning, including building on prior learning from the previousprogramme 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

Guidance for completing 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
''To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners. ''
iii. Course Details: as in course specification unless important reason why not

Pre-requisite/s	The programme / previous semester courses studied.			
Co-Requisites	Links to other courses being taught, support coherence in student experience and avoid duplication			
Course Level	Course Code		Credit Value	

Table of contents
Each manual will include:

1. The goal for the subject or learning area
2. Course description
3. Key contextual factors
4. Core and cross cutting issues, including equity and inclusion
5. Course Learning outcomes
6. Course content
7. Teaching and learning strategies
8. CourseAssessment components
9. Reading and reference list
10. Handouts, power points and other resources for lessons
11. Plans for each lesson in the semester

A. Course information
1. Goal for the Subject or Learning Area
This can be found in subject goal document. It should be a short statement which captures what new teachers will know, understand and be able to do in this subject at the end of their training. This statement should be linked to achieving the vision for the curriculum.
2. Key contextual factors
This can be found in the coursespecification. It should address what needs are to be considered to reflect the Ghanaian context at local and national levels.it includes potential knowledge and skills gaps and any specific: gender, cultural, linguistic, conceptual, infrastructural issues, for example, that might be barriers to learning forstudentteachersand eventually basic school children? E.g. issues of subject related bias that need addressing. Potential barriers to learning must be explicitly addressed to enable student teachers to achieve the learning outcomes.
3. Course Description
This can be found in the course specification. This brief statement should provide a clear understanding of what studying this course involves, what student teachers will get out of studying this course.
4. Core and transferable skills and cross cutting issues, including equity and inclusion
This can be found in the course specification. Which core and transferable skills or cross cutting issues will be applied or developed through this course? This needs to be made explicit to student teachers. Are there specific issues to do with equity and inclusion which must be addressed so that all student teachers can fully take part? For example, issues related to gender and mathematics or science.

5. Course Learning Outcomes	*6. Learning indicators*
These are in the course specification. The course learning outcomes should specify the expectations of what the student teachers will know, understand and be able to do at the end of the course**not** what student teachers will do **on** the course. They must be appropriate and realistic to the learner's abilities, experience, the identified level of the course and *content.* They must be measurable – allowing assessment of student teacher achievement	• Measurable/assessable/observable performances that provide evidence of learning or other changes taking place in student teachers' behaviour which demonstrate that they have met the learning outcome/s. • What the student teacher will need to do to show they have achieved the learning outcome. (in an inclusive lesson, this should vary and be responsive to student teacher's individual characteristic)

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 *briefly* 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:
  o The category or type, for example: written, coursework or practical, teaching, examination, collaborative project or presentation, poster, TLM
  o The type of assessment: of, for and /or as.
  o 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.).
  o The weighting of each assessment component should beexpressed as a % of total course mark (overall in each course: 60% continuous assessment of course work, 40% examination of course work).
- Each assessment should be manageable and relevant to supporting the student teachers' development.

The guidance on assessing student teachers from the NTS, the NTECFthe 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.

B. Semester lesson plans

Guidance for Lesson planning

The expanded planning proforma was
- Created using the course specification proforma CWG(p32/33)
- Designed to support writing lessons which address the key features of the New Four-Year B.Ed. curriculum
- The completed proformas will be an important piece of evidence for CoE in being awarded **Transitional Support Funding (TSF)**

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?
- Does it explicitly address cross cutting -issues: equity and inclusion, gender, SEND,ICT?
- Does it explicitly develop core skills, including: professional values and attitudes, classroom enquiry and reflection?

• Overall the lesson must be 'do-able' for the student teacher
    • in the time available
    • with the skills, knowledge and understanding they have	

Title of Lesson **Lesson Duration**	
Lesson description	**It is essential that student teachers know what this lesson is about. The lesson description should be short, clear, and accessible to all students.**
Previous student teacher knowledge, prior learning (assumed)	• What links to previous knowledge / prior learning need to be built in to the lesson? • Prior learning could be from: this course and previous lessons; from senior high school; from supported teaching in school/practicum; from other courses. NB important to build on work from previous lessons • If you are unsure about previous knowledge or prior learning how you need to check for this as part of the activity in the lesson/s.If the expected prior knowledge is not adequate you will need to modify the lesson.
Possible barriers to learning in the lesson	• What specific conceptual, linguistic, social, cultural, conceptual, gender, or ability related issues might stop student teachers in achieving the learning outcomes; act as barriers to their learning? • How will you address these? • Does this lesson require that student teachers examine their own bias? If so, you will need to plan support this
Points on inclusivity, equity and addressing diversity	• You need to represent and address diversity in your lesson-plan. Are the multiple diversity issues (see diversity wheel) ? • How would these issues be addressed with student teachers during activities for both their own learning and the learning of the students they will teach? • How are issues of diversity (equity and inclusion) addressed in your lesson plan so that student teachers can see diversity modelled during this teaching and learning activity? • How are issues of diversity (equity and inclusion) addressed in your lesson plan so that student teachers can learn how to address it with the students they will teach? • For example: gender stereotype issues related to: PE, literacy and language, science and mathematics.

Lesson Delivery – chosen to support students in achieving the outcomes	**Face-to-face**	**Practical Activity**	**Work-Based Leaning**	**Seminars**	**Independent Study**	**e-learning opportunities**	**Practicum**
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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. **Practical Activity:** enabling experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities. **Work based learning:** to allow students to undertake observation, enquiry and/or hands-on development work (mostly TVET) **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led **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 **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. **Practicum (supported teaching in school):** support to enable student teachers toexperience and learn from the basic school context by doing observations and child study in Y1 to full class teaching in and action research in Y4.						
• **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**	• What is the main thing you want student teachers to know, understand and be able to do as a result of this lesson? • Is this lesson aimed at: Learning or embedding a new concept? Developing a skill? Understanding how various concepts and skills come together to create a body of knowledge? Practicing the application of new knowledge? • This will relate back to the overall intention and learning outcomes for the course.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes** • The learning outcomes for the lesson will enable student teachers to achieve the purpose for the lesson. • For example, in mathematics: student teachers are prepared to teach a specific mathematics operation. In this instance, the learning outcomes would be the things the students would need to know and do in order to be able to teach the operation. • What the student teacher will know and be able to do as a result of this lesson. 'By the end of the lesson the student will….' • Learning outcomes may be developed and re-visited over a number of lessons • Be realistic in terms of what can be achieved in any one lesson • Some learning outcomes may address specific student teacher needs		**Learning Indicators** • Measurable/assessable/observable performances that provide evidence of learning or other changes taking place in student teachers' behaviour which demonstrate that they have met the learning outcome/s. • What the student teacher will need to do to show they have achieved the learning outcome. (in an inclusive lesson, this should vary and be responsive to student teacher's individual characteristic)

| **Content of lesson picked and developed from the course specification**

Unit/s covered from the course specification: | **Time or stage**
Identify how much time will be required for each part of the lesson | **Topics and sub-topics (if any):** | **Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led,collaborative group work or independent study** |

			Teacher Activity	**Student Activity**
			• Plan to model what is expected of student teachers • Plan for activities to support student teachers in working towards and / or demonstrating achieving the learning outcomes. • Where possible set up activities with students as active participants • Make links to other aspects of the New Four-Year B.Ed.programme or between subject and pedagogic knowledge • State if team teaching involved or additional tutors contributing	For example: Interactive and collaborative group and pair work, e.g., • identifying, developing, presenting and evaluating suitable resources and materials • picking out key points from education texts, raising questions and issues • sharing practice and experience • preparing for school visits • self and peer assessment Other examples • Student teacher led seminars • ICT e.g. discussion using VLE

	• Video observation of and analysis of teaching • Role-play
Which core or transferable skills will be used or developed and how	...e and transferable skills include: critical thinking, problem solving, social skills, creative thinking and communication skills, use of ICT
Which cross cutting issues will be addressed or developed and how	...ss cutting issues include: assessment literacy and assessing students' progress and professional values and attitudes, reflection and classroom enquiry
Lesson assessments – evaluation of learning:of, for and as learning within the lesson	• Assessment as learning: ongoing self-*assessment* by student teachers reflecting on their own *learning* and making adjustments so that they achieve deeper understanding, occurs throughout the learning process. *This needs to be planned for in the lesson*. • 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. *This needs to be planned for in the lesson*. • Assessment for learning: is using assessment as a means of finding out what students know, understand and are able to do and using that information to adapt teaching approaches and to differentiate according to different student needs, it occurs through the learning process, may be part of the Assessment components, and it occurs when assessing prior learning • Differentiation in lessons (UDL guidelines): the lesson needs to include a range of teaching and assessment strategies to motivate and reach all learners • The approach to assessment in lessons must be appropriate to the teaching and learning strategies
Instructional Resources	This may include: handouts, power points, examples of children's work, video, ICT activities, examples of previous student teachers' work
Required Text (core)	
Additional Reading List	
CPD Needs	

A.	Course Information

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

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

ii.	**Course Details**				
Course name	Introduction to English language				
Pre-requisite	Communication Skills				
Course Level	200	Course Code		Credit Value	3

Table of contents

1.	**Goal for the Subject or Learning Area**

The literacy studies program is designed to train effective teachers who are able to support all learners in communicating effectively through speaking, listening, reading and writing so that they can achieve success in education, develop into lifelong learners and improve literacy for all of Ghana's children.

2.	**Course Description**

This is a core course that introduces all student teachers to the English language. The course comprises two major areas namely, introduction to phonetics and phonology and introduction to grammar. The purpose of phonetics and phonology is to equip the student teacher with the necessary tools of English language sounds and rules to enable him/her effectively receive and produce English texts. The focus then will be on the identification and production of vowels and consonants. Phonemic awareness and phonics will also be covered. The purpose of the second part, grammar, is to equip the student teacher with the necessary grammatical rules for effective text construction. Coverage of content includes word classes, the sentence, spelling and punctuation rules. The details will equip student teachers with phonic skills to enable them to teach their pupils phonic knowledge and how to apply this in their reading and writing; understand the phonics of L2 and to know the differences that and the L1, so as to assist learners overcome problems they may encounter during the dual language learning process: use variety of (language) assessment modes to support (language) learning. Discussion, demonstration, modelling, speech practice, text analysis, group based projects, problem-solving, text reviews will be used as modes of assessment of learning, as learning and for learning (NTECF P26; NTS2c:13; NTS3k:14).

3.	**Key contextual factors**

1. Per the Language-in-education policy of Ghana English is the medium of instruction from Primary 4 to JHS 3 and beyond and as a subject of study from Primary 1 to JHS 3 and beyond. Consequently, student teachers have varying exposure to and competence in English language. Therefore, 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***

- Critical thinking and problem solving
- Collaboration
- Communication
- Observation and Enquiry skills
- Digital literacy
- Cultural diversity and inclusion

5. Course Learning Outcomes	6. Learning Indicators
1. Demonstrate knowledge of English speech sounds. (NTS 2c, 13)	1.1 Identify English speech sounds 1.2 Describe English speech sounds 1.3 Produce English speech sounds
2: Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)	2.1 Identify and describe different types of meaningful word-forms in English (NTS 2c: 13) 2.2 Describe how English words are formed (NTS 2c: 13) 2.3. Explain how words are put together to form meaningful sentences in English(NTS 2c: 13)
3: Demonstrate knowledge in the basic orthographic rules in English (NTS 2c, 13)	3.1 Demonstrate ability to use English punctuation rules correctly in writing. 3.2 Explain basic English spelling rules
4: Demonstrate knowledge and understanding of the unique strengths of different learners (NTS 3a, c, d, e, f, g, 14; NTECF 23)	3. 1 Work collaboratively with mentors and colleagues. 3. 2 Observe and discuss the experiences of the pupils in the English classroom

7. Course Content

Unit	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1	Introduction to phonetics and phonology	English Vowels Identification and production of: • Pure vowels, Long vowels and Short vowels • Diphthongs • Triphthongs	Teacher-led discussion of the types, number and features of English vowels • Teacher-led demonstration of English vowel production • Use ICT (audio/video) to play/listen to the distinctive production of • English vowel sounds in isolation and in context • Student teachers to pair and practice the sound production
2	English Consonants	Identification and production of: • Simple consonants • Consonant clusters	• Teacher-led discussion the types, number and features of English vowels • Teacher-led demonstration of how to produce these sounds • Use ICT (audio/video) to play/listen to the distinctive production of English consonant sounds in isolation and in context • Student teachers to pair up and practice the production of English consonants

3	Introduction to Morphology & Semantics	Morpho-Semantics
		Introduction to morphology
		• Types of morphemes
		  - lexical vs grammatical
		  - free vs bound
		  - affixes
		• Word formation processes
		- affixation
		- conversion etc
		Introduction to meaning in English
		• Definition
		• Types of meaning - semantic vs pragmatic
		• Sense relations
			• Teacher-led discussion of definitions and types of word forms in English
			• Definitions of meaning and types of meaning in English
			• Group-based word formation games, i.e. student teachers to use various morphemes in various processes to form words in English

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 • Simple sentence • Compound sentence • Complex sentence • Compound complex sentence Sentence Faults • Sentence fragments • Run-on/fused sentence Misplaced/dangling modifiers • Faulty parallelism • Split infinitives	• Seminar (teacher-led seminar (s) to review English word classes • Group work (student teachers to work in groups to identify various English word classes in selected texts • Student-led presentations (student teachers make a presentation based on their study of text types) • Project work (student teachers to observe and write a brief report on how English grammar is taught in the schools. • Discussion (teacher-led discussion /overview of the English sentence and its elements) • Group work (students teachers to work in groups to identify sentence elements and sentence types in selected texts) • Practice drills (student teachers engage in practice drill activities to construct different types of English sentences • Teacher to guide students to review sentence elements and sentence types in given texts • Discussion (Teacher-led discussion of common sentence faults in English and how they occur • Practice drills (student teachers to identify sentence faults in texts and correct them
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.

Additional:

Berko G., J. (ed) (2005). *The development of language (6[th]ed).*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
- Workshop to discuss the various stage in the effective communication skills
- Seminar/ workshop to update tutors knowledge teaching communication skills

Lesson 1

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

Title of Lesson	English vowels					Lesson Duration	3hrs
Lesson description	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						
Previous student teacher knowledge, prior learning (assumed)	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	Student teachers may not have been producing some English sounds correctly. Also, they may know the spelling of some words but they may not be pronouncing them correctly.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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.						
• **Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**							

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	
	1: Demonstrate knowledge of English speech sounds. (NTS 2c, 13)	1.1 Identify English speech sounds 1.2 Describe English speech sounds 1.3 Produce English speech sounds	It is likely that the time allocated may not be sufficient to deal with the various sounds in details and this can be solved by tutor/lecturer asking student teachers to listen to some of the sounds online after the lesson and also practice with their colleagues. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

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

			4. Guides student teachers to work in pairs to produce words with long vowel sounds and short vowel sounds	4. Work in pairs to produce minimal pairs with long vowel sounds and short vowel sounds
	Diphthongs/Triphthongs	Stage 3: 50mins	1. 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) 2. Demonstrates the production of diphthongs/triphtongs to student teachers. 3. Guides student teachers to give examples of words containing diphthongs/triphthongs	1. Search for diphthongs and triphthongs on youtube on their phones and listen to the production of these in isolation and in context. 2. Practice the production of diphthongs/ triphthongs in pairs. 3. Give examples of words that contain diphthongs/triphthongs.
		Conclusion: 10mins	Tutor/lecturer summarizes the various sounds learnt and uses the question answer technique to close lesson.	Student teachers answer questions and seek clarifications on the lesson.
Which cross cutting issues will be addressed or developed and how	- Digital literacy - Cultural diversity and inclusion - Collaboration/ teamwork			
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method:Assessment for and as learning (One group-work presentation on short and long vowels as recorded on their digital tools). Core skills targeted: communication, team work/collaboration, enquiry skills, digital literacy) Assesse(s) Learning Outcomes: Course learning outcome 1			
Teaching Learning Resources	- Smartphones - Laptops			
Required Text (core)	Roach, P. (2009). *English phonetics and phonology: A practical course* (*4th ed.).* Cambridge: Cambridge University Press.			
Additional Reading List	Carr, P. (2013). *English phonetics and phonology: An introduction* (2nd ed.) West Sussex: Wiley-Blackwell. Frost, R. & Katz, M. (1992). *Orthography, phonology, morphology and meaning. (1st ed.).* London: Longman Odden, D. (2013). *Introducing phonology (2nd ed.)* Cambridge: Cambridge University Press. Schuele, C. M. & Murphy, N. G. (2014). *Intensive phonological awareness (IPA) programme.* Paris: Brookes Publishing Company.			
CPD Needs	Workshop on the production and description of English sounds.			

Lesson 2

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

Title of Lesson	Consonants		Lesson Duration	3
• **Lesson description**	This lesson is intended to discuss the consonant sounds of English.			
• **Previous student teacher knowledge, prior learning (assumed)**	Student teachers have been introduced to vowel sounds and the differences between long and short vowel sounds in the previous lesson.			
• **Possible barriers to learning in the lesson**	Student teachers may not have been producing some consonants sounds correctly. Also, they may know the spelling of some words but they may not be pronouncing them correctly.			

• **Lesson Delivery – chosen to support students in achieving the outcomes**	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
• **Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.**	**Face-to-face:** 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.						
• **Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**							

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	1: Demonstrate knowledge of English speech sounds. (NTS 2c, 13)	1.1 Identify English speech sounds 1.2 Describe English speech sounds 1.3 Produce English speech sounds	It is likely that the time allocated may not be sufficient to deal with the various sounds in details and this can be solved by tutor/lecturer asking student teachers to listen to some of the sounds online after the lesson and also practice with their colleagues. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Topic: Introduction to Phonetics and Phonology ,	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**
	Consonant Sounds	Introduction: 20mins	**Face-to-face** 1. Introduces the lesson by asking student teachers to indicate the differences between vowels and consonants. 2. Guides the student teachers to give examples of consonant sounds. **(PDP Theme 2, p. 11).**	**Face-to-face** • Student teachers explain the main difference between the production of vowels and the production of consonants. • Student-teachers give examples of consonant sounds in English.
	Places of Articulation	Stage 1: 50mins	**Face-to-face** 1. 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: Bilabial/labiodental/dental /alveolar/palate-alveolar/velar/glottal. 2. Teacher/lecturer shows teachers a labelled video of the various places of articulation. 3. Tutor/lecturer guides student teachers to identify the various places that obstruction occurs in the production of English consonants in pairs. 4. Tutor/lecturer guides student teachers to produce the English consonant sounds. 5. Tutor/lecturer guides student teachers to listen to the production of consonant sounds on youtube. (provide link 6. Tutor/lecturer guides students to describe the various places that obstruction occurs in their production of consonant sounds. 7. Tutor/lecturer guides students to give examples of words containing consonant sounds that are	**Face-to-face** • Student –teachers observe the various places of articulation as teacher produces the sounds. • Student –teachers watch a labelled video of places of articulation of English consonants. • Student –teachers pair with other student -teachers to produce consonant sounds at various places of articulation. • Student –teachers identify the various places of articulation by indicating the place names and by giving examples of words that contain these sounds. • Student –teachers listen to the production of consonant sounds on youtube. (provide link • Student –teachers describe the various places that obstruction which occurs in their production of consonant sounds. • Student –teachers give examples of words containing consonant sounds that are produced at different places of articulation

			produced at different places of articulation **(PDP Theme, p. 75).**	
	Manner of Articulation	Stage 2: 50mins	**Face-to-face** 1. Tutor/lecturer guides student teachers to listen to the production of English consonant sounds on youtube. (provide link) 2. Tutor/lecturer guides students to produce consonants sounds in different manners: plosives/fricatives/affricates/nasals/laterals/trills 3. Tutor/lecturer guides students to identify and describe the various manners in which specified consonants are produced. 4. Tutor/lecturer guides student teachers to work in pairs to produce consonant sounds in different manners.	**Face-to-face** • Student-teachers listen to the production of English consonant sounds on youtube.(provide link • Student –teachers produce consonants sounds in different manners: plosives/fricatives/affricates /nasals/laterals/trills • Student –teachers identify and describe the various manners in which specified consonants are produced. • Student –teachers work in pairs to produce consonant sounds in different manners.
	State of the glottis	Stage 3: 25mins	**Face-to-face** • Tutor/Lecturer eexplains to student-teachers the different states that the glottis assumes in the production of speech sounds. • Tutor/Lecturer shows student-teachers a short video of the different states that the glottis assumes in the production of speech sounds. (provide link • Tutor/Lecturer asks student teachers to place their fingers on their larynx as they produce pairs of voiced and voiceless sounds. • Tutor/Lecturer asks students to stop their ears with one finger and produce pairs of voiced and voiceless consonant sounds. **(PDP Theme 4, p. 76).**	**Face-to-face, e-learning & seminar** • Student –teachers describe the different states that the glottis assumes in the production of consonant sounds. • 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 • Student –teachers place their fingers on their larynx as they produce pairs of voiced and voiceless sounds. • Student –teachers stop their ears with one finger and produce pairs of voiced and voiceless consonant sounds • Student –teachers share the differences they observe.
	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

			examples of words that contain consonant clusters. **(PDP Theme 3, p. 69).**	
	Closure/conclusion	Stage 5: 10mins	**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 issues will be addressed or developed and how	• Digital literacy • Cultural diversity and inclusion • Collaborative/teamwork			
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Summary of Assessment Method: Assessment for and as learning (One group-work presentation on consonant sounds as recorded on their digital tools). Assesse(s) Learning Outcomes: Course learning outcome 1			
Teaching Learning Resources	• Smartphones • Laptops			
Required Text (core)	Roach, P. (2009). *English phonetics and phonology: A practical course* (*4th ed.).* Cambridge: Cambridge University Press.			
Additional Reading List	Carr, P. (2013). *English phonetics and phonology: An introduction* (2nd ed.) West Sussex: Wiley-Blackwell. Frost, R. & Katz, M. (1992). *Orthography, phonology, morphology and meaning. (1st ed.).* London: Longman Odden, D. (2013). *Introducing phonology (2nd ed.)* Cambridge: Cambridge University Press. Schuele, C. M. & Murphy, N. G. (2014). *Intensive phonological awareness (IPA) programme*. Paris: Brookes Publishing Company.			
CPD Needs	Workshop on the production and description of English sounds.			

Lesson 3

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

Title of Lesson	Morphology		Lesson Duration	3
Lesson description	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 can read and write.			
Possible barriers to learning in the lesson	Student teachers may have difficulties in using appropriate morphemes in word formation.			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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.						
• 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	Learning Outcomes 2: Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)	Learning Indicators 2.1 Identify and describe different types of meaningful word-forms in English (NTS 2c: 13) 2.2 Describe how English words are formed (NTS 2c: 13) 2.3. Explain how words are put together to form meaningful sentences in English (NTS 2c: 13)	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed and developed?
	2. Demonstrate basic knowledge and understanding of English word-forms and how	2.1 Identify and describe different types of meaningful word-forms in English	It is likely that student teachers may mix British and American versions of English. For diversity, tutor/lecturer should accept

	they are used to create meaning (NTS 2c, 13)		2.2 Describe how English words are formed (NTS 2c: 13) 2.3. Explain how words are put together to form meaningful sentences in English(NTS 2c: 13)	both versions however, student teachers' attention should be drawn to consistency in their usage of any of the versions. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Topic: Introduction to Morphology ,	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 to morphology	Introduction: 10mins	**Face-to-face** 3. Introduces the lesson through discussion on the definition of morphology. 4. Guides student teachers to give examples morphemes. 5. Guides student teachers to separate basic morphemes from those that have more than one morpheme.	**Face-to-face** • Student teachers brainstorm to arrive at the definition of morphology. • Student-teachers give examples of morphemes. • Student teachers categorize words into basic morphemes and those that have more than 1 morphemes..
	• Types of morphemes - lexical vs grammatical	Stage 1: 35mins	**Face-to-face** 8. Discusses differences between lexical and grammatical morphemes with student teachers. 9. Guides student teachers to give examples to differentiate between the 2 morphemes 10. Explains a language game (eg. counting berries) to student teachers and guides them to play it to distinguish as many lexical morphemes from grammatical morpheme as possible.	**Face-to-face** • Student –teachers contribute to the discussion on the differences between lexical and grammatical morphemes. • Student teachers give example of the 2 morphemes. • Student –teachers play the language game (eg. Counting berries)
	- free vs bound morpheme	Stage 2: 35mins	**Face-to-face** 11. Discusses differences between bound and free morphemes with student teachers. 12. Guides student teachers to give examples to differentiate between the 2 morphemes 13. Explains a language game (eg. counting berries) to student	**Face-to-face** • Student –teachers contribute to the discussion on the differences between free and bound morphemes. • Student teachers give example of the 2 morphemes.

			teachers and guides them to play it to distinguish as many free morphemes from bound morpheme as possible.	• Student –teachers play the language game (eg. Counting berries)
	• - affixes	Stage 3: 30mins	**Face-to-face** 1. **Discusses with student teachers the meaning and types of affixes** 2. **Guides** student –teachers to give examples of prefixes, infixes and suffixes. 3. **Guides** student –teachers to play a language game to differentiate among the 3 (prefixes, infixes and suffixes)	**Face-to-face, e-learning & seminar** • Student –teachers participate in the discussion of meaning and types of affixes. • Student –teachers give examples of prefixes, infixes and suffixes. • Student –teachers play the language game as guided by the teacher.
	• Word formation processes - affixation - conversion etc	Stage 4: 60mins	1. Discusses word formation processes with student teachers 2. Puts student –teachers in groups and gives each group a word formation process to develop as many words as possible. 3. Uses languages games to draw student –teachers' attention to the various word formation processe.	**Face-to-face** • Student –teachers participate in the discussion • In groups, student –teachers use word formation process allocated to them to develop as many words as possible. • Student –teachers identify words according their group word formation process
	Closure/conc lusion	Stage 5: 10mins	**Face-to-face** **Summarizes lesson by engaging** student – teachers in question/answer technique and clarifies their challenges.	**Face-to-face** 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	• Digital literacy • Equity and inclusivity • Collaboration/teamwork • Diversity			
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method:Assessment for and as learning (Group presentations on different aspects of the lesson.(. Core skill targeted: communication, teamwork/collaboration, inquiry skills and digital literacy Assesse(s) Learning Outcomes: Course learning outcome 2			
Teaching Learning Resources	• Smartphones • Laptops • Other digital tools			

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

Lesson 4

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

Title of Lesson	Introduction to Semantics		Lesson Duration	3
Lesson description	This lesson introduces **student –teachers to the basic knowledge in semantics.**			
Previous student teacher knowledge, prior learning (assumed)	Student teachers were introduced to word formation processes in the previous lesson.			
Possible barriers to learning in the lesson	Meanings in student –teachers' mother tongue may interfere with meanings in the English language. In addition, student teachers might have challenges with different meanings assigned to the same words in the English language			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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.						
• Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed							

	Learning Outcomes	Learning Indicators	Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	2: Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)	2.1 Identify and describe different types of meaningful word-forms in English (NTS 2c: 13) 2.3. Explain how words are put together to form meaningful sentences in English (NTS 2c: 13)	In grouping the student teachers, gender, linguistic backgrounds and mixed abilities should be considered. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy. Cultural diversity and inclusion should be taken into consideration.

Topic title:			Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
Semantics				
	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	1. Guides student teachers to brainstorm on the various definitions of meanings. 2. Guides student – teachers to brainstorm the different levels of meanings in words	• Student teachers are guided to brainstorm on the definitions of semantics. • student –teachers brainstorm the different levels of meanings in words.
	Stage 2 Types of meanings	60mins (Group discussion-20mins, group presentations-70mins)	1. Puts student teachers into mixed ability groups to browse the internet for types of meanings in words. 2. Guides students to present their findings.	• In mix ability groups, student –teachers browse the internet for types of meanings. • Each group discusses and makes oral presentation in class
	Stage 3 semantic vrs pragmatic meaning	40mins	1. Tasks the student teachers to give examples of meanings of same words in particular contexts and out of contexts. 2. Asks student teachers to search for more examples online using their preferred search engine.	• Student teachers give examples of the meanings of same words within particular contexts and out of context. • student teachers search for more examples online using their preferred search engine.
	Stage 4 Sense relations	30min	1. tasks student –teachers to search for types of sense relations online using their preferred search engine 2. Discusses each sense relation with student – teachers	• student –teachers search for types of sense relations online using their preferred search engine • Student –teachers contribute to the discussion on sense relations.
	Closure/Conclusion	mins	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 learning:of, for and as learning within the lesson	Summary of Assessment Method: Assessment for and as learning (1 group presentations (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 1
Teaching Learning Resources	• Computer • Projector
Required Text (core)	
Additional Reading List	
CPD Needs	Seminar/workshops on semantics by a resource person

Lesson 5

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

Title of Lesson	Nouns and pronouns		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.			
Previous student teacher knowledge, prior learning (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	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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.						
• Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed							

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	
	2: Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)	2.1 Identify and describe different types of meaningful word-forms in English (NTS 2c: 13) 2.2 Describe how English words are formed (NTS 2c: 13) 2.3. Explain how words are put together to form meaningful sentences in English(NTS 2c: 13)	It is likely that the time allocated may not be sufficient to deal with the types of writing in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the features of the types of writing. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

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: 10mins	**Face-to-face** Guide students to brainstorm on the word classes in English**(PDP Theme 2, p. 11).**	**Face-to-face** Student teachers brainstorm and mention the word classes in English.
	Nouns	Stage 1: 40mins	**Face-to-face** Tutor/lecturer guides student teachers to brainstorm in groups on what a noun is using morphological and syntactic criterion **(PDP Theme, p. 75).**	**Face-to-face** Student teachers brainstorm in groups and write out their report on nouns.
		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.
	Pronouns	Stage 3: 40mins	**Face-to-face** Tutor/lecturer leads discussion on what a pronoun is. Ask students to use available technology to search for the eight types of pronouns and report **(PDP Theme 4, p. 76).**	**Face-to-face, e-learning & seminar** Student teachers contribute to discussion. Also, student teachers work in groups to identify the eight types of pronouns and report on them.
		Stage 4: 30mins	**Face-to-face** Tutor/lecturer guides student teachers to identify similarity and differences between nouns and pronouns in their usage **(PDP Theme 3, p. 69).**	**Face-to-face** Discussion on the similarity and difference between nouns and pronouns in terms of usage.
		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	- Digital literacy - Cultural diversity and inclusion			
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (1 group presentation 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			
Teaching Learning Resources	- Smartphones - Laptops			
Required Text (core)				
Additional Reading List	Berko G., J. (ed) (2005). *The development of language (6thed).*Needam Heights, MA: Pearson			
CPD Needs				

Lesson 1

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

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-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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.						
• Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed							

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	
	2: Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)	2.1 Identify and describe different types of meaningful word-forms in English (NTS 2c: 13) 2.2 Describe how English words are formed (NTS 2c: 13) 2.3. Explain how words are put together to form meaningful sentences in English(NTS 2c: 13)	It is likely that the time allocated may not be sufficient to deal with the types of writing in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the features of the types of writing. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

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: 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	• Digital literacy • Cultural diversity and inclusion			
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (1 group presentation 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			
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			

Lesson 7

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

Title of Lesson	Adverbs and Prepositions				Lesson Duration	3
Lesson description	This lesson is intended to discuss the different types of adverbs and prepositions that English has.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to different words classes in the previous lessons.					
Possible barriers to learning in the lesson	Student-teachers may be using wrong forms of adverbs and prepositions in their essays.					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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.					

• Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed			

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	
	2: Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)	2.1 Identify and describe different types of meaningful word-forms in English (NTS 2c: 13) 2.2 Describe how English words are formed (NTS 2c: 13)	It is likely that the time allocated may not be sufficient to deal with the types of writing in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the features of the types of writing. • Core skills targeted include communication, critical

			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: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	**Student Activity**
		Introduction: 10mins	**Face-to-face** Guide students to brainstorm on the word classes in English**(PDP Theme 2, p. 11).**	**Face-to-face** Student teachers brainstorm and mention the word classes in English.
	Adverbs	Stage 1: 40mins	**Face-to-face** Tutor/lecturer guides student teachers to brainstorm in groups on what an adverb is and the different types of adverbs that English has. **(PDP Theme, p. 75).**	**Face-to-face** Student teachers brainstorm in groups and write out their report on adverbs.
		Stage 2: 40mins	**Face-t0-face** Tutor/lecturer guides student teachers to present their findings.	**Face-to-face** Student teachers orally present their findings for discussion.
	Prepositions	Stage 3: 40mins	**Face-to-face** Tutor/lecturer leads discussion on what a preposition is. Ask students to use available technology to search for simple and complex prepositions and report **(PDP Theme 4, p. 76).**	**Face-to-face, e-learning & seminar** Also, student teachers work in groups to identify the different types of prepositions.
		Stage 4: 30mins	**Face-to-face** Tutor/lecturer guides student teachers to identify simple and complex prepositions **(PDP Theme 3, p. 69).**	**Face-to-face** Discussion on the simple and complex prepositions.
		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	• Digital literacy • Cultural diversity and inclusion
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (1 group presentation 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
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

Lesson 8

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

Title of Lesson	The sentence		Lesson Duration	3
Lesson description	This lesson will look at the sentence by considering the various elements that make up the sentence.			
Previous student teacher knowledge, prior learning (assumed)	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	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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.						
• Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed							

	Learning Outcomes	Learning Indicators	
• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	2: Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)	2.1 Identify the subject and predicate in a sentence. 2.2 Select a subject that agrees with the predicate. 2.2. Explain how words are put together to form meaningful sentences in English(NTS 2c: 13)	It is likely that the time allocated may not be sufficient to deal with the types of writing in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the features of the types of writing. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic: The sentence	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: 15mins	**Face-to-face** Tutor/lecturer revises word classes with student teachers using question-answer technique **(PDP Theme 2, p. 11).**	**Face-to-face** Student teachers answer tutor/lecturer questions on word classes.
	Elements of the sentence	Stage 1: 40mins	**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).**	**Face-to-face** 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	• Digital literacy • Cultural diversity and inclusion
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (1 group presentation 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
Teaching Learning Resources	• Smartphones • Laptops
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	Bell, M. (2004). *Understanding English spelling*. Cambridge: Pegasus Educational. Carr, P. (2013). *English phonetics and phonology: An introduction* (2nd ed.) West Sussex: Wiley-Blackwell. Eastwood, J. (2002). *Oxford guide to English grammar (7th Impression*). Oxford: Oxford University Press. Frost, R. & Katz, M. (1992). *Orthography, phonology, morphology and meaning. (1st ed.).* London: Longman Fulford, J. J. (2012). *The complete guide to English spelling rules*. California: Astoria Press.

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

Lesson 9

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

Title of Lesson	Types of sentences		Lesson Duration	3
Lesson description	This lesson focuses on the types of sentences in English by structure. We will discuss the simple, compound, complex and compound-complex sentences.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to types of sentences by function.			
Possible barriers to learning in the lesson	Student teachers are likely to confuse sentences by function and structure			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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.						
• **Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**							

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	2: Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)	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.	It is likely that the time allocated may not be sufficient to deal with the types of writing in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the features of the types of writing. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

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: 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	• Digital literacy • Cultural diversity and inclusion
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (1 group presentation 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
Teaching Learning Resources	• Smartphones • Laptops
Required Text (core)	
Additional Reading List	Berko G., J. (ed) (2005). *The development of language (6thed).*Needam Heights, MA: Pearson
CPD Needs	

Lesson 10

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

Title of Lesson	Sentence Faults		Lesson Duration	3
Lesson description	This lesson is intended to discuss different sentence faults that occur in student writings.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to different sentence types in the previous lesson.			
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	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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.						
• Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed							

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	
	2: Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)	2.3. Explain how words are put together to form meaningful sentences in English(NTS 2c: 13)	It is likely that the time allocated may not be sufficient to deal with the types of writing in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the features of the types of writing. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

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).**	**Face-to-face** 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 issues will be addressed or developed and how	• Digital literacy • Cultural diversity and inclusion
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (1 group presentation 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
Teaching Learning Resources	• Smartphones • Laptops
Required Text (core)	Wiredu, J. F. (1996). Organised English grammar. Lagos: Academic Publishers

Lesson 11

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

Title of Lesson	Spelling rules		Lesson Duration	3
Lesson description	The lesson introduces student-teachers to some spelling rules in English.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers already can spell several words and also can explain some spelling rules in English.			
Possible barriers to learning in the lesson	Student teachers have been spelling some words incorrectly. In addition, student teachers also mix British and American spelling of English words.			

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

• **Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**			
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	
	3: Demonstrate knowledge in the basic orthographic rules in English (NTS 2c, 13)	3.2 Explain basic English spelling rules	It is likely that student teachers may have difficulty with the spelling of some words. • Core skills targeted include communication, collaboration, observation and digital literacy,

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	5. Introduces the lesson by discussing with student teachers what spelling rules mean 6. Discusses the meaning, types and importance of affixes in spelling	1. Student teachers participate in the discussion 2. Student teachers participate in the discussion in order to get the derivational and inflectional meaning of affixes
	Prefixes	Stage 1: 50mins	1. Guides student teachers to brainstorm to bring out the meaning of prefixes 2. Discusses with student teachers the positions of prefixes in words 3. Guides student teachers to give examples of prefixes in words and the meaning they convey 4. Asks student teachers to use smart phones to explore some prefixes and the meaning they convey	1. Student teachers brainstorm to bring out the meaning of prefixes. 2. Student teachers identify the position of prefixes in words 3. Student teachers give examples of prefixes in words and the meaning they convey 4. Student teachers explore some prefixes and the meaning they convey using smart phones and pair share with their colleagues
	Infixes	Stage 2: 30mins	1. Guides student teachers to brainstorm to bring out the meaning of infixes 2. Discusses with student teachers the positions of infixes in words 3. Guides student teachers to give examples of infixes in words and the meaning they convey	1. Student teachers brainstorm to bring out the meaning of infixes. 2. Student teachers identify the position of infixes in words (very few of them) 3. Student teachers give examples of infixes in words and the meaning they convey
	Suffixes	Stage 3: 80mins	4. Guides student teachers to brainstorm to bring out the meaning of suffixes 5. Discusses with student teachers the positions of suffixes in words 6. Guides student teachers to give examples of suffixes in words and the 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	4. Student teachers brainstorm to bring out the meaning of suffixes. 5. Student teachers identify the position of suffixes in words 6. Student teachers give examples of suffixes in words and the meaning 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 cutting issues will be addressed or developed and how	• Digital literacy • Collaboration/teamwork
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (One oral group presentation) Core skills targeted: communication, team work/collaboration, enquiry skills, digital literacy Assesses Learning Outcomes: Course learning outcome 3
Teaching Learning Resources	• Smartphones • Laptops • Projector
Required Text (core)	Frost, R. & Katz, M. (1992). *Orthography, phonology, morphology and meaning*. (1st ed.). London: Longman
Additional Reading List	Carr, P. (2013). *English phonetics and phonology: An introduction* (2nd ed.) West Sussex: Wiley-Blackwell. Odden, D. (2013). *Introducing phonology (2nd ed.)* Cambridge: Cambridge University Press. Roach, P. (2009). *English phonetics and phonology: A practical course* (4th ed.). Cambridge: Cambridge University Press. Schuele, C. M. & Murphy, N. G. (2014). *Intensive phonological awareness (IPA) programme*. Paris: Brookes Publishing Company.
CPD Needs	

Lesson 12

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

Title of Lesson	Punctuation rules					Lesson Duration	3
Lesson description	The lesson will discuss rules that correctly guide the use of punctuation in writing.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been using their punctuations in their writing.						
Possible barriers to learning in the lesson	Student teachers may not know the correct use of punctuation marks.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** 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.						
• Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed							

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**		**Learning Indicators**	
	3: Demonstrate knowledge in the basic orthographic rules in English (NTS 2c, 13)		3.1 Apply correct punctuation rules in writing. 3.2 Identify punctuation errors in writing. 3.3 Correct punctuation errors in writing.	It is likely that the time allocated may not be sufficient to deal with the types of writing in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the features of the types of writing. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic: Punctuation rules ,	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: 15mins	Tutor/lecturer guides student teachers to brainstorm in pairs on what they understand by punctuation	Student teachers brainstorm in pairs on what they understand by punctuation.
	Commas, full stop, colon, semi-colon, capitalisation	Stage 1: 4mins	Tutor/lecturer groups student teachers into five groups and task them to use available technology to explore the rules governing the use of punctuation marks.	Groups explore the rules 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 addressed or developed and how	- Digital literacy - Cultural diversity and inclusion			
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (1 group presentation 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			
Teaching Learning Resources	- Smartphones - Laptops			
Required Text (core)	Roach, P. (2009). *English phonetics and phonology: A practical course* (*4th ed.).* Cambridge: Cambridge University Press. Saeed, J. I. (2016). *Semantics (4th edn.).*Chichester, UK: Wiley Blackwell. Wiredu, J. F. (1996). Organised English grammar. Lagos: Academic Publishers			
Additional Reading List	Bell, M. (2004). *Understanding English spelling*. Cambridge: Pegasus Educational. Carr, P. (2013). *English phonetics and phonology: An introduction* (2nd ed.) West Sussex: Wiley-Blackwell. Eastwood, J. (2002). *Oxford guide to English grammar (7th Impression)*. Oxford: Oxford University Press. Frost, R. & Katz, M. (1992). *Orthography, phonology, morphology and meaning. (1st ed.).* London:			

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

---

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

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