Four-Year B.Ed. Course Manual

INTRODUCTION TO LANGUAGE AND LITERACY

The Government of Ghana

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FOREWORD

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

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

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

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

Professor Mohammed Salifu
Director General,
Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

- Support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:

    1. What is to be taught and why.
    2. How it can be taught.
    3. How it should be assessed.

- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the CoEs 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 topics 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 topics for weekly PD meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, in order 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 ………………………………..........................

INTRODUCTION TO LANGUAGE AND LITERACY

COURSE DETAILS

Course name	INTRODUCTION TO LANGUAGE AND LITERACY					
Pre-requisite	CREDIT IN ENGLISH LANGUAGE AT WASSCE					
Course Level	100	Semester	1	Course Code		Credit Value	3

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 so, 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.

GOAL FOR THE SUBJECT OR LEARNING AREA

The literacy studies programme 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.

COURSE DESCRIPTION

The course introduces student-teachers to the basic principles of language and literacy. It equips them with the rudimentary concepts that will guide them to acquire the necessary knowledge and skills about language and literacy to enable them use language effectively to enhance literacy development skills of all learners. It will help Student-teachers to understand and identify how children acquire language and apply it in their language and literacy classroom. It covers key areas such as the nature and concept of language and communication, theories of language acquisition, teachers' and pupils' challenges to developing literacy among all learners. It also provides opportunities for school visits by Student-teachers to observe and interact with teachers and work with small group of learners to observe how language and literacy issues are handled in basic schools. It integrates technology into the teaching and learning of language. This course will be delivered using various inclusive learner-centred approaches such as discussion, pair work, brainstorming and presentations. Student-teachers will be assessed through report writing, assignments and class participation. **[NTS and NTECF requirements: NTS 1e, 1f, 2b, 2c, 2e, and 3b, and NTECF 1, 5, 6, 9 (p25)].**

KEY CONTEXTUAL FACTORS

This is a foundation course for all student–teachers and is aimed at preparing them in the use of language in the classroom. Every teacher, irrespective of their area of specialisation should have orientation in language and literacy and promote it among their learners but teachers are currently not trained well enough to handle this situation. Knowing how diverse learners acquire language is crucial to all teachers because it helps them to communicate at the level of their students and make lessons meaningful to all manner of learners irrespective of their language needs and interests. However, teachers have not been trained properly to communicate effectively to reach all children irrespective of their language backgrounds. In a multilingual society like Ghana and its classrooms, Student-teachers must be trained to handle learners with different linguistic, and cultural backgrounds to be able to promote their language learning. Many Ghanaian children have poor reading habit. There is also the misconception that teaching learners in the L1 does not promote literacy development in particular and learning in general.

CORE AND TRANSFERABLE SKILLS AND CROSS CUTTING ISSUES, INCLUDING EQUITY AND INCLUSION

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

Course Learning Outcomes	Learning Indicators
On successful completion of the course, student teachers will be able to:	
1. Demonstrate knowledge of the literacy course manual and awareness of the misconceptions and biases about language and literacy and how to address these (NTS 1f, 1g and NTECF P. 12).	• Identify the key components of the language and literacy course manual. • Discuss the content and expectations of the language and literacy course manual. • List and explain student-teachers' misconceptions and biases about language and literacy. • Identify ways the misconceptions and biases about language and literacy can be addressed.
2. Demonstrate knowledge and understanding of the nature and concept of language and the concept of literacy (NTS 2c).	• Define and explain the concept and nature of language and literacy. • Write down the differences between language and literacy. • Identify the various stages of literacy development and accompanying activities. • Identify and discuss the various components of literacy development. • Identify the challenges of developing literacy among diverse learners. • Identify solutions to the challenges of developing literacy among diverse learners.
3. Demonstrate knowledge and understanding of the theories of L1 and how they apply to language learning and teaching (NTS 2e).	• Discuss the theories of L1 of language acquisition • Identify how these theories help to deal with language learning and teaching in their classroom, especially at the early grade level.
4. Acquire knowledge and understanding of the stages of L1 acquisition and apply them in the language and literacy development of learners (NTS 3b, NTECF P25 bullet 5).	• I dentify and discuss the stages of L1 acquisition/learning and how they differ among learners. • Identify and discuss the determinants of L1 • Discuss how the stages will shape student-teachers' language use in the classroom to benefit all categories of learners.
5. Demonstrate knowledge and understanding of bilingual education and identify how it impacts language and literacy development of learners. (NTS 2c, NTECF p.25 bullets 1 and 9).	• Define and discuss the concept of bilingual education. • Identify and discuss the types of bilingual education. • Discuss the bilingual education in Ghana. • Discuss the language situation in Ghana. • Identify different languages spoken in Ghana. • Discuss the difficulties the language situation in Ghana presents for teaching and learning. • Discuss the concept of language planning and language policy. • Discuss the language policy of education in Ghana. • Examine and discuss the cognitive, linguistic and psychological importance of bilingual education. • Discuss the challenges of the language policy implementation in Ghana and suggest ways to address the challenges.

6.	Reflect on challenges to developing literacy among all learners, how to address these challenges and Work collaboratively and observe in small groups in schools under the supervision of a mentor to develop language (NTS 1f, 2b and 3b).	• Discuss the challenges of children's literacy development, especially at the early grade level as it relates to diversity of learners. • Discuss the various ways the challenges can be addressed to make all manner of learners develop literacy skills in the learning process. • Interact with small groups of learners on issues about language and literacy to shape their understanding of language and literacy and its relationship to language learning and academic work.

1. Course Content

Weeks	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	The Course Manual, Misconceptions and Biases about Language and Literacy	1.1 The Lanaguage and Literacy Course Manual. 1.2 Misconceptions and Biases about Language and Literacy. 1.3 Addressing the misconceptions and biases.	**Discussion:** Tutor leads student-teachers in discussing the key components, content and expections of the course manual. **Individual Reflection:** Student-teachers write down their views about language and literacy. **Discussion:** Tutor uses probing questions to isolate the misconceptions from the realities. **Group work:** Students brainstorm in groups about ways of addressing the misconceptions and do presentations.
2	Nature and concept of language and Literacy	2.1 Definition and characteristics of language 2.2 Stages of literacy development/ acquisition 2.2.1 Foundation for literacy 2.2.2 Beginning literacy 2.2.3 Consolidation/Fluency 2.2.4 Literacy for growth 2.3. Challenges to developing literacy among learners	**1. Discussion** (student-teachers discuss in groups the nature, concept and characteristics of language and communication and present their findings orally to class). **2. Questioning/Brainstorming** (students brainstorm on stages of literacy development among learners). **3. Group work presentation** (Student-teachers are put in groups to find information (e.g. Online, books) on the challenges to developing literacy among learners).
3	Theories of Language acquisition/learning	3.1. Behaviourist 3.2. Cognitivist 3.3. Developmental perspectives etc.	**1. Seminar/presentation** (students are tasked in groups to research on the various theories of language acquisition and present in class). **2. Discussions** (teacher leads student-teachers to compare and contrast the different theories through the use of leading and probing questions). **3. Debate** (In groups, students debate on the pros and cons of the various language acquisition theories).
4	L1 acquisition	4.1. Stages of L1 acquisition 4.1.1 Pre-language stage 4.1.2 One-word stage 4.1.3 Two-word stage 4.1.4. Telegraphic stage 4.1.5 Later multiword stage 4.2. Determinants of L1 acquisition 4.2 .1 Imitation and correction 4.2.2 Parental speech 4.2.3 Cognitive development 4.2.4 Inborn knowledge	**1. Lecture/Discussions** (Lecturer introduces the topic and leads students in class discussions on the stages and processes of L1 acquisition). **2. Group work** (students are put in groups to research on the determinants of L1 acquisition and present to class for discussion). **3. Case study** (Student-teachers interact among themselves and find out how they acquired their L1 and presents report).

| 5 | Bilingual education in Ghana | 5.1. Definition of BE and types.
5.1.1 Transitional Bilingual Education.
5.1.2 Immersion.
5.1.3 Submersion.
5.1.4 Maintenance etc.
5.2 The language situation Ghana.
5.3. Language policy of education in Ghana.
5.4. Challenges of the language policy of education in Ghana. | **1. Discussion/brainstorming** (teacher introduces the topic and leads discussion on the definition of bilingual education and its types).

2. Concept mapping (student-teachers are put into groups to make a concept map of the languages in Ghana and present to class for discussion).

3. School observation (student-teachers visit partner schools to get first-hand information on how teachers implement the bilingual education language policy in schools and identify languages present in the classroom and write reports).

4. Debate (student-teachers debate in groups on the pros and cons of using L1 or L2 as medium of instruction).

5. Group work (student-teachers are put in groups to discuss the practical challenges of implementing the language of instruction policy in Ghana as observed during their school visit and how that can be addressed and presented to class for class discussion). |
| 6 | The Language/literacy teacher | 6.1 Characteristics of a good literacy teacher
6.2 The language/literacy teacher
6.3 Becoming a good literacy teacher
6.4 Interaction with small group | **1. Field work/ Observation** (student-teachers visit partner schools to familiarise themselves with how literacy is promoted among children and write reports on it).

2. Problem solving (students-teachers are given real life and fictional cases that presents particular challenges to literacy development to find suggested solutions to them).

3. Group Discussion (Student-teachers discuss in groups the characteristics of a good literacy teacher and share with class).

4. Individual Study (Student-teachers work individually to indicate things they will do to become good literacy teachers in a one page paper). |

2. Teaching and Learning Strategies

This course will be taught in one three-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 for learning

Create a poster, with 20-minute presentation, which sets out the importance of literacy in children's learning. Identify the factors which can challenge children's literacy development in school in particular in the Early Grades and suggest some ways that this can be addressed.

Weighting 30%

LO: 3, 5, 6 and 7

NTS

2c) Has secure content knowledge, pedagogical knowledge and pedagogical content
knowledge for the school and grade they teach in.

d) At pre-primary and primary the teacher......

has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

e) Understands how children develop and learn in diverse contexts and applies this
in his or her teaching.

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

Component 2: Diagnostic examination

Summary of Assessment Method:

Assessment of learning (two short exams for diagnostic purposes) on what literacy is, what makes a good literacy teacher, on dealing with challenges of literacy development, types of bilingual education, theories and stages of language acquisition and challenges of children's literacy development (core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy).

Weighting: 40%

Assesses Learning Outcomes: Course Learning outcomes assessed 1, 2, 3, and 5

2b) Has comprehensive knowledge of the official school curriculum, including
learning outcomes.

2c) Has secure content knowledge, pedagogical knowledge and pedagogical content
knowledge for the school and grade they teach in.

2d) At pre-primary and primary the teacher......

has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

e) Understands how children develop and learn in diverse contexts and applies this
in his or her teaching.

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

Component 3: Coursework

A 1500 word written assignment.

Identify and discuss the stages of L1 acquisition or learning and how they can differ among learners. Discuss how the stages can shape student-teachers' language use in the classroom to benefit all categories of learners.

LO 4
NTS 2. d) At pre-primary and primary the teacher……
has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.
e) Understands how children develop and learn in diverse contexts and applies this
in his or her teaching.
f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

4. Required Reading and Reference List

Required Text:
Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Samwoode Publishers.
The Language and Literacy Course Manual.

Additional Reading:
Amir, N. (2014) The Author Training Manual: A Comprehensive Guide to Writing Books that Sell, Writer's Digest Books.
Baker, C. (2006). Bilingual education and bilingualism (4th ed). Clevedon: Multilingual Matters.
Bamgbose, A. (2000). Language and exclusion: The consequences of policies in Africa. Germany: Li Verlag.
Berko Gleason, J. (ed) (2005). The development of language (6th ed). Needam Heights, MA: Pearson.
Byrnes, J. P. & Wasik, B. A. (2008). Language and Literacy Development: What Educators need to know. New York, NY: Guilford Press.
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West Sussez, UK: Wiley-Blackwell.
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Ruddell, R. (2005). Teaching Children to Read and Write: Becoming an Effective Literacy Teacher (4th Edition). NJ: Pearson.
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St Street, B. V. (1988) Literacy Practices and Literacy Myths. The written Wold, 23, 73-84.
Yule, G. (2014). The Study of Language (5th Edition). Cambridge: Cambridge University Press.
Zsiga, E. C., Boyer, O. T. & Kramer, R. (2014). Languages in Africa: Multilingualism, language policy and education. Georgetown. USA: Georgtown University Press.

5. Teaching and Learning resources

Computer/Laptop.
Projector.
Recordings of children's language.
Video.
Language Laboratory.
Smartphones/tablets.

6. Course related professional development for tutors/ lecturers

• See PD Material on Teaching Literacy Year 1 Semester 1 Course

LESSON 1

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	**Semester**	1	**Place of lesson in semester**	**1** 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	The Language and Literacy Course Manual				Lesson Duration	3 hours
Lesson description	The lesson introduces students to the language and literacy course manual. It looks at the different components of the manual. It also discusses the contents and expectations of the language and literacy course manual for student-teachers.					
Previous student teacher knowledge, prior learning (assumed)	Student-teachers have knowledge of the content of their Senior High School language textbooks.					
Possible barriers to learning in the lesson	Large class size. Students may not be familiar with course manual.					
Lesson Delivery - chosen to support student teachers 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, questions and answers, 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.					

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes:**	**Learning Indicators**	**Core skills/ cross-cutting issues**
	Demonstrate knowledge of the literacy course manual and awareness of the misconceptions and biases about language and literacy and how to address these (NTS 1f, 1g and NTECF P. 12).	• Identify the key components of the language and literacy course manual. • Discuss the content and expectations of the language and literacy course manual.	• **Digital literacy** (searching online for information on the topic). • **Inclusivity/gender** (including both male and female in each group). • **Collaboration** (working in groups as a team). • **Enquiry skills** (asking questions for clarification and school observation). • **Critical thinking** (discussion and peer critiquing). • **Communication** (through presentation and answering questions)

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent study				
The language and literacy course manual	Introduction	20 minutes	**Discussion** Tutor uses leading and probing questions to help students talk about the content of their Senior High School (SHS) language textbooks. Tutor gives an overview of the lesson on the language and literacy course manual.	**Discussion** Student-teachers answer questions asked by tutor on the content of their SHS language textbooks. Student-teachers share among themselves the content of the various language textbooks they used in SHS. Student-teachers take note of main points to be discussed in the current lesson.
	Key Component of the language and literacy course manual	Stage 1: 70 mins	**Discussion** Tutor introduces student-teachers to the definition, nature, characteristics and purposes of a course manual. Asks student-teachers to use available technology to find information about course manual. **Group Work** Tutor puts student-teachers into mixed ability groups to identify the key component of the language and literacy course manual.	**Discussion** Student-teachers use available technology (e.g. smart phones and laptops) to search for information on course manual and contribute to the class discussion. **Group Work** In their groups, student-teachers go through the language and literacy course manual to identify the key components of the manual. Student-teachers ask questions to tutor to further understand the components of the manual.
	Content and Expectations of the language and literacy course manual	Stage 2: 70 mins	**Group Work** Tutor puts class into two groups and assigns tasks; Group 1 to look at the content and Group 2 to look at the expectations of the language and literacy course and then both present to the class for peer and tutor review.	**Group Work** Student-teachers work in their various groups to look at either the content or expectations of the language and literacy course. Each group presents to the whole class and asks and answers questions about the presentations.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Closure/ Conclusion	Stage 3: 20 mins	Ask student-teachers to individually write down the main points in the lesson. Use question and answer technique to help student-teachers summarize the lesson. Answer questions from student-teachers for clarification.	Student-teachers will individually write down the main points in the lesson. Students summarize the lesson by answering questions from the tutor. Students ask questions to tutor for clarification.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to course lesson learning outcome)	Student teachers review the key component and content of the language and literacy course manual (core skills targeted are communication, critical thinking, collaboration, enquiry skills and digital literacy) Assesses Learning Outcomes: Course learning outcomes 1 Assesses Learning Outcomes: Course learning outcome 1 (NTS 1f, and g) NTS to be assessed are NTS 1f and g 1f. Develops a positive teacher identity and acts as a good role model for students 1g. Sees his or her role as a potential agent of change in the school, community and country.
Teaching and learning Resources	• Smart phones • Laptop • Projector
Required Text (core)	The Language and Literacy Course Manual
Additional Reading List	• Amir, N. (2014) The Author Training Manual: A Comprehensive Guide to Writing Books that Sell, Writer's Digest Books
CPD Needs	See PD Material on Teaching Literacy Year 1 Semester 1 Course.

LESSON 2

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	Misconceptions and Biases about language and literacy		Lesson Duration	3 hours
Lesson description	This lesson introduces student-teachers to some misconceptions and biases about language and literacy. The lesson also addresses these misconceptions and biases.			
Previous student teacher knowledge, prior learning (assumed)	The student-teachers have knowledge about the language and literacy course manual.			
Possible barriers to learning in the lesson	Student-teachers might have the bias that language is a subject for females. Student-teachers may not know the distinction between language and literacy.			

Lesson Delivery - chosen to support student teachers 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, questions and answers, 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.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes:	Learning Indicators	Core skills targeted include
	Demonstrate knowledge of the literacy course manual and awareness of the misconceptions and biases about language and literacy and how to address these (NTS 1f, 1g and NTECF P. 12)	• List and explain student-teachers' misconceptions and biases about language and literacy. • Address the misconceptions and biases student-teachers have about language and literacy.	• **Digital literacy** (searching online for information on the topic). • **Inclusivity/gender** (including males and females in each group). • **Collaboration** (working in groups as a team). • **Enquiry skills** (asking questions for clarification and school observation). • **Critical thinking** (discussion and peer critiquing). • **Communication** (through presentation and answering questions).

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher-led, collaborative group work or independent study				
Misconceptions and biases about language and literacy	Introduction	20 mins	**Discussion** Tutor uses questions and answers to help student-teachers revise their knowledge on the language and literacy course manual. Tutor gives a preview of the current lesson on misconceptions and biases about language and literacy and how to address them.	Student-teachers answer questions to revise their previous knowledge on the language and literacy course manual. Student-teachers note down main points to be discussed in the lesson: misconceptions and biases about language and literacy.
	Misconceptions and biases about language and literacy	Stage 1: 70 mins	**Group Work & Class Presentations** Tutor/Lecturer groups the student-teachers so that they can share their misconceptions and biases about language and literacy (PDP Theme 4; pp 25). Tutor/Lecturer asks them to make oral presentation in class. **E-learning** Tutor/Lecturer shows a video clip from YouTube on misconceptions about language and literacy (PDP Theme 3 p. 31). Tutor/Lecturer guides the students to isolate misconceptions and biases from reality based on the presentations made.	**Group Work & Class Presentations** Student-teachers form groups to discuss their misconceptions and biases about language and literacy. Student-teachers make oral presentations based on their discussions. **E-learning** Student-teachers watch a video on misconceptions about language and literacy from YouTube. Student-teachers review their presentation and isolate misconceptions and biases from reality.
	Addressing the misconceptions and biases about language and literacy	Stage 2: 70 mins	**E-learning** Tutor/Lecturer shows a video on YouTube on addressing misconceptions and biases about language and literacy (PDP Theme 5, p. 33). Tutor/Lecturer groups the class and asks them to discuss the content of the video clip they watched. Tutor uses leading and probing questions to help student-teachers in the discussion (PDP Theme 4, p 25; Theme 2, p. 7).	**E-learning** Student-teachers watch video clip on YouTube about addressing misconceptions and biases about language and literacy. Student-teachers discuss how to address their misconceptions and biases in groups based on the videos watched. Student-teachers present their views in a discussion on other ways to address misconceptions in language and literacy.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Closure	Stage 3: 20 mins	Tutor/Lecturer employs question and answer technique to recap and close the lesson Answers student-teachers' questions for clarification (Theme 2).	Student-teachers answer the questions asked. Student-teachers ask questions for clarification from tutor.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to course lesson learning outcome)	Student teachers prepare a group presentation on Misconceptions and biases about language and literacy (core skills targeted are communication, team work/ collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 1 Assesses Learning Outcomes: Course learning outcome 1 (NTS 1f, and g) NTS to be assessed are NTS 1f and g 1f. Develops a positive teacher identity and acts as a good role model for students 1g. Sees his or her role as a potential agent of change in the school, community and country.
Teaching and learning Resources	• PowerPoint. • Projector. • Video clip/ YouTube videos on misconceptions in language learning and teacher assessment and moderation: Addressing misconceptions.
Required Text (core)	Street, B. V. (1988) Literacy Practices and Literacy Myths. The written Wold, 23, 73-84.
Additional Reading List	Rommertveit, R.. (1988) On literacy and the myth of literal meaning. The written Wold, 23, 13-24.
CPD	See PD Material on Teaching Literacy Year 1 Semester 1 Course

LESSON 3

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 **3** 4 5 6 7 8 9 10 11 12

Title of Lesson	Definition and characteristics of language			Lesson Duration	3 hours
Lesson description	This lesson introduces the student-teachers to the various definitions and characteristics of human language. It also looks at the differences between language and dialects.				
Previous student teacher knowledge, prior learning (assumed)	• Student-teachers can identify some languages spoken in Ghana. • Student-teachers can talk about the languages they speak.				
Possible barriers to learning in the lesson	Student teachers might not be able to distinguish between language and dialects.				

Lesson Delivery - chosen to support student teachers 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, questions and answers, 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.

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes:	Learning Indicators	Identify cross cutting issues, core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrate knowledge and understanding of the nature and concept of language (NTS 2c).	• Define and explain the concept and nature of language. • Write the differences between language and dialect.	There is a tendency that the Tutor/Lecturer might focus on examples from a language s/he is familiar with, thereby excluding languages of other student-teachers. This can be addressed by making an effort to diversify and to include examples from other languages. In grouping the student-teachers, gender, linguistic background and mixed ability should be considered. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy and inclusion.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
Definition and Characteristics of Language	Introduction (Student-teachers knowledge of language)	10 mins	**Face-To-Face** Tutor/Lecturer asks student-teachers to write down what they know about language and share their ideas.	**Face-To-Face** Student-teachers reflect and write down what they know about language and discuss with their colleagues.
	Definitions of language	Stage 1: 30 mins	**Face-To-Face & E-learning** Tutor/Lecturer asks the student-teachers to work in small groups to come up with various definitions of language (Theme 4, p. 27). Tutor/Lecturer guides student-teachers to search online for the definitions of language. Tutor summarizes the session by pointing out to student-teachers other definitions of language in the core reading text.	**Face-To-Face & E-learning** In small groups, student-teachers brainstorm and put their ideas together to come up with definitions for language. The groups take turns to share their definitions with the whole class for critiquing. Student-teachers search online for various definitions of language and compare these with definitions they came up with.
	Characteristics of human language	Stage 2: 75 mins (Group discussion - 15 mins, group presentations - 60 mins)	**Seminar** Tutor/Lecturer puts student-teachers into mixed groups (linguistic, cultural and gender) to think about the features/ characteristics of human language and be ready to present to others (Theme 4, p. 27).	**Seminar** In mixed groups, student-teachers share the features/ characteristics they know about their own language. These are then compiled by the groups for presentation.
	Differences between a language and a dialect	Stage 3: 50 mins	**Face-To-Face & Independent Study** Tutor/Lecturer tasks the student-teachers to give examples of dialects they speak and guides them to distinguish between language and dialects. Tutor/Lecturer directs student-teachers to specific pages of the core text and other online sources to read further about language and dialects after the lesson.	**Face-To-Face & Independent Study** Student-teachers share examples of dialects they speak. With support from tutor/lecturer students distinguish between language and dialects. After the lesson, student-teachers independently read further the relevant pages of the core text and other online sources to deepen their understanding of the differences between language and dialects.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Closure/ Conclusion	15 mins	**Face-To-Face** Tutor/Lecturer employs question and answer technique to recap and close the lesson. Tutor/Lecturer answers questions from student-teachers. Tutor provides feedback to student-teachers.	**Face-To-Face** Student-teachers respond to the questions asked by the Tutor/Lecturer to help evaluate the lesson. Student-teachers ask questions for clarification.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to course lesson learning outcome)	A quiz on definition, characteristics and the distinction between language and dialects) (Core skills targeted are communication, team work/collaboration, digital literacy) Assesses Learning Outcomes: Course learning outcome 2 (NTS 2c) NTS to be assessed are NTS 2c 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Teaching and learning Resources	• Computer. • Projector. • Mobile phone.
Required Text (core)	Yule, G. (2014). The Study of Language (5th Edition). Cambridge: Cambridge University Press [chapters 18 & 19].
Additional Reading List	Giles, H., & Watson, B. M. (Eds.). (2013). The Social Meaning of Language, Dialect and Accent: International Perspectives on Speech Styles. New York, NY: Peter Lang. [chapters 1 & 2]. International Perspectives on Speech Styles. New York, NY: Peter Lang. 200 pp. ISBN: 978-1-4331-1868-5.
CPD Needs	See PD Material on Teaching Literacy Year 1 Semester 1 Course.

LESSON 4

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 **4** 5 6 7 8 9 10 11 12

Title of Lesson	**Stages of Literacy Development/Acquisition**		Lesson Duration	3 hours
Lesson description	This lesson introduces student-teachers to the various ways literacy skills are acquired and developed by learners. Issues around foundations of literacy, beginning literacy, consolidation/ fluency and literacy for growth will be discussed to equip the student-teachers with the necessary skills to support the literacy development of their learners.			
Previous student teacher knowledge, prior learning (assumed)	Student-teachers have been exposed to the definition and characteristics of language as well as the differences between language and dialect.			
Possible barriers to learning in the lesson	Student-teachers may be confused about the differences between literacy development and language acquisition. They may also find it difficult to distinguish between language and literacy.			

Lesson Delivery - chosen to support student teachers 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, questions and answers, 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.

Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes:	Learning Indicators	Identify cross-cutting issues, core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrate knowledge and understanding of the nature and concept of language and the concept of literacy (NTS 2c).	• Identify the various stages of literacy development and accompanying activities. • Identify and discuss the various components of literacy development.	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, cultural diversity and inclusion. These can be addressed through group work, individual work, and search for information using any available technology.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
Stages and components of Literacy Development	Introduction	10 mins	**Face-To-Face** Tutor/Lecturer asks student-teachers to share in groups what they read about language and dialects as a review of the previous lesson.	**Face-To-Face & Independent Study** Student-teachers sit in groups of not more than seven and present what they read about language and dialects orally.
	Definition of literacy	Stage 1: 20 mins	**Discussion** Through leading and probing questions, tutor leads class to define the concept 'literacy'.	**Discussion** Student-teachers participate in class discussion by answering and asking questions to arrive at the definition of literacy.
	Stages of literacy development	Stage 2: 80 mins	**Group Work** Tutor/Lecturer groups student-teachers and assigns to each group one stage of literacy development. The groups then brainstorm on the characteristics of the stage and its accompanying activities and give a presentation to the class for peer and tutor review. (PDP Theme 4, pp. 104-110). Tutor/Lecturer should encourage students to search online for more information about the stage assigned to their group (PDP Theme 4, pp. 111-113).	**Group Work** Student-teachers work in groups to discuss the stage of literacy development and accompanying activities assigned to their group using available technology and books. Student-teachers then present their work for tutor and peer review using PowerPoint.
	Components of literacy	Stage 3: 60 mins	**Brainstorming** Tutor/Lecturer introduces the component section of literacy by using a video clip on the topic and asks student-teachers to brainstorm on the components of literacy and activities to enhance each component found in the video. Tutor/Lecturer then provides appropriate feedback to the oral presentations. (PDP Theme 3, p. 76). School Visit: Provide student-teachers with checklist on what to look for in the lesson when they visit schools and write reports on activities teachers use to enhance the various literacy components.	**Brainstorming** Student-teachers watch video clip on the topic. Student-teachers work in groups according to assigned component by brainstorming and using available technology and books and write down their understanding of the various components of literacy to add to what was seen in the video. The groups give oral presentations. Use checklist provided to find out activities teachers use to enhance the components of literacy in their teaching and write reports to submit to tutor.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Conclusion/closure	10 mins	Tutor recaps the lesson through questions Tutor allows student-teachers to ask questions for clarification on the lesson.	**Face-To-Face** Student-teachers summarise the main issues in the lesson by answering tutor's questions Ask questions for clarification.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	Assessment as learning: (Individual report from school visit on components of literacy and appropriate activities employed by the classroom teacher. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 2 (NTS 2c) NTS to be assessed are NTS 2c 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Teaching and Learning Resources	• Computer. • Projector. • Mobile Phones/tablets. • Video: An Overview of Literacy Development – YouTube https://www.youtube.com/watch?v=yMGU7UIJ4RU.
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching: A resource for language teachers. Accra: Sam-Woode Ltd. [Unit 19].
Additional Reading List	Byrnes, J. P. & Wasik, B. A. (2008). *Language and Literacy Development: What Educators need to know.* New York, NY: Guilford. Press [Chapter 2]. Carroll, M. J., Bowyer-Crane, C., Duff, F. G., Hulme, C. & Snowling, M. J. (2011). *Developing language and literacy: effective intervention in the early years.* West Sussez, UK: Wiley-Blackwell. [chapter 3].
CPD Needs	See PD Material on Teaching Literacy Year 1 Semester 1 Course.

LESSON 5

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	**Semester**	1	**Place of lesson in semester**	1 2 3 4 **5** 6 7 8 9 10 11 12

Title of Lesson	**Challenges to developing literacy among learners**		**Lesson Duration**	**3 hours**
Lesson description	This lesson introduces the student-teachers to various challenges that hinder the development of literacy among learners. Student-teachers will also explore solutions that can be employed by the literacy teacher to overcome challenges in developing literacy among learners.			
Previous student teacher knowledge, prior learning (assumed)	Student-teachers can explain what literacy is and identify different stages and components of literacy development.			
Possible barriers to learning in the lesson	Student-teachers might not be aware of the challenges involved in developing literacy. Student-teachers might not be aware of the causes of the challenges in developing literacy.			

Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	E-learning opportunities	Practicum
	√	√		√	√	√	

Lesson Delivery – chosen to support students in achieving the outcomes	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, questions and answers, 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. **Practical Activity:** Students will be given hands-on activities to perform.

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.
	Demonstrate knowledge and understanding of the nature and concept of language and the concept of literacy (NTS 2c).	• Identify the challenges of developing literacy among diverse learners. • Identify and discuss solutions to the challenges of developing literacy among diverse learners.	Tutor/Lecturer should make a conscious effort to not only focus on as many Ghanaian languages as possible. Student-teachers should be encouraged to talk about different languages including examples from less-known/minority languages. In grouping, the student-teachers' gender and mixed abilities should be considered. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, inclusivity.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Challenges of developing literacy	Introduction	10 mins	Tutor uses question and answer technique to revise previous lesson on stages of literacy development and components of literacy. Tutor provides an overview of the current lesson: challenges to literacy development among learners.	Student-teachers answer tutor's questions to recap the previous lesson on stages and components of literacy development. Student-teachers note down the overview of the current lesson provided by the tutor.
	Causes of the challenges encountered in developing literacy	Stage 1: 30 mins	Think-Pair-Share Tutor/Lecturer asks the student-teachers to brainstorm on the causes of challenges in developing literacy among diverse learners, share with colleagues and later share with the entire class.	Student-teachers individually brainstorm on the causes of challenges in developing literacy among learners, share with their colleagues and later with the entire class.
	Challenges in developing literacy in both L1 and L2	Stage 2: 70 mins	**Group Discussion** Tutor/Lecturer shows a video clip called An Overview of Literacy Development (PDP Theme 5. P. 33). Tutor/Lecturer puts student-teachers in mixed groups (linguistic, cultural and gender backgrounds) to share their reflections from the video shown (PDP Theme 5, pp. 21-27) and identify the challenges in developing literacy among learners. Tutor/Lecturer then encourages student-teachers to look for further challenges apart from those they noticed in the video. Groups then present their discussion orally to class for peer review and tutor comments.	Student-teachers watch the video called An Overview of Literacy Development. Students reflect on the video and make notes on their reflections. Student-teachers then work in mixed groups to share their reflections on the video and from other sources and identify the challenges of developing literacy among learners with the Ghanaian context in mind. Student-teachers share their group work orally with the class for peer review and tutor comments.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Solutions to the challenges in developing literacy	Stage 3: 60 mins	**Poster Presentations:** Tutor/Lecturer asks students to watch a short video clip on addressing literacy issues. Let student-teachers work in groups using information from the video and from books and online information to do poster presentation on addressing the challenges to literacy development. (PDP Theme 3, p. 71). **School Visit:** Ask student-teachers to identify the challenges teachers face in developing literacy among their learners, how they address these challenges during their school visit, compare this with what they did in class and then write a report for their portfolio.	Student-teachers watch video on addressing literacy issues and write down ways of addressing literacy development challenges. Student-teachers supplement the information from the video with information from required text and online. Student-teachers then prepare a poster on challenges in literacy development and present to class for comments. Student-teachers visit schools and observe the challenges teachers face in developing learner literacy, how they address these challenges and then write a report for their portfolio development.
	Closure	10 mins	Tutor/Lecturer asks student-teachers to work individually by writing down the main issues in the lesson. Tutor answers student-teachers' questions for clarification. Tutor refers student-teachers to pages in the required text to read about theories of language acquisition ahead of the following week's lesson.	Student-teachers individually write up main points of the lesson. Student-teachers ask questions for clarification. Student-teachers note pages from their required text to be read for the next lesson.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	Assessment for learning: Oral and poster presentations on the challenges of literacy development and poster presentation on addressing the challenges (core skills targeted are communication, collaboration, critical thinking and enquiry skills, digital literacy). Assesses Learning Outcomes: Course learning outcome 2 (NTS 1f and NTS 2c) NTS assessed are NTS 1f and 2c 1f. Develops a positive teacher identity and acts as a good role model for students 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Teaching and Learning Resources	• Laptop. • Computer. • Projector. • Video clip: An Overview of Literacy Development. • YouTube Video on Addressing Literacy Issues by Dan Wagner. • Poster.
Required Text (core)	Owu-Ewie, C, (2018), Introduction to language teaching: A Resource for language teachers. Accra: Sam-Woode Ltd. [Units 21 and 22].
Additional Reading List	Byrnes, J. P. & Wasik, B. A. (2008). Language and Literacy Development: What Educators need to know. New York, NY: Guilford Press [chapter 2].
CPD Needs	See PD Material on Teaching Literacy Year 1 Semester 1 Course.

LESSON 6

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	Theories of Language acquisition/learning		Lesson Duration	3 hours
Lesson description	This lesson introduces the student-teachers to the theories that underpin how first language (L1) is acquired/learned. It also exposes student-teachers to how these theories are employed by teachers in their language teaching.			
Previous student teacher knowledge, prior learning (assumed)	Student-teachers can describe how they acquired their first language.			
Possible barriers to learning in the lesson	Student-teachers might not be aware of the theories of L1 acquisition. Large class size.			

Lesson Delivery - chosen to support student teachers 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, questions and answers, 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. **Seminar/presentation:** (students are tasked in groups to research on the various theories of language acquisition and present in class).

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes:**	**Learning Indicators**	**Identify cross cutting issues, core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate knowledge and understanding of the theories of L1 and how they apply to language learning and teaching (NTS 2e).	• Discuss the theories of L1 of language acquisition • Identify how these theories help to deal with language learning and teaching in the classroom, especially at the early grade level.	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, inclusivity (language differences and gender).

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<td colspan="5">**Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study**</td>				
Theories of Language acquisition/ learning	Introduction (Definition of L1 acquisition)	Stage 1: 20 mins	**Face-To-Face** Tutor/ Lecturer guides student-teachers to share experiences of how they acquired language. Support students to brainstorm on the various definitions and the theories of First Language (L1) acquisition.	**Face-To-Face** Share their personal experiences of how they acquired language. Student-teachers brainstorm on what L1 acquisition is and what might possibly influence children's acquisition of language.
	Theories of L1 Acquisition	Stage 2: 90 mins	**Group work** Tutor/Lecturer puts student-teachers into 3 groups and assigns each group a theory of language acquisition to work on (PDP Theme 4, p. 22). This is followed by oral presentations by the 3 groups (PDP Theme 4, p. 111-131).	Students work in their groups. Each group discusses an assigned theory of language acquisition using available technology and make notes for oral presentation.
	Implications of the theories for teaching and learning	Stage 3: 50 mins	**Brainstorming** Tutor asks student-teachers to brainstorm on the implications of the theories of L1 acquisition for teaching and learning of language. Tutor facilitates a class discussion on the implications of the theories of L1 acquisition for teaching and learning language.	Student-teachers brainstorming on the implications of the theories of L1 acquisition for teaching and learning of literacy. Student-teachers participate in class discussion on the implications of the theories of L1 acquisition for teaching and learning language.
	Closure	20 mins	**Face-To-Face** Tutor/Lecturer employs question and answer technique to recap lesson and asks students to ask questions for clarification to close the lesson.	**Face-To-Face** Student-teachers answer questions asked and evaluate the lesson. Student-teachers ask questions for clarification.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	Class assignment on the theories of L1 acquisition and their implication in language teaching and learning) (core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy). Assesses Learning Outcomes: Course learning outcome 3 (NTS 2c and e) NTS assessed are NTS 2c and e 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 2e. Understands how children develop and learn in diverse contexts and applies this in his or her teaching.
Teaching and Learning Resources	• Computer. • Projector. • YouTube video on first language acquisition.
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching: A resource for language teachers. Accra: Sam-Woode Ltd. [Units 4 and Unit 7].
Additional Reading List	Linden, L. (2005). *The basic theories of language acquisition.* Germany: GRIN Verlag GmBH [chapter 2].
CPD Needs	See PD Material on Teaching Literacy Year 1 Semester 1 Course.

LESSON 7

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 **7** 8 9 10 11 12

Title of Lesson	Stages of LI Acquisition			Lesson Duration	3 hours
Lesson description	This lesson aims at introducing student-teachers to the various stages through which one acquires his/her first language. Student-teachers will also be exposed to the determinants of first language acquisition and the processes involved.				
Previous student teacher knowledge, prior learning (assumed)	Student-teachers have been exposed to the theories of language acquisition including the behaviourist and cognitivist theories.				
Possible barriers to learning in the lesson	Large class size. Student-teachers may not be aware that language acquisition occurs in stages.				

Lesson Delivery - chosen to support student teachers 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. **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. **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. **Practicum**

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes:**	**Learning Indicators**	**Identify cross cutting issues, core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Acquire knowledge and understanding of the stages of L1 acquisition and apply them in the language and literacy development of learners (NTS 3b, NTECF P25 bullet 5).	• Identify and discuss the stages of L1 acquisition/learning and how they differ among learners. • Identify and discuss the determinants of L1. • Discuss how the stages will shape student-teachers' language use in the classroom to benefit all manner of learners.	Core and cross cutting skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, Cultural diversity and inclusion. These will be achieved through grouping, presentations and use of technology to search for information on the topic.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
L1 Acquisition	Introduction	15 Mins	Tutor/Lecturer asks students to work in pairs to recap what was learned on theories of L1 acquisition in the previous lesson. Let a few student-teachers share their work with the class orally. Orally, give a preview of the current lesson to student-teachers.	Student-teachers share with the class their revision of the previous lesson by working in pairs and later share with class. Student-teachers take note of the preview of the current lesson provided by the Tutor.
	Stages of L1 acquisition	Stage 1: 90 mins	**Group work and presentation** Lecturer/Tutor introduces the topic to student-teachers using question and answer approach and assign the various stages of L1 acquisition to groups to work on. Let groups use available technology and books to find information about the stage assigned to them and do a PowerPoint to the class for peer review and tutor comment(PDP Theme 4 pp. 25-52).	Student-teachers contribute to the discussion by answering tutor's questions to identify the stages of L1 acquisition. Student-teachers work in groups on the stage of L1 acquisition assigned to them using available technology and books. Student-teachers do group PowerPoint presentations on the stages assigned to them for peer review and tutor comments.
	Determinants of L1 acquisition:	Stage 3: 60 mins	Think-pair-share Tutor/ lecturer guides student-teachers to think, pair and share on the determinants of L1 acquisition. Let the class discuss the determinants of L1 acquisition presented by individuals (PDP Theme 4, pp. 25-27 & Theme 3, p. 93). Let student-teachers on their school visit work with small groups or a learner to identify the L1 acquisition stage they are and write report on what classroom teachers are doing to facilitate the acquisition process.	Student use available technology and books to find and discuss the determinants of L1 acquisition. Students then think, pair and share the determinants of L1 acquisition with class for discussion. Student-teachers write report on how classroom teachers facilitate the language acquisition of their learners at the various stages of L1 acquisition.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Closure	15 mins	Tutor/Lecturer refers students back to the lesson outcome and indicators to check whether they have been achieved by completing a given checklist. Give student-teachers the opportunity to ask questions about the lesson for clarification. Tutor asks student to read on the topic bilingual education and types for the next lesson from online and the required textbook [chapters 1, 7, 12].	Student-teachers complete a given checklist to indicate how they have achieved the lesson outcome and indicators. Student-teachers ask questions for clarification on the lesson. Student-teachers read on the topic bilingual education and types either from online sources or from required textbook (can be done individually or in small groups/pairs.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	Assessment as learning (Write observation report on child study from school visit on how classroom teachers facilitate the language acquisition of their learners at the various stages of L1 acquisition for their portfolio building) (Core skills targeted are communication, observation and enquiry skills and digital literacy)Preparation for assessment component 3 Assesses Learning Outcomes: Course learning outcome 4 (NTS 2c and 3b) NTS to be assessed are NTS 2c and 3b 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 3b. Carries out small-scale action research to improve practice.
Teaching and Learning Resources	• Computer. • Projector.
Required Text (core)	Rees-Miller, J. & Aronoff M. (2017). First language acquisition. Wiley online Library. https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119072256.ch19 [Chapter 19].
Additional Reading List	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Ltd. [Unit 5].
CPD Needs	See PD Material on Teaching Literacy Year 1 Semester 1 Course.

LESSON 8

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 **8** 9 10 11 12

Title of Lesson	**Definition and Types of Bilingual Education**		Lesson Duration	3 hours
Lesson description	This lesson introduces the student teacher to the notion of bilingualism and the types of bilingual education as well as the importance and impact of bilingual education on learners.			
Previous student teacher knowledge, prior learning (assumed)	Students have knowledge about the education process in Ghana in terms of language used for instruction.			
Possible barriers to learning in the lesson	Student teacher might not be aware of the types of bilingual education.			

Lesson Delivery - chosen to support student teachers 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. School Visit.

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify cross-cutting issues, core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrate knowledge and understanding of bilingual education and identify how it impacts language and literacy development of learners.(NTS 2c, 3b NTECF p.25 bullets 1 and 9).	• Define and discuss the concept of bilingual education. • Identify and discuss the types of bilingual education. • Discuss the bilingual education model in Ghana.	**Core Skills:** communication, critical thinking, collaboration, enquiry skills, digital literacy, cultural diversity and inclusion.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
Definition of Bilingual Education and types	Introduction	10 mins	Tutor discusses the language used as medium of instruction in Ghanaian schools. Tutor asks student-teachers to share the language that was used as medium of instruction in their basic education. Give an overview of the current lesson on the concept and types of bilingual education.	Student-teachers contribute to discussion on the language used as medium of instruction in Ghanaian schools. Student-teachers share with class the language(s) used as medium of instruction during their basic education. Student-teachers note down the main points in the current lesson.
	Definition of Bilingualism and bilingual education	Stage 1: 40 mins	**Pair work and Discussion** Tutor asks student-teachers to work in pairs to share the main points from their readings on bilingualism and bilingual education. Follow this with class discussion to get the meaning/definition of bilingualism and bilingual education.	Student-teachers work in pairs to share the main points from their reading on bilingualism and bilingual education. Student-teachers answer tutor's questions to discuss the concept of bilingualism and bilingual education to bring out the definitions of the two concepts.
	Types of bilingual education	Stage 2: 50 mins	**Group work and presentation** Tutor/Lecturer presents the types of bilingual education in a spider diagram and puts students in mixed ability groups, each group to search for information about one of the types of bilingual education assigned to their group (PDP Theme 4, p. 22).	Student-teachers surf the internet and any other sources (e.g. the core reading text) to gather information about the type of bilingual education assigned to their group and discuss the information gathered. Students prepare a PowerPoint presentation with the information gathered to share with the class.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Type of Bilingual education model practiced in Ghana		**Reflection** Tutor/Lecturer asks student-teachers to reflect on their own school experiences to identify the type(s) of bilingual education practiced in Ghana. Follow this up with class discussion to identify the type(s) of bilingual education practiced in Ghana. **School Visit:** Provide checklist on what has been learned to help student-teachers observe how bilingual education is practised in the basic school classroom. Ask students to do a mini study on the languages represented in the classroom.	Student-teachers reflect on their own school experiences to identify the type(s) of bilingual education in Ghana. Student-teachers participate in class discussion by answering and asking questions to identify the type of bilingual education practiced in Ghana. School Visits: Student-teachers visit schools and write report on how bilingual education is practised in the basic school. Student-teachers do a mini study on the languages represented in the classroom.
	Importance of bilingual education	Stage 5: 30 mins	**Brainstorming** Tutor asks student-teachers to work in pairs to brainstorm on the importance of bilingual education and share with the entire class for discussion.	In pairs, student-teachers brainstorm on the importance of bilingual education and share their ideas with the class for discussion.
	Closure/ Conclusion	Stage 6: 10 mins	Tutor/Lecturer employs question and answer technique to recap and close the lesson.	Student-teachers answer the questions asked and evaluate the lesson. Student-teachers ask questions for clarification.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Assessment for learning: Group PowerPoint presentation and peer assessment on types of bilingual education (Core skills targeted are communication, team work/ collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 5 (NTS 2c and 3b) NTS ro be assessed are 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 3b. Carries out small-scale action research to improve practice.
Teaching Learning Resources	• PowerPoint. • Projector. • Spider diagram of the types of bilingual education. • Mobile phones/Tablets. • Laptop.
Required Text (core)	Baker, C. (2006). Bilingual education and bilingualism (4th ed). Clevedon: Multilingual Matters.
Additional Reading List	Garcia, O & Baker, C. (2007). Bilingual education: An introductory reader. Clevedon: Multilingual Matters[chapter 1].
Required CPD	See PD Material on Teaching Literacy Year 1 Semester 1 Course.

LESSON 9

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 **9** 10 11 12

Title of Lesson	The language situation in Ghana					Lesson Duration	3 hours
Lesson description	This lesson exposes the student-teacher to the current multilingual nature of Ghana and its classrooms. It highlights the advantages and the disadvantages of the multilingual situation of Ghana and guides the student-teachers to appreciate the situation.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers have some idea about the languages in Ghana. Student-Teachers speak various Ghanaian languages.						
Possible barriers to learning in the lesson	Student-teachers might have negative attitudes towards some of the indigenous languages in Ghana.						
Lesson Delivery - chosen to support student teachers 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. **Practicum:** School observation (students visit partner schools to get first-hand information on how teachers implement the bilingual education language policy in schools and identify languages present in the classroom and write reports).						

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify cross-cutting issues, core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrate knowledge and understanding of bilingual education and identify how it impacts language and literacy development of learners (NTS 2c, NTECF p.25 bullets 1 and 9).	• Identify different languages spoken in Ghana. • Discuss the difficulties the language situation in Ghana presents for teaching and learning.	Core skills targeted include communication, observation and inquiry, critical thinking, collaboration, inclusivity and digital literacy.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
The language situation in Ghana	Introduction:	15 mins	Tutor/Lecturer asks the student-teachers to talk about the languages they speak.	Student-teachers share with their colleagues the different languages they speak.
	Current language situation in Ghana	Stage 1: 50 mins	**Brainstorming & Class Discussion** Tutor puts student-teachers in groups and ask them to brainstorm on the language situation in Ghana. Ask student-teachers to use available technology and books to look for information on the number of and the different languages spoken in Ghana. Tutor facilitates a class discussion on the language situation in Ghana using leading and probing questions(PDP Theme 3, pp. 75-76).	Student-teachers work in -groups brainstorming on the language situation in Ghana. Using available technology, student-teachers look for information on the number and the different languages spoken in Ghana. Student-teachers contribute to class discussions by answering tutor's questions on the language situation in Ghana.
	The advantages and challenges of multilingualism in Ghana	Stage 4: 40 mins	**Brainstorming** Tutor/Lecturer guides student-teachers to brainstorm on the advantages and challenges of the multilingual nature of Ghana (PDP Theme 3, pp. 73-74).	Student-teachers share their views on the advantages and challenges of the multilingual nature of Ghana.
	Debate on pros and cons of using Indigenous language as national language	Stage 5: 60 mins	Tutor/Lecturer puts class into mixed language grouping to debate and discuss whether there is the need for an indigenous national language for Ghana (PDP Theme 4, pp. 25-52). *School Visit: Tutor provides a guide to student-teachers to identify the various Ghanaian languages present in the classroom and schools they visit.	Each of the two groups orally presents their views for class discussion under the Tutor/Lecturer's guidance. *School Visits: Student-teachers with their guides visit schools and find out language representation in the classroom/school.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Closure/ Conclusion	Stage 6: 15 mins	Tutor/Lecturer employs question and answer technique to recap and close the lesson. Tutor asks student-teachers to read about the language policy of education in Ghana in preparation for the next lesson.	Student-teachers answer the questions asked and evaluate the lesson. Student-teachers ask questions for clarification. Student-teachers read about the language policy of education in Ghana, obtained from the internet and other sources.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	A quiz on the language situation Ghana and advantages of multilingualism in Ghana and the challenges (Core skills targeted are communication, collaboration, cultural diversity and inclusion, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes measured 5 (NTS 2c and 3 b) NTS to be assessed are NTS 2c and 3b 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 3b. Carries out small-scale action research to improve practice.
Teaching Learning Resources	• PowerPoint. • Projector. • Mobile phones/Tablets. • Laptop.
Required Text (core)	Bamgbose, A. (2000). Language and exclusion: The consequences of policies in Africa. Germany: Li Verlag [chapter 3].
Additional Reading List	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Samwoode Publishers.
Required CPD	See PD Material on Teaching Literacy Year 1 Semester 1 Course.

LESSON 10

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 **10** 11 12

Title of Lesson	Language Policy of Education in Ghana		Lesson Duration	3 hours
Lesson description	This lesson introduces the student-teacher to the concept of language planning and language policy in Ghana since 1925 to present the requirements of the policy. The lesson looks at the language policy of education in Ghana from pre-colonial to present.			
Previous student teacher knowledge, prior learning (assumed)	Student- teacher has learnt about the language situation in Ghana.			
Possible barriers to learning in the lesson	Some student-teachers may not have heard of the language policy in Ghana. Student-teacher might not be aware of the types of language policy and problems encountered in implementation. The student-teacher may not know the requirements of the policy.			

Lesson Delivery - chosen to support student teachers 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.						

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify cross-cutting issues, core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrate knowledge and understanding of language planning and the language policy in Ghana and identify how it impacts language and literacy development of learners (NTS 2c, NTECF p.25 bullets 1 and 9).	• Discuss the concept of language planning and language policy. • Discuss the language policy of education in Ghana.	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, cultural diversity and inclusion.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
Language policy of education in Ghana	Introduction	15 mins	Tutor uses probing and leading questions to help student-teachers recap what they learnt about the language situation in Ghana from the previous lesson.	Student-teachers answer tutor's questions to revise what they learnt on the language situation in Ghana.
	Language planning and language policy.	Stage 1: 40 mins	**Brainstorming** Tutor asks student-teachers to brainstorm on the concepts language planning and language policy and difference between the two concepts. Tutor encourages student-teachers to use available technology and books to search for more information about the two concepts. Tutor facilitates class discussion on language policy and language planning.	Student-teachers brainstorm on the concepts language planning and language policy and the difference between the two concepts. Using available technology and books, student-teachers search for more information about the two concepts. Student-teachers participate in a whole class discussion on language policy and language planning.
	Language Policy: Pre-colonial, colonial and post-colonial	Stage 2: 60 mins (Group discussion- 20 mins, peer assessment - 40 mins) assessment- 40 mins).	Tutor/Lecturer puts student-teachers in 3 mixed groups (linguistic, cultural and gender backgrounds). Each group is assigned a period (Pre-colonial, colonial or post-colonial) in the history of language policy of education in Ghana to work on by using available technology and books to search for information about that particular period. (PDP Theme 4, pp. 25-52).(PDP Theme 3, pp. 47-48). Tutor/Lecturer guides student-teachers to do presentation on the language policy period assigned to them (PDP Theme 4, pp. 111-131). School visit: Tutor asks student-teachers to look out for challenges with implementation of the language policy in the schools they visit to share during the next lesson.	Student-teachers work in 3 mixed groups, each group using available technology and books to search for information on the language policy period assigned to their group. Groups do a presentation on the information gathered for the language policy period assigned to them. *During STS, student-teachers in groups look out for challenges with implementation of the language policy to share during the next lesson.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Closure/ Conclusion	Stage 3: 20 mins	Tutor/Lecturer asks students to work in pairs to write down the main issues discussed in the lesson. Tutor answers student-teachers' questions for clarification. Tutor asks student-teachers to read about the challenges with implementation of the language policy of education in Ghana for the next lesson. As an assignment, Tutor/Lecturer puts students in small groups to observe for challenges in implementing the language policy during next STS.	In pairs, student-teachers discuss and write down the main issues they have picked from the lesson. Student-teachers ask questions for clarification. Student-teachers independently or in small groups read about the challenges with implementation of the language policy of education in Ghana for the next lesson. Student-teachers do the assignment and submit to Tutor/Lecturer. Student-teachers ask questions for clarification. During STS, student-teachers in groups look out for information on the challenges with implementation of the language policy to share during the next lesson.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Assessment for learning (Group presentations on the periods in the history of language policy of education in Ghana (Core skills targeted are communication, team work/ collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 5 (NTS 2c) NTS to be assessed is NTS2c 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Teaching Learning Resources	• PowerPoint. • Projector. • Linguistic Map of Ghana.
Required Text (core)	Owu-Ewie, C. (2013). The language policy of education in Ghana in perspective: The past, the present and the future. Language and Linguistics 32, 53-72.
Additional Reading List	Bamgbose, A. (2000). Language and exclusion: The consequences of policies in Africa. Germany: Li Verlag [chapter 4].
CPD Needs	See PD Material on Teaching Literacy Year 1 Semester 1 Course.

LESSON 11

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 **11** 12

Title of Lesson	Challenges with implementation of the language policy in Ghana					Lesson Duration	3 hours
Lesson description	This lesson introduces the student teacher to the challenges with implementation of the language policy in Ghana. Recommendations from different individuals and institutions will be looked at and serve as a source of debate during the lesson.						
Previous student teacher knowledge, prior learning (assumed)	Student-teacher has discussed language policy in education in the previous lesson. Student-teacher may have experienced learning in a multilingual classroom.						
Possible barriers to learning in the lesson	Student-teacher might not be aware of the problems encountered in the implementation of the language policy. Student-teacher may not know the requirements of the policy.						
Lesson Delivery - chosen to support student teachers 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. **Practicum (supported teaching in school):** support to enable student-teachers to experience and learn from the basic school context by doing observations and child study in Y1 to full class teaching in and action research in Y4.						

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify cross-cutting issues, core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Demonstrate knowledge and understanding of language planning and the language policy in Ghana and identify how it impacts language and literacy development of learners (NTS 2c, NTECF p.25 bullets 1 and 9).	• Examine and discuss the cognitive, linguistic and psychological importance of bilingual education. • Discuss the challenges of the language policy implementation in Ghana and suggest ways to address the challenges.	It is possible that the Tutor/Lecturer might have heard of the language policy in Ghana but may not have details of its implementation and may also not be aware of the challenges of implementation in the classroom. This can be addressed by making student-teachers talk about the language policy in Ghana and discussing the advantages of its implementation. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, cultural diversity and inclusion.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Challenges of the language policy of education in Ghana	Introduction:	15 mins	Tutor asks student-teachers to write down the main points from the previous lesson as a way of recapping the previous lesson. Tutor through discussion helps student-teachers to recap the previous lesson on language policy of education in Ghana.	Student-teachers write down the main points from the previous lesson. Student-teachers participate in class discussion by sharing what they have written down from the previous lesson.
	Challenges of Language Policy implementation	Stage 1: 80 mins	**Group work** Tutor/Lecturer puts student-teachers in mixed groups (linguistic, cultural and gender backgrounds) to report on the challenges seen when they visited schools and see how the language policy is being implemented (PDP Theme 4, pp. 25-52). Tutor leads discussions on the challenges reported from the different schools visited and highlight any major challenge not reported. (PDP Theme 4, pp. 111-131).	In groups, student-teachers report on the challenges seen when they visited schools. Student-teachers participate in class discussion on the challenges reported by different groups from different schools visited.
	Addressing Challenges of Language policy of education in Ghana	Stage 2: 70 mins	**Discussion** Tutor/Lecturer asks student-teacher to discuss possible solutions to some of the problems of the language policy implementation in Ghanaian schools especially at the lower primary (PDP Theme 3, pp. 47-48). Tutor/Lecturer breaks class into two groups and ask students to do a 20 minute debate on the advantages and disadvantages of the current language policy of education in Ghana. *School Visit: Provides guidance to Student-teachers to visit schools and observe the challenges teachers face in implementing the language policy of education in schools.	Student-teachers brainstorm in groups on ways to address the implementation problems and share with the entire class for further discussions. Student-teachers form two groups and debate on the topic: the pros and cons of the current language policy of education in Ghana. * School Visit: Student-teachers visit schools to observe how the language policy of education is implemented and write reports on challenges confronting implementation.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Closure/ Conclusion	Stage 4: 15 mins	Tutor/Lecturer summarises core issues to recap and close the lesson. Tutor answers questions from student-teachers for clarification.	Student-teachers ask questions for clarification on the lesson.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Assessment as learning (written report on school visit on the challenges and solutions for implementing the language policy of education in Ghanaian schools (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy). Preaparation fgor assessment component 3 Assesses Learning Outcomes: Course learning outcome 5. (NTS 2a) NTS to be assessed is NTS 2a 2a. Demonstrates familiarity with the education system and key policies guiding it.
Teaching Learning Resources	• PowerPoint. • Projector.
Required Text (core)	Owu-Ewie, C. (2013). The language policy of education in Ghana in perspective: The past, the present and the future. Language and Linguistics 32, 53-72.
Additional Reading List	Bamgbose, A. (2000). Language and exclusion: *The consequences of policies in Africa.* Germany: Li Verlag. [chapter 4]. Zsiga, E. C., Boyer, O. T. & Kramer, R. (2014). Languages in Africa: Multilingualism, language policy and education. Georgetown. USA: Georgtown University Press. [Chapter 4 pp. 59-70]. Owu-Ewie, C. (2018). Introduction to language teaching: A resource for language teachers. Accra Sam-Woode Ltd. [Unit 22].
CPD Needs	See PD Material on Teaching Literacy Year 1 Semester 1 Course.

LESSON 12

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.
The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 **12**

Title of Lesson	**The language/literacy teacher**					Lesson Duration	3 hours
Lesson description	This lesson exposes the student- teacher to the features or characteristics that a good literacy teacher should possess. It will also provide opportunity for student-teachers to observe literacy teachers in schools to identify the characteristics that these teachers possess.						
Previous student teacher knowledge, prior learning (assumed)	Student- teacher has been introduced to the definitions of language and literacy. They have also learnt about how children develop their language and literacy skills.						
Possible barriers to learning in the lesson	Large Class size. Student-teachers' lack of knowledge between a literacy teacher and other subject teachers.						
Lesson Delivery - chosen to support student teachers 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. **Practicum:** School observation (students visit partners schools to get first-hand information on the features/characteristics of a good language and literacy teacher and write reports).						

• Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcomes	Learning Indicators	Identify cross-cutting issues, core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
• Learning indicators for each learning outcome	Demonstrate awareness of the characteristics of a good literacy teacher who possess the essential skills to support the literacy development of diverse learners (NTS1E, f, NTS 3b).	• Identify characteristics of a good literacy teacher. • Compare different literacy teachers and identify key characteristics of a good literacy teacher.	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<td colspan="5" style="background:yellow">**Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study**</td>
The literacy teacher	Introduction	Stage 1: 10 mins	Tutor/Lecturer leads student-teachers to review previous lesson on literacy and literacy development in children through question and answer technique.	Student-teachers play a verbal basketball game where one student responds to the question by sharing what they know about literacy and literacy development. The student then "throws" the question to another student in a different part of the room.
	Who is a literacy teacher?	Stage 2: 50 mins	**E-learning** Tutor/Lecturer shows a video from YouTube of a teacher teaching primary 3 literacy and discusses the content (PDP Theme 5, p. 33). Tutor/Lecturer asks the student-teachers to reflect on their personal experiences with language teachers and leads them to brainstorm on who a literacy teacher is (PDP Theme 3, p. 73-74).	**E-learning** Student-teachers watch video on a teacher teaching literacy and discuss the content. Student-teachers reflect on their personal experiences with language teachers and share their experiences with the class. Student-teachers shower thoughts and share their views on who they think a literacy teacher is.
	Characteristics of a good literacy teacher	Stage 3: 60 mins	**Group Work** Tutor/Lecturer puts the student-teachers in mixed groups (linguistics and gender) and asks them to shower thoughts on the characteristics a good literacy teacher must possess (PDP Theme 4, pp. 25-52). Tutor/Lecturer should highlight teachers' attitudes and values that are inclusive and equitable in its approach as part of the features of a good literacy teacher after group presentations (PDP Theme 3, pp. 53/54).	**Group Work** Student-teachers shower thought on the characteristics of a good literacy teacher. The characteristics identified by each group can be written on posters [the poster can have an outline drawing of a human being or just the title "Characteristics of a good literacy teacher "]. The student teacher groups orally/sign present their ideas in class.

Topic Title	Sub-Topic:	Stage/time	Teacher Activity	Student Activity
	Becoming a good literacy teacher	Stage 4: 40 mins	**E-learning** Tutor shows a YouTube video of a P1 teacher teaching literacy for discussion (PDP Theme 5, p. 33). Tutor/Lecturer leads class into discussion by using probing questions to help Student-teachers identify how one can become a good literacy teacher (PDP Theme 2, pp. 30). * School Visit: Provide student-teachers with a checklist to identify the characteristics of a good literacy teacher.	**E-learning** Video: Student-teachers watch YouTube video of a teacher teaching literacy for discussion on who a good literacy teacher is. Student-teachers reflect on who they are now and assess themselves to identify what they need to do/improve to become good literacy teachers. Students record their reflections to go into their professional portfolio. *School Visit: Student-teachers use provided checklist to observe literacy teachers teach and write report on it. They should justify what makes them good literacy teachers.
	Closure/ Conclusion	Stage 5: 20 mins	Tutor/Lecturer employs question and answer technique to recap and close the lesson. Tutor/Lecturer should encourage questions from student-teachers to be answered by their peers.	Student-teachers answer the questions asked and ask their own questions for clarification. Other student-teachers could attempt to answer questions from their colleagues to demonstrate their understanding of the lesson.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Assessment as learning: Reflective notes on self as a would-be literacy teacher and their needs to make them effective literacy teacher in portfolio (Core skills targeted are reflection, communication, enquiry skills, critical thinking). Preparation for assessment component 3 Assessing learning outcome 6 (NTS 1f, 2b and 3b) NTS to be assessed are (NTS 1f, 2b and 3b) 1f. Develops a positive teacher identity and acts as a good role model for students 2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes. 3b. Carries out small-scale action research to improve practice.
Teaching Learning Resources	• Projector • YouTube Video on literacy teaching. • Laptop
Required Text (core)	Ruddell, R. (2005). Teaching Children to Read and Write: Becoming an Effective Literacy Teacher (4th Edition). Pearson [chapter 2].
Additional Reading List	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Unit 19].
CPD Needs	See PD Material on Teaching Literacy Year 1 Semester 1 Course.