

Four-Year B.Ed. Course Manual

Structure of a Ghanaian Language









GOVERNMENT OF GHANA









FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 - 1. What is to be taught and why.
 - 2. how it can be taught.
 - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years
 of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is	
In view of this philosophy, I	will facilitate this course by/through

Course Manual

A. Course Information

Title Page

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

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

0 //							, , ,		
ii. Course Details									
Course name The Structure of a Ghanaian language									
Pre-requisite	equisite								
Course Level	200	Course	GLE	Credit	3				
Code 212 Value									
Table of contents									

1. Goal for the Subject or Learning Area

The program is designed to train effective teachers who are able to effectively speak read, write and teach the Ghanaian language of their study from the Ghanaian languages taught after acquiring the Structure of a Ghanaian so that they can achieve success in education, develop into lifelong learners and improve Ghanaian language studies for all of Ghana's children.

2. Course Description

This course introduces students to knowledge of the structure of a Ghanaian language of your study (Asante-Twi, Akuapem Twi, Fante, Nzema, Dagbani, Kasem, Gonja, Ga, Ewe, Dangme, Dagaare). The course is divided into two components, namely phonetics and phonology, and morphology and syntax of a Ghanaian language. The phonetics aspect of the first component covers the phonetic description of vowels and consonants, while the phonology aspect concentrates on both vocalic and consonantal phonology as well as the distribution of vowels. Consonantal phonology focuses on the distribution of consonants, and phonological processes: assimilatory and syllable structure processes. The notion of syllable will also be taught in this component. The morphology aspect of the second component is designed to equip students with the knowledge and the skills to identify morphemes, and types of morphemes as well as the identifying the morphological features of the word classes. Again, the course looks at the word formation processes. The syntax aspect equips students with the knowledge and the skills to be able to identify and describe the structure of phrases and clauses. The course will also equip the students with the knowledge of planning lessons, teaching ,designing TLM and assessing structure of the Ghanaian language of your study as well as the method in teaching in early grade classroom, The course will be taught by the following pedagogical mode: discussion, group/individual work presentation, classroom observation, school visits, brainstorming, and demonstration. The course will be assessed through examination, class assignments and presentations, checklist for learning outcomes, demonstration, peer assessment, project work, report on classroom observation, report on supervision by mentors/lecturers, portfolio, and class participation. The course is designed to meet the following NTS, NTECF, BSC, GLE expectations and requirements: (NTS 1a, b: 12), (NTS 2c: 13), (NTS 2e: 13), (NTS 2f: 13), (NTS 3e: 14), (NTS 3j: 14), (NTECF 3: 20), (NTECF 3: 29), and (NTECF 3: 25).

3. Key contextual factors

Some ITE learners enter the programme with limited knowledge in the structure of a Ghanaian language and this poses a great challenge to the teachers. There is also lack of technological tools to teach some aspects of the structure of a Ghanaian language, which negatively affects the teaching and the learning of the Ghanaian language, and also ability of the ITE learners to apply the knowledge to be acquired.

4. Core and transferable skills and cross cutting issues, including equity and inclusion

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

5. Course Learning Outcomes	6. Learning Indicators
1. demonstrate knowledge and understanding of the	1.1. identify each aspect of the structure of a Ghanaian
structure of a Ghanaian language of study, and facilitate its	language
use among learners. (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14),	1.2. explain each aspect of the structure of a Ghanaian
(NTECF 3: 20).	language.
	1.3. facilitate the use of each aspect of the structure of a

	Ghanaian language in learning
2. use technology to teach the structure of Ghanaian	2.1. use appropriate technological tools to record and analyze
language effectively to enhance learners Ghanaian language	the structure of a Ghanaian language
learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14),	apply their knowledge in the use of technological tools to
(NTECF 3: 29).	teach the structure of a Ghanaian language
3. work in collaboration with individuals or smalls groups	
under the guidance of their tutor, and show some ability to	3.1. work in positive collaboration with tutors s, colleagues as
consider individual learner's backgrounds/experience in	part of their community of practice
Ghanaian language learning. (NTS 1e: 12), (NTS 3f: 14),	3.2. employ strategies that show individual needs/strengths of
(NTECF 4: 42), (IEP 5.1.1.1.a: 11)	the learners are considered (this is in lesson 10)
4. prepare appropriate level teaching learning materials to	4.1. employ various appropriate teaching and learning
teach the structure of a Ghanaian language. (NTS 3j: 14),	resources in classroom
(NTECF 4: 43), (NTS 3f, g: 14), (NTECF 4: 43).	4.2. use appropriate teaching materials to cater for learners
	with different backgrounds
5. understand and interpret key features of the structure of a	5.1. show their awareness of the existing learning outcomes of
Ghanaian language component of the Ghanaian language	learners
curriculum and plan lessons from it. (NTS 2b, d: 13), (NTECF	factor in individual learner's diversity in planning and delivery
3: 20), (NTS 2f:13), (NTECF 3: 32)	lessons (this is in the lesson 11 taught)
6.	6

6.		6				
	rse Content					
Unit	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes			
1	Vocalic phonology of a Gh. language	Overview of language policy learnt in year one and semester one of year two. Phonetic description and classification of vowels of a Gh. Language	Discuss the language policy and its application in the early grade classroom. Language choice is based on the district or learners in the class. 1. Attentive listening/watching of audio/video recording of vowel sounds by student teachers paying particular attention to students SENDs, gender, etc. issues 2. Student teachers discuss contents of audio/video recordings paying particular attention to student teachers SENDs, gender, etc. issues. 3. Student teachers demonstration the articulation of vowels			
2		Vowel distribution and sequence	Individual/group presentation of assigned tasks on vowel distributions and sequences.			
3	Consonantal phonology of a Gh. language	Phonetic description and distribution of consonants	Attentive listening/watching of audio/video recording of consonant sounds by student teachers paying particular attention to individual student teacher's diversities, such as linguistic, gender, etc. issues. Student teachers discuss contents of audio/video recordings paying particular attention to student teacher's SENDs, gender, etc. issues.			
4	Some phonological processes in a Gh. language	Assimilatory processes Syllable structure processes	Student teachers reflect on their previous knowledge on assimilation. Class discussion on types of phonological processes. Individual/group of students listens to audio-recorded conversations and identifies phonological processes in them.			
5	Basic concepts of morphology of a Gh. Language	rphology and the morpheme	 Class brainstorming on the concept of morphology. Class brainstorming on the concept of morpheme. Student teachers assigned the task of segmenting words into morphemes. 			
6	Word-formation processes in a Ghanaian language	rd formation	Student teachers reflect on their previous knowledge on compounding. Class discussion on some word formation processes. Student teachers are assigned task on word formation processes identification.			

7	Basic concepts of syntax of a Gh.	1. Syntax	1. Class brainstorming on the concept of syntax.			
	language	Lexical categorization and structure of syntax Coordination	2. Students reflect on the experiences on the topic. Student teachers make individual/group presentation on identification of syntactic structure. In the groupings and the selection of the groups, particular attention should be paid to student teachers' SENDs, gender, etc. issues. Student teachers do peer assess their own class presentations.			
			Student teachers discuss the concept of coordination. Student teachers peer assess their colleague students' assigned work on coordination.			
8	Assessing structure of Ghanaian Language	Assessing structure of Ghanaian language	Class brainstorming on forms of assessment. Students peer assess their own work			
9	Preparing TLMs for teaching the structure of a Gh. Language	 Selecting, designing and use of TLMs for teaching and learning the structure of a Gh. Language Selection and use of textbooks as TLMs for teaching and learning the structure of a Gh. Language 	 Student teachers actively participate in designing TLMs. Student teachers demonstrate the use of TLMs Student teachers demonstrate the use of TLMs by students in class. Student peer assess their own choices of textbooks as TLMs 			
10	Interpreting the structure of a Gh. Language component of the Gh. Language curriculum	Interpreting the structure of a Gh. Language component of the Gh. Language curriculum	Students reflect on their personal experiences in learning the structure of a Ghanaian language. Students discuss the component of the curriculum. Group presentations based on interpreting the component of the Ghanaian language curriculum.			
11	Methods of teaching the structure of a Gh. Language	Methods of teaching the structure of a Gh. Language	Class discusses the methods of teaching the structure of a Ghanaian language. Student teachers do demonstration teaching using the appropriate methods in teaching an aspect of structure of a Ghanaian language. Student teachers peer assess their own teaching demonstrations in class.			
12	Preparation of a language structure lesson plan	 Factors to consider when designing a language structure lesson plan Component of a language lesson plan. 	Group presentations on designing various components of the language lesson plan. Student teachers do peer assess their own class presentations Students demonstrate how to use a lesson plan to teach in class. Student teachers peer assess their own teaching.			

Teaching and Learning Strategies
 This course will be taught in a one 3 hour session each week.

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

3. Course Assessment Components

COMPONENT 1: Subject Portfolio Assessment (30% overall)

- Selected items of student work (3 of them-10%)- 30%
- Midterm assessment, -20%
- Reflective Journal 40 %
- Organisation of the portfolio -10% (how it is presented /organised)

Notes

Student selected works will include Peer assessment/demonstration/class participation

- 1.Peer assessment: It will assess student teacher's objective assessment of works by their colleagues, which will address CLOs 4, 5, & 6. NTS 1e Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher
- Associations and wider public as part of a community of practice.)

 2. Class participation in group work: It will assess student teacher's active participation in class in terms of contributions to lessons and group work. This will address CLOs 1, 2, 3, 4, 5, & 6. NTS 2f (Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.) NTS 3c (Creates a safe, encouraging
- 3. Assignments/Class exercise: It will assess student teacher's ability to demonstrate enthusiastically their knowledge and skills in an aspect structure of a Ghanaian language, which addresses CLOs 2, 4, & 5. NTS 1c (Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.)

Reflective journal: It will consist of student reflection on lessons taught, presentations made, assessment comments, students' presented works, checklist for learning outcomes written in reflective journal in the course.

Mid semester exams: This will be organised at the end of the 6th week to cover topics on the first six lessons taught in Structure and Usage .

Assesses Learning Outcomes:

learning environment.)

- 1. Peer assessment/class participation/demonstration/Assignment: It will assess students' ability to demonstrate enthusiastically their knowledge and skills in assigned tasks and performance, which addresses CLOs 4, 5,6, 7, & 8. 2. Class participation: It will assess students' active participation in class in terms of contributions to lessons and co-teaching. This will address CLOs 1, 2, 3, 4, 5, 6, 7 & 8. NTS 1e: Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.
- 2.Reflective journal: It will assess students' ability to organise himself or herself as s/he develops professionally. This will address CLOs 2, 3, 4, 5, 6, 7 & 8.
- 3. Mid semester exams: This will be test knowledge and understanding of the Structure and Usage of a Ghanaian language of study. CLOs 1, 2 NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.

Component 2: Subject Project: (30% overall semester score)

- •
- Introduction, a clear statement of aim and purpose of the project -10%
- Methodology: what the student has done and why to achieve the purpose of the project-20%
- Substantive or main section -40%
- Conclusion 30%

Notes:

1. Report: It will comprise written report on small-scale action research by students. Write a 1000-word report on interventions needed to be used in Ghanaian Language teaching to ensure all learners are included in the teaching using a Ghanaian Language as the medium of instruction. Include reference: to examples of teaching you have observed and taken part in in school; topics covered during the course and The Basic School Curriculum.(Ghanaian language)
The report should identify any challenges that teachers face and how these can be addressed NTS 3b:14, NTS 1a, b

Assesses Learning Outcomes:

- 1. Report:
- (i). Written report by students: It will assess student teacher's written report on a small-scale research on the application of the structure of a Ghanaian language in teaching and learning. This addresses the CLO 6. NTS 3b (Carries out small-scale action research to improve practice.)

Component 3: End of semester Examination (40%)

Notes:

1. Examination: It will comprise supply tests such as fill-ins and giving of short answers and explaining concepts from all the lessons.

Assesses Learning Outcomes:

End of semester Examination: The examination will assess student teachers against the each of the learning outcomes for the course. The examination will assess students against the following CLOs: 1,2, 3 & 4 NTS 2c (Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.)

4. Required Reading and Reference List

Required:

Akpanglo-Nartey, J. N. (1989). *An introduction to linguistics for non-native speakers of English.* Tema: Sakumo Books. Tallerman, M. (1998). *Understanding syntax*. New York: Oxford University Press Inc.

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Additional:

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Azah, A. K. (1989). The verbal noun in Ewe Accra. Language Centre Library University of Ghana.

Clark, J. & Yallop, C. (1990) An introduction to phonetics and phonology. Basil Blackwell Ltd: Great Britain.

Duthie. A. (1996). Introducing Ewe linguistic patterns. Accra: G.U.P Accra

Essegbey, J (2002). The syntax of inherent complement verbs in Ewe. Edited by F.K. Ameka et al. University of Ghana, Legon.

Gbegble, N. (2005). A spectrographic analysis of Ewe vowels. UEW Papers In Applied Linguistics, No. 1: pp. 94-174.

Obianim, S.J. (1999). E3egbe nuti Nunya Akpa I. Accra: Sedco Publishing Limited

Ofori, A.G. (2002). Nominalisation in Ewe. Language Centre. (New Directions in Ghanaian Linguistics)

- 5. Teaching and Learning resources
- Computer/laptop
- Projector
- Smartphones/tablets
- Voice recorder
- Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA)
- The iBox (CENDLOS)
- Language lab
- 6. Course related professional development for tutors/ lecturers
- Seminar/workshops on principles of writing structure Ghanaian language by a resource person
- Workshop to discuss the rules used in teaching structure of Ghanaian Language

Year of B.Ed.	2 Semester	r of B.Ed.	2	Place of lesson in semester	1 23456789101112
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Title of Lesson	Vocalic ph	Vocalic phonology of a Ghanaian language					3		
Lesson description	The lesson	begins by a	giving an ov	erview of the la	nguage policy a	nd its applica	tion in t	he early	
	grade class	grade classroom. Student teachers review what they learnt about language policy in year one and							
	semester t	emester two of year two. This lesson introduces the student teacher to the knowledge of the							
	vocalic ph	ocalic phonology of a Ghanaian Language. It also exposes the student teacher to the knowledge							
	of the base	f the bases of the classifications of these vowels in a Ghanaian language (of their study) This							
	first lessor	rst lesson introduces student teachers to the course learning outcomes and the 3 assessment							
		omponents of the course.							
Previous student teacher					and phonology	of a Ghanaia	ın langu	age as well as	
knowledge, prior learning	the Princip	oles and rule	es of writing	g a Ghanaian lar	nguage.				
(assumed)									
Possible barriers to					e terms used fo	r the descrip	tion and	d classification	
learning in the lesson			an language	9					
		rge class siz			I				
Lesson Delivery – chosen	Face-to-	Practical		Seminars	Independent	e-learning		Practicum	
to support students in	face	Activity	Based		Study	opportuni	ties		
achieving the outcomes	Face to fo	an Discuss	Learning	oning Croun w	ark and Draineta	rming moths	ما النبيد عام	no omployed	
Lesson Delivery – main mode of delivery chosen	Face-to-face: Discussion, Questioning, Group work and Brainstorming methods will be employed Practical Activity: Students will go online to search for information								
to support student		-	-		er available tech		hazıı a		
teachers in achieving the	Independe		ty. Mobile p	mones and othe	er available tech	nology will b	e useu		
learning outcomes.	Practical A	-							
Learning Outcome	Learning C			Learning Indic	ators	Identify	which	cross cutting	
for the lesson, picked						-		transferable	
and developed from								y, equity and	
the course								ersity. How	
specification								addressed or	
Learning indicators						develop			
for each learning	1. demons	trate know	ledge and	1.1 identify e	e It is poss	It is possible that student			
outcome	understan	ding of the	structure	structure	teachers	teachers may not be able to			
	of a Ghana	aian langua	ge of	language		correctly describe and classify			
		facilitate it		-	ach aspect of the	vowel sounds of a Ghanaian			
		rners. (NTS			of a Ghanaian			an be solved	
		3), (NTS 3c:	14),	language.			_	nt teachers to	
	(NTECF 3:	20).			the use of each	-	-	duction of the	
	aspect of the structure of a sounds themselves in class to								
	Ghanaian language in be able to describe them.								
	learning • Core skills targeted								
			logy to teach the 2.1. use appropriate technological tools to record				ude con ical thinl	nmunication,	
			anaian language technological tools to rec nhance learners and analyze the structure of				aboratio	O.	
			and analyze the structure of age learning. Ghanaian language					n and enquiry	
), (NTS 1d: :		_	guage knowledge in th			l literacy,	
		г, (N13 1d ГS 3e: 14), (ological tools		15, GIBILA	crucy,	
						-			
	29).				structure of				

Vocalic phonology of a Ghanaian language	Sub topic	Stage/time	on delivery mode selected. Teacher led, collaborative gr or independent study						
			Teacher Activity	Student Activity					
		Introductio	Discussion	Discussion					
		n: 10 mins	Tutor introduces the course manual and talks about the expectations by student teachers at this point. The tutor can simply say that the course manual is designed to provide a lesson by lesson	Student teachers attentively listen to the Tutor and ask questions regarding the introduction.					
			overview of the course so that the student teachers will be equipped with the knowledge and the skills to become effective Early Grade teachers who can effectively describe, classify as well as teach the Structure of a Ghanaian language at the Early Grade level. Tutor also reviews language policy learnt in the	Student teachers discuss their concerns about the language policy learnt and its application in the early grade classroom Student teachers respond to					
			previous year to refresh their memory	questions asked by the tutor to review their previous knowledge on the vowel system of a					
			Tutor guides the student teachers to review their previous knowledge on the vowel system of a Ghanaian language through questioning (PDP Theme 2, P. 11).	Ghanaian language					
	Phonetic description vowels of a Ghanaian language	Stage 1: 50mins	E-learning/Practical Activity Tutor groups the student teachers (taking into an account SENDs issues) and shows a video clip from YouTube eg https://www.youtube.com/watch?v=dfoRdKuPF91 showing how vowels are made. Tutor guides student teachers to observe and discuss what they observe in the video. (PDP Theme 3, P. 64) (BSC Strand 5)	E-learning/Practical Activity Student teachers watch the video clip and discuss the content in groups					
		Stage 2: 80mins	Practical Activity/Seminar/Discussion Tutor asks a representation from each group to demonstrate how vowels of a Ghanaian language are produced. Tutor asks student teachers to	Practical Activity/Seminar/Discussion A volunteer from each group demonstrates to the class how vowels of a Ghanaian language can be produced guided by what they observed in the video clip. Student teachers critique the					
			observe the demonstration and critique it. (BSC Strand 5) Tutor tasks student teachers	demonstrations by volunteers. Student teachers write down all the vowels in their language of					

				to write the vowel inventory	study for peer reviewing.		
				of their specific language of	Study for peer reviewing.		
				study(this will be determine			
				by the college)			
	Classification	Stage	3:	Class discussion/Independent	Class Discussion/Independent		
	of vowels of a	30mins	3.		I -		
		30mins		study	Study		
	Ghanaian			Tutor tacks and student	Student teachers base on the		
	language			Tutor tasks each student	knowledge of the description of		
				teachers to classify the vowels	the vowels to classify the vowels		
				of his/her language of study	of their language of study.		
				based on parameters such as	Foot standards and an other contacts		
				height of the tongue,	Each student teachers attempts to		
				roundness, etc. (BSC Strand 1)	classify the vowels of his/her		
					language study.		
				Tutor appoints a student	Student teacher appointed (only		
				teacher at random and guides	one presentation)makes oral		
				him/her to present the	presentations in class for peer		
				findings for class discussion	reviews.		
				presentation (PDP Theme 4, P.			
	Cabaal Visit			79)	Ctudont too shows would also are		
	School Visit			Tutor asks student teachers to	Student teachers would observe		
				observe any time they go for	observe during school visit how vowels are taught to the learners		
				school visit how vowels of a	in relation to the activities during		
				Ghanaian language are taught	the lessons and write in their		
				to the learners.	reflective journal.		
	Closure/Conc	10mins			reflective journal.		
	lusion	101111113		Tutor employs questioning	Answer the questions asked by the		
	lusion			and answering technique to	tutor/lecturer. Student teachers		
				recap and close the lesson.	also ask questions for clarification		
				Tutor gives feedback to	also ask questions for clarification		
				students' questions (PDP			
				Theme 2, P. 7)			
Lesson assessments –				ee 2,1/	<u> </u>		
evaluation of learning: of,	Summary of As	sessment N	/leth	nod: Assessment for and as learn	ning This will be part of the end of		
for and as learning within	semester exam				Se par e er are erra er		
the lesson(linked to			-		ion, enquiry skills, digital literacy)		
learning outcomes)	(, , , , , , , , , , , , , , , , , , , ,	, ,		
	Assesses Learn	ing Outcom	es:	Course learning outcome 1, 4			
	NTS 2c: Has sec	ure conten	t kn	nowledge, pedagogical knowledge	e and pedagogical content		
				grade they teach in.			
Teaching Learning	Power						
Resources	 Project 	tor					
	• Video	Video clip/ YouTube videos					
	 Laptor 	os					
Required Text (core)			of Id	anguage (4 th Edition). Cambridge:	Cambridge University Press.		
Additional Reading List	Akpanglo-Narte	ey, J. N. (198	39).	An introduction to linguistics for I	non-native speakers of English.		
J. T.	Tema: Sakumo	-	•	3	. , ,		
CPD Needs			w to	describe and classify vowels of a	Ghanaian language.		
	·			•			

Year of B.Ed. 2 Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Vowel	distribution	and sequenc	ce	Lesson Du	ration	l	3
			·					
Lesson description				us lesson by e	-		teachers to	the the
				vowels in a Gh		_		
Previous student teacher	The stu	ident teache	ers already ca	an describe an	d classify vow	els of	a Ghanaian	language.
knowledge, prior learning								
(assumed)								
Possible barriers to learning in						the	phonetic c	listribution and
the lesson		-		aian language	!			
	Possibl	e large class	size		•			
Lesson Delivery – chosen to	Face-	Practical	Work-	Seminars	Independ	e-lea	arning	Practicum
support students in achieving	to-	Activity	Based		ent Study	opp	ortunities	
the outcomes	face		Learning					
Lesson Delivery - main mode	Face-to	o-face: Discu	ssion					
of delivery chosen to support	Indepe	ndent study	ı: Individual ı	eflections and	d reading assiខ្	gnmen	nt	
student teachers in achieving	Semina	ar: Group pre	esentations					
the learning outcomes.	e-learn	ing opportu	nity: Use of	mobile phone	s and searchir	ng for i	information	online
 Learning Outcome for the 	Learnir	ng Outcome	S	Learning Inc	licators		Identify	which cross
lesson, picked and							_	ssues-core and
developed from the course							transferak	· · · · · · · · · · · · · · · · · · ·
specification							-	, equity and
 Learning indicators for 							addressing	_
each learning outcome4.							How wi	
	_					_		l or developed?
		onstrate kno	_		each aspect of	of		eachers may
		derstanding			cture of a			ne orthographic
		re of a Ghan			an language		with phon	
		ge of study,			each aspect o	Ť		ons and the
		te its use am	-		cture of a			of vowels of a
		rs. (NTS 2c: 1			an language.			language of
		, (NTS 3c: 14), (NIECF		e the use of e			y (from the
	3: 20).				of the structur			guages). This
					aian language	ın		ved by allowing
	2	ha alama la erro A	- 4	learning				eachers to read
		technology t		2.1. use				pecific language
		re of Ghana			al tools to re		-	efore class.
		ge effectivel			the structure	or a		skills targeted
		ce learners G		Ghanaian la		41		de self-
		ge learning.			knowledge in		reflec	
	-	(NTS 1d: 12)			nological too			nunication,
		(NTS 3e: 14), (INTECF		structure c	or a		al thinking,
	3: 29).			Ghanaian la	nguage			ooration,
								rvation and
							-	iry skills, digital
							litera	cy,
				1				

Topic: Vowel distribution and sequence	Sub topic	Stage/time	Teaching and learning to achieve l depending on delivery mode select collaborative group work or indep	cted. Teacher led, endent study
			Teacher Activity	Student Activity
		Introduction: 10 mins	Tutor recaps the previous lesson using the questioning and answer technique for student teachers to mention the vowel inventory of a Ghanaian language.	Student teachers answer the questions asked to review the previous lesson by mentioning the vowel inventory of a Ghanaian language
	Vowel	Stage 1:		Brainstorming/class
	distribution	60mins	Brainstorming/class discussion/e-learning opportunity Tutor begins the lesson by asking students to brainstorm on which vowels can occur in word-initial, word-medial and word-final positions in a Ghanaian language. Tutor groups the student teachers and assigns each group one of the three positions. The tutor then tasks each group to attentively listen to an audio recording of vowels after which they will make class presentations on which particular vowels can and cannot occur at the initial, medial, and final positions of words of their Ghanaian language of study.	discussion/e-learning opportunity Student teachers brainstorm on the distribution of vowels in their languages of study. Each group attentively listens to the audio played and do group discussions. The groups share with the class for a few minutes their findings on the distribution of vowels of a Ghanaian language of study. Each group makes an oral presentation which is followed up with questions and answers session.
			(PDP Theme 4, P. 79) Tutor answer questions by student teacher to clarify their misconceptions on the distribution of orthographic and phonetic vowels in learning their specific language.	Student teachers ask questions for clarification on the difference between the orthographic and phonetic vowels distributions of their specific Ghanaian language of study.
	Vowel sequence	Stage 3: 60mins	Brainstorming/Seminar/Practica I Activity Tutor puts students into four mixed groups to brainstorm on which vowels can occur in sequence within words, at morpheme boundary, in compounds and at word boundary and the number of vowels that can occur in sequence. The Tutor asks the student teachers to share their findings with the class through oral presentation (PDP Theme 4, P. 25).	Brainstorming/Semina r/Practical Activity Student teachers brainstorm on the assigned task and each group makes oral presentation for class discussion. Student teachers listen to the tutor's

	Stage 4: 40mins	in certain contexts are not permissible in a Ghanaian language. Tutor guides the student teachers to correct their misconception of orthographic vowel sequences for phonetic vowel sequences. Practical Activity/Class Discussion Tutor tasks each student teacher to write down examples of words in which vowel sequences occur in the four contexts in a Ghanaian language of study and	clarifications. Student teachers correct misconception of orthographic vowel sequence for phonetic vowel sequences under the guidance of the tutor. Practical Activity/Class Discussion Each student teacher does the assignment given and hands them in to the tutor for assessment.
		hand them in for assessment. (PDP Theme 9, P. 21) (BSC Strand 5). Tutor provides immediate feedback on the assessed	Student teachers get feedback on this
		assignment and guides the class to discuss the outcome.	assessed assignment and they discuss the feedback in class.
School Visit		Tutor asks student teachers to note down during school visit how the vowels are matched with the orthography and the phonetics by the teacher and how the teacher deals with the differences in the two that is the phonetic representation and the orthography(this will be done when they visit the school as they may witness the teaching of this during teaching of a class)	Record the findings in their reflective journal how the teacher deals with the lesson on the representation of the vowels and also note down things that can aid them when teaching vowels.
Closure/Co nclusion	Stage 5: 10mins	Tutor asks students to orally summarize the lesson highlighting the key points raised. Tutor responds to questions from students for clarification	Student teachers summarize the lesson by highlighting the key points raised in the lesson. Student teachers ask questions they may have for clarification
		Assignment: Ask students to read about 'consonant representation in preparation for the next lesson.	Assignment: Student teachers prepare ahead of the next lesson by reading about consonants representation' from the relevant pages of the core reading text and online sources.

Lesson assessments –	Summary of Assessment Method:
	,
evaluation of learning: of, for	Assessment of, for and as learning :
and as learning within the	class participation individually and in group
lesson(linked to learning	
outcomes)	Core skills targeted are communication, team work/collaboration, enquiry skills, digital
,	literacy
	nteracy
	Accessed a service Outcomes Comments and a service and a s
	Assesses Learning Outcomes: Course learning outcome 1, 4
	NTS 1e: Engages positively with colleagues, learners, parents, School Management
	Committees, Parent-Teacher Associations and wider public as part of a community of
	practice.
Teaching Learning Resources	Powerpoint
	Projector
	Laptops
	• •
	Smartphone Smartphone
Required Text (core)	Akpanglo-Nartey, J. N. (1989). A phonetics course for non-natives speakers of English.
	2 nd Edition. Tema: Sakumono Books.
Additional Reading List	Dolphyne, F. A. (2006). The Akan (Twi – Fante) language: Its sound systems and tonal
	structure. Accra: Woeli Publishing Services.
CPD Needs	Workshop on teaching vowel distribution and sequence in a Ghanaian language.
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Year of B.Ed. 2	Seme	ster	2 Pla	ce of lesson in s	emester	1 2	234567891	.0 11 12
Title of Lesson		descriptio		bution of conson		esson Ouration	3	
Lesson description	This less	on introdu	ces the stud		he phonetic	descrip	tion of consonants	
Previous student teacher				been using the c				
knowledge, prior learning	Students	teachers h	nave been t	aught the letters	of the alpha	abet		
(assumed)	1							
Possible barriers to				ble to represent				
learning in the lesson							ecific Ghanaian lang a sound orthogra	
	phonetic		ilay ilot kii	low the differen	ices iii repi	esenting	, a sound orthogra	apriically allu
Lesson Delivery – chosen	Face-	Practical	Work-	Seminars	Independe	ent	e-learning	Practicum
to support students in	to-	Activity	Based		Study		opportunities	
achieving the outcomes	face		Learning					
Lesson Delivery – main								
mode of delivery chosen		dent study	:					
to support student		Activity:						
teachers in achieving the	e-learnir	ng opportu	nity:					
learning outcomes.								
Learning Outcome	Learning	Outcomes	3	Learning Indica	ators		Identify which c	ross cutting
for the lesson, picked	_						issues-core and	_
and developed from							skills, inclusivity,	
the course							addressing diversi	•
specification								dressed or
Learning indicators	1 4		ladaa af	1 1 :			developed?	
for each learning outcome			owledge of ribing the	1.1. identify the used in phonet			It is likely that stud may not be aware	
outcome		•	Ghanaian	a Ghanaian lan		-	orthographic and p	
		and a		verbal and writ		_	representation of t	
			2c: 13),	1.2. describe h			consonants in a Gh	
	(NTS 2e:	13), (NTEC	F 6, p.20).	a Ghanaian lan	guage are		language of their s	tudy. This is
				classified throu	igh verbal a		can be remedied b	
				written respon			videos and getting	a language
				1.3. apply the r			lab.	
				distribution of			Core skills targeted communication, cr	
				of a Ghanaian I written respon		0	thinking, collabora	
				Wittenrespon	303.		observation and er	
							Collaboration	,,
	2. use te	chnology t	o teach	2.1. use	appro	priate		
		ture of Gh		technological		l l		
		e effectively		and analyze the		ts of a		
		learners G		Ghanaian langu	•			
		e learning.		. apply their k				
		NTS 1d: 12) NTS 3e: 14		use of technological teach the phological teach the phological teach the phological teach				
	3: 29).	IVID DE. 14), (INTLUE	and distribution				
	3. 23,.			of a Ghanaian I				
L					00-			

Topic: Phonetic description and distribution of consonant	Sub topic	Stage/time	Teaching and learning to achieve I on delivery mode selected. Teache work or independent study	
of a Ghanaian language			Teacher Activity	Student Activity
		Introduction: 10mins	Tutor begins the class by reviewing student teachers relevant previous knowledge on consonantal inventory in their language of study in SHS through questioning such as how were they taught and how they learn this in their specific language. Tutor then introduces the lesson for the day to the student teachers.	ident teachers respond to the tutor question by mentioning the consonants in their language of study as learnt in the SHS and shares their views on the teaching in the SHS.
	Description	Stage 1:	up Work/discussion/e-learning	Group Work/discussion/e-
	of consonants	60mins	opportunity or guides the student teachers to review their knowledge on the organs of speech	learning opportunity Student teachers attentively listen to the tutor while the lesson is being introduced
			or then divides the class into three groups based on mixed ability and assigns each group a particular task to perform while a YouTube video clip showing the articulation of some consonants is shown to the class (https://www.youtube.com/wat ch?v=0HeujZ45OZE).	Student teachers are groups taking into account mixed abilities, SENDs, etc. issues. Members of the groups attentively watch the video clip and make notes as they watch.
			groups are to carefully observe the following: places of articulation, manner of articulation, and voicing of the consonants (BSC Strand 5)	
	Phonetic representati on of consonants	Stage 2: 50mins	Class Discussion/seminar Tutor guides each group to make oral presentations based on the assigned task(each group may discuss three sounds only of their language of study) for the colleague student teachers to peer review.	Class Discussion/seminar Student teachers listen attentively to the oral presentations of the assigned three sounds and make comments about the presentations.
			Tutor at this point guides the student teachers to correct their misconceptions by differentiating between orthographic consonants and phonetic consonants (BSC Strand 1)	Student teachers note down the difference between orthographic consonants and phonetic ones to correct their misconceptions.
	Consonant distribution	Stage 3: 40mins	Class discussion/seminar Tutor asks student teachers to review their knowledge on the consonant sounds that can occur at the end of a word which was in the previous lesson.	Class discussion/seminar Student teachers reflect on their respective languages of study and answer the question posed by the tutor. Student teachers in groups according to their language

Due to the language-specific sub-families discuss distribution of consonants, the tutor groups the student that can occur in w teachers according language sub-	languages
families (if applicable) to discuss oral presentation for consonant that are permitted word-finally for class discussion. (BSC Strand 5)	p makes or their
School visit Tutor tasks student teachers to observe how teachers teach the description of consonants and their distributions in a Ghanaian language during their next school visit and write them in the journals to be checked on at the end of the course. Student teachers repart of their portfor professional journal teachers teach the of consonants and these consonants of words of a Ghanaian in their next school	lio in their I how description where an occur in n language
Closure/Con clusion Tutor recaps the lesson by summarizing the parametres to consider when phonetically describing consonants of a Ghanaian language and which ones can occur in the final position of words. Tutor assigns each student teacher to investigate which consonants are permitted in the word-initial and word-medial positions and which ones are not. They are to hand in the assignment before the next class meeting.	e tutor or rite down
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Summary of Assessment Method: Assessment for and as learning: 1 submitted written assignment individually from the class on distribution of consonants Ghanaian language in word-initial and word-final positions. Core skills targeted are communication, team work/collaboration, enquiry skills, digital language in word-initial and word-final positions.	iteracy
NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical conter knowledge for the school and grade they teach in.	it
Teaching Learning Resources Power point Projector Smartphones/tablets Laptops Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khacademy, TESSA)	an
Required Text (core) Required: Akpanglo-Nartey, J. N. (1989). A phonetics course for non-natives speakers of English. (2) Tema: Sakumono Books.	nd Edition).
Additional Reading List Dolphyne, F. A. (2006). The Akan (Twi – Fante) language: Its sound systems and tonal str Accra: Woeli Publishing Services.	ucture.
CPD Needs Seminar/Workshop on how to teach phonetic description and distribution of conscional Ghanaian language	onants of a

Year of B.Ed. 2	Seme	ester	2 Place	of lesson in se	mester	1	23 4 5678	9 10 11 12
Title of Lesson	Some ph	nonological p	orocesses in a	a Gh. Language	L	esson D	uration	3
Lesson description Previous student teach	observed assimilat	d when soun	nds (vowels a able structur	nd consonants e processes.) interact. T	he lesso	nonological proc on specifically lo	
knowledge, prior learni (assumed)			previous les		CONSONAINS	o Oi a	Gildildidii idilg	guage and then
Possible barriers to learning in the lesson			ages of stud	/				l processes they
Lesson Delivery – chose to support students in achieving the outcomes	to-face	Practical Activity	Work- Based Learning	Seminars	Independ Study		-learning pportunities	Practicum
Lesson Delivery – ma mode of delivery chos to support stude teachers in achieving t learning outcomes.	en brainsto not usua he Indepen promote be part o Seminar tutor leo E-learnii environr	rming, quest ally be the m dent study: e individual a of any of the s: to general. Ing opportun	tion and anstallin mode. to enable stand collabora above mode ate group and ities – involvean be part of	wer, etc. This can udents to enga tive enquiry, m es d individual crea ing the use of i	an be tutor ge with rele nore in-dept ativity, disc nteractive p	and / or evant ar th analy cussion a	rgument. It inclur student teacher ad appropriate resis and developerand reflection: standard leasery. It is unlikely	er led. It should materials to ment. This can tudent and / or
Learning Outcome for the lesson, pick and developed from the course	ed	Outcomes	Learnii	ng Indicators		and to	ransferable sk and addressing	tting issues-core ills, inclusivity, diversity. How dor developed?
specification • Learning indicators for each learning outcome	teaching phonolo processe Ghanaia (NTS 3e,	gical es in	in 4.1. me various strateg a e 4 ge. it	employ app teaching and ies in classroon I.2. use approp eaching strateg cater for learne different backgi	propriate learning n riate gies to rs with	Since the orthogr teacher may be particul tutor er conside orthogr • Co	ne lesson is phore aphic, it is likely is knowledge of a barrier in lear lar lesson. This comphasising the rectangles	nological and not that student the orthographic ning this an be solved by need for them and not the d include ritical thinking, ervation and
Topic: Some phonologic processes in a Gh. language	Sub topi	ic Sta	age/time	depending of collaborative	on delivery e group wo	mode s	ve learning out elected. Teache dependent stud	r led,
,			troduction: mins	Tutor guides to review kn vowels and of through que answer tech	student te owledge or consonants stioning an	า	Answer the qu	uestions asked ecturer to revise e and dialect are.

Т	T			
What is a phonological process?	Stage 30mins	1:	Brainstorming/independent study/e-learning opportunity Tutor asks student teachers to brainstorm on what happens when either vowel and vowel or vowel and consonant, or even	Brainstorming/independent study/e-learning opportunity Student teachers brainstorm on the question and share their various opinions. Student teachers search
			consonant, or even consonant and consonant interact in a word.	online for the term and discuss their findings with their colleagues under the
			Tutor asks student teachers to search online for the term 'phonological process' and share their findings in class.	guidance of the tutor.
			Tutor then explains the term to the student teachers. (PDP Theme 3, P. 75).	Student teachers attentively listen to the tutor and ask questions for any clarifications.
			Tutor mentions the two types of phonological processes as; assimilatory processes and syllable structure processes	
Assimilatory processes	Stage 50mins	2:	Class Discussion/e-learning opportunity/brainstorming Tutor asks the student teachers to brainstorm on the concept of assimilation of sounds. Tutor then guides	Class Discussion/e-learning opportunity/brainstorming Student teachers brainstorm on the assigned terminology and share their ideas in class.
			them to define what assimilation is.	Student teachers watch the video clip and discuss in groups their observations.
			Tutor shows a video clip and asks the student teachers already in groups to carefully observe what happens when sounds interact. E.g. https://www.youtube.com/	Under the guidance of the tutor, student teachers identify some assimilatory processes themselves and
			watch?v=-0EAzuMjmfo (PDP Theme 4, P. 25) Tutor guides student teachers to identify the assimilatory	orally present them for class discussions.
			processes such as labialization, palatalization, nasalization, etc.	
Syllable structure processes	Stage 50mins	3:	Class Discussion/e-learning opportunity/brainstorming/s eminar Tutor asks the student	Class discussion/e-learning opportunity/brainstorming/s eminar
			teachers to brainstorm on the concept of syllable structure process. Tutor then guides	Student teachers brainstorm on the concept of syllable structure processes and are guided by the tutor to correct
			them to define concept as any phonological process that affects the syllable structure	any misconception they may have about the concept.
			of a word in speech. Tutor emphasizes that these processes are realised only when speaking and not	Student teachers in their respective groups attentively watch the video clip while they make notes of their
			necessarily in writing. Tutor shows a video clip and	observations do oral presentation in class.

			asks the student teachers already in groups to carefully observe what happens when sounds interact. E.g. (https://www.youtube.com/watch?v=-0EAzuMjmfo). Tutor guides student teachers to identify the syllable structure processes such as deletion, insertion, metathesis, etc. as applicable. (PDP Theme 4, P. 25). . (PDP Theme 4, P. 79)	Student teachers note down on their findings for discussions in class.
		Stage 4: 30mins	Class discussion/independent study/practical activity Tutor writes down some words on the board and asks each student teachers to identify all the phonological processes they observe in the words. The student teachers are reminded that the processes can be realised only when the words have been transcribed. Tutor randomly invites student teachers to step forward to share their responses with the class for class discussion (PDP Theme 3, P. 69)	Class discussion/independent study/practical activity Each student teacher attempts the class exercise on the board while the tutor moves around to assist any student teacher who may have challenges. Student teachers volunteer to share their responses to the question with the rest of the class for discussion.
	School visit) tutor ask student teachers to reflect on how this can be applied when teaching in the early grade classroom and write it in their journal	Student teachers reflect on the application of the knowledge in this lesson to teaching in the early grade classroom
	Closure	Stage 5:10mins	Tutor/lecturer uses questioning and answer techniques to get students to summarize the lesson (PDP Theme 2, P. 35	Student teachers summarize the lesson indicating the key things they have learnt. They also ask questions for clarification.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	summative exar Core skills targe Assesses Learnir NTS 2c: Has secu	ns at the end of the ted are communicated are communicated are Co	cation, team work/collaboration, urse learning outcome 4 ledge, pedagogical knowledge and	enquiry skills, digital literacy.
Teaching Learning Resources	SmartpLaptopVideo			

Required Text (core)	Yule, G. (2010). <i>The study of language.</i> (4 th Edition). Cambridge: Cambridge University Press.
	Akpanglo-Nartey, J. N. (1989). <i>An introduction to linguistics for non-natives speakers of English</i> . 2 nd Edition. Tema: Sakumon Books.
Additional Reading List	Ablorh, R. J. (1961). Ga Wiemɔ komekome ni abua naa Κε wiemɔηmaa okadii lɛ atsaramɔ he mlai.
0	London: MacMillan.
	Kropp-Dakubu, M. E. (2002). <i>Ga phonology</i> . Language monograph series No. 6 Institute of African
	Studies. Accra: University of Ghana, Legon.
	Abakah: E. N. (2008). Akan fənələgye. Cape Coast: Old Thomas Printing Press.
	Dolphyne, F. A. (2006). The Akan (Twi – Fante) language: Its sound systems and tonal structure.
	Accra: Woeli Publishing Services.
CPD Needs	Workshop on how to teach how phonological processes impact on teaching pronunciation and
	reading.

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

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Title of Lesson	Basic conce	epts of morp	ohology c	of a	Gh. Language		Less	on Duration	n	3
Lesson description	It further d	iscusses suc eflect on h	ch conce _l	pts	t teacher to the as the morph, oly this knowle	allomorphs,	etc. it	allows stud	dent tea	achers to
Previous student teacher			v some v	vor	ds and what is	made up of	some	of the wor	ds from	the lesson at
knowledge, prior	SHS.					•				
learning (assumed)										
Possible barriers to	Student tea	achers may	not be a	wa	re that words o	can be divided	d into	its respect	ive mor	phemes. They
learning in the lesson	may also no	ot know the	terms us	sed	for the various	s morphemes	in mo	orphology.		
	Possible lar	ge class size	2							
Lesson Delivery – chosen	Face-to-	Practical	Work-		Seminars	Independen	t	e-learning		Practicum
to support students in	face	Activity	Based			Study		opportuni	ties	
achieving the outcomes			Learnir	ng						
Lesson Delivery – main	Face-to-fac	e:								
mode of delivery chosen	Independe	nt study:								
to support student	Seminars:									
teachers in achieving the	E-learning	opportuniti	es							
learning outcomes.				_						
Learning Outcome	Learning O	utcomes		Le	earning Indicat	ors		-		cutting issues-
for the lesson,							cor		transfe	
picked and										nd addressing II these be
developed from the								dressed or c		
course specification	1 domons	trata knowl	odgo of	1	1. identify the			s likely that		
 Learning indicators for each learning 	the basi	trate knowl c concep		1.	morphologic	ral .		•		to deal with
outcome		y of a Gl				of a word of		all the ba		
outcome		(NTS 2c: 13			a Ghanaian					and this can
		TECF 6, p.20		1.	2. describe the	0 0				turer asking
			,-		a particular			dent teache		_
					of a Ghanaia		res	earch a wee	ek befor	e the lesson
				1.	3. apply their k		to	facilitate the	e class d	liscussion .
					dividing a gi	ven word of	•	Core skills	s targete	ed include
					a Ghanaian	language		communi	cation,	critical
					into its mini	mal		thinking,	collabor	ation,
					morphologic	cal units.		groupings	s, observ	ation and
										ital literacy,
Topic: Basic concepts of	Sub topic	Stage/	time		_			_		es: depending
morphology of a Gh.					on delivery m			cher led, co	llaborat	tive group
language					work or indep		у			
					Teacher Activ	/ity				Student
		lustra d	uction		Tutor avides	ctudont too-b	orc t	roviou	Ctudos	Activity t teachers
		10min	uction:		Tutor guides : the previous l					d to the
		TOURIN	5		the previous i				•	ons asked by
					answer techn			_	•	or to review
					constituent of			Jogicai	their p	
					Jonistituent 0					edge on the
									questic	-
	1								1	

What morphology	Stage 1: 20mins	Brainstorming/independent study/e-learning opportunity Tutor asks student teachers to brainstorm on how a complex word can be divided into meaningful units/parts. Tutor asks student teachers to search online for the term 'morphology' in linguistics and share their findings in class. Tutor then explains the term to the student teachers. (PDP Theme 3, P. 75). Tutor mentions the two types of morphology as derivational and	Brainstorming/independ ent study/e-learning opportunity Student teachers do brainstorming, discussions and sharing ideas in class. Student teachers search the term online and it is further explained to them by the tutor. Student teachers take down notes as the tutor
What is a		inflectional. (PDP Theme 3, P. 69) Brainstorming/e-learning	discusses the types of morphology with them. Brainstorming/e-learning
morpheme		opportunity/seminar Tutor shows some words that have divided into their respective morphemes and asks the groups to identify all the morphemes and their functions in the words. E.g. the complex word 'teacher', is divided into 'teach' and '-er'. The differences between the concepts stem, base, and root are also established. Tutor then guides the student teachers to brainstorm on the concept 'morpheme'. The tutor guides the class to fine tune the meaning of morpheme. The tutor takes the class through the classes of morpheme according to their distribution, position and function, and they exemplify each type. Tutor assigns each group more complex words, e.g. unforgettable, nonconformity, etc. for the group to segment and analyse them. (PDP Theme 4, p. 79) (BSC Strand 5)	opportunity/seminar Student teachers observe what the tutor shows them and work together in groups on the assigned task. Student teachers look up the concept 'morpheme' online, and brainstorm on its meaning under the guidance of the tutor. Student teachers attentively listen to the tutor as she or he explains the concept and its classes. Student teachers ask questions for clarification. Each group presents orally to the class their response to the assigned words for discussions. Student teachers peer assess each other's presentation.
Morphs	Stage 3: 40mins	Class discussion/e-learning opportunity Tutor builds on student teachers' understanding of morpheme and introduces the concept 'morph'. Tutor guides the student teachers in the discussion of the concept where they establish the difference	Class discussion/e- learning opportunity Student teachers share ideas on what they think a morph is. They attentively listen and ask questions while the tutor explains the difference

			Τ	T		
			between the two concepts; morpheme and morph.	between morpheme and morph to them.		
			Tutor asks student teachers to provide examples in their languages of study to demonstrate their understanding of the concept. Tutor moves around to assess the exercise. (BSC Strand 5).	Student teachers provide examples of morphs and discuss them under the guidance of the tutor.		
	Allomorphs	Stage 4: 40mins	Class Discussion/brainstorming/indepen dent study Tutor write on the board one morpheme that can be realised in more ways, e.g. the past tense morpheme '-ed', and asks the student teachers to discuss them. Tutor then bases on the discussions and introduces the concept 'allomorph'.	Class discussion/brainstorming /independent study Student teachers brainstorm on the morpheme written on the board and begin to discuss them. Student teachers share their views on the concept.		
			Tutor guides student teachers to provide more examples on their own for discussions in class. (PDP Theme 3, p. 69) (BSC Strand 5)	Student teachers provide examples to demonstrate their understanding of the concept for class discussions.		
	School visit		Tutor asks student to find out how they can apply these morphology concepts in teaching of their specific Ghanaian language and write it down later for reflection.	Student teachers think of how they can apply these concepts in the early grade classroom and write it in the reflective journal.		
	Closure	Stage 5:10mins	Tutor summarises the key points of the lesson through questioning. Before lesson closes finally tutor does brief discussion of teaching this topic in Ghanaian language in early grade classroom. This is done as student teachers have a bit of background in general pedagogy class	Student teachers respond to questions from tutor and asks questions for clarification to note the key points Student teachers share brief ideas on the teaching of this topic in Ghanaian language relating this to their lesson in pedagogy		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked			Assessment for and as learning cation, team work/collaboration, enquir	y skills, digital literacy		
to learning outcomes)	Assesses Learn	ing Outcomes: Co	urse learning outcome 4			
Teaching Learning		phones				
Resources	Lapto Vulo 6 (2010)		ugga (Ath Edition) Combridge Combridge	o University Press		
Required Text (core)	Yule, G. (2010). The study of language (4 th Edition). Cambridge: Cambridge University Press. Akpanglo-Nartey, J. N. (1989). An introduction to linguistics for non-natives speakers of English. 2 nd Edition. Tema: Sakumon Books.					
Additional Reading List						
CPD Needs	A seminar on h	now to teach morph	nology.			
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Year of B.Ed.

Title of Lesson	Word formatio	n process	ses of a Gh	anaian langua	age	Lesson Duration	3
Lesson description	The lesson exposes the student teacher to the knowledge of so which words are formed in a Ghanaian language. A brief discus word formation process is found in the early grade classroom					e of the major pro	•
Previous student teacher knowledge, prior learning (assumed)	Student teachers learned word formation processes in SHS.						
Possible barriers to learning in the lesson	There is likely student teache			ons about the	types of word f	ormation process	es from what
Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main mode	Face-to-face:	/ity	Work- Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
of delivery chosen to support student teachers in achieving the learning outcomes.	Independent st Seminars: E-learning <i>oppo</i>	-	s				
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes			Learning Ind	dicators	Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	Ghanaian langu	tanding of the word		1. identify the processes by which words are formed in a Ghanaian language. 1.2. describe the processes of forming words in a Ghanaian language through verbal and written responses. 1.3. apply the knowledge in forming a word in a Ghanaian language through written responses.		It is possible that student teachers may have misconception about some morphological processes that they may consider word formation process. By showing video of the processes and engaging them in discussions may correct this misconception. Critical thinking, collaboration, enquiry skills, digital literacy, diversity and inclusion	
Topic: Word formation processes in a Ghanaian language	Sub topic	Stage		depending on	delivery mode s	ve learning outco elected. Teacher l dependent study	
				Teacher Activ		Student Activ	vity
		Intro	nin :	the previous lestudent teach added on in a then introduce the day by mestudent teach new words ca		they learned previous lesso their views or	review what in the on and share n adding on s. The class tens to the s questions

Word	Stage	1.	Class	Class
Word formation process: definition	Stage 30min	1:	Class Discussion/brainstorming/e- learning opportunity Tutor asks student teachers to brainstorm on the concept, 'word formation processes'. Tutor guides the student teachers to define this process. Tutor then shows a video clip from YouTube and asks the student teachers to watch and later discuss they saw. https://www.youtube.com/watch?v=phgtn563DQI	class discussion/brainstorming/ e-learning opportunity Student teachers brainstorm on the concept and come up with their own definitions of it. They are guided by the tutor to fine tune their definitions through class discussions. Student teachers watch the video clip and later discussion the content in class.
Types of word formation processes	Stage 80min	2:	(Theme 4. P. 25). Class Discussion/e-learning opportunity/seminar Tutor groups student teachers paying close attention to their linguistic background, gender, mixed abilities, SENDs issues, etc. and shows to them a video	Class discussion/e- learning opportunity/seminar Each group watches the video clip while paying attention to the type of word formation process
			clip of the types of word formation processes. Tutor then assigns each of the groups to task of discussing one of the types of word formation processes. Tutor guides the student teachers as they make oral presentations of their assigned task and the subsequent class	assigned it. Student teachers work in groups to and present their findings by partaking in the discussion lead by the tutor. Each group makes oral presentations for class discussions. Student
			discussions. Tutor answers questions to facilitate student teachers understanding (PDP Theme 3 p.69) (BSC Strand 5)	teachers ask the tutor questions for clarifications.
Examples of word formation processes in a Ghanaian language	Stage 50mins	3:	Class discussion/practical activity Tutor asks each student teacher to give examples of three of the word formation processes in his or her Ghanaian language of study. Tutor ask student teachers to brainstorm on type of word formation which may be found in the early grade classroom and how to teach that process. Tutor assesses the assigned task in class and provides an immediate feedback. Tutor guides student teachers to peer review each other's answers.	Class discussion/practical activity Student teachers write down examples of the word formation processes assigned them by the tutor and they get immediate feedback from the tutor. Student teachers brainstorm on which type of word formation is prevalent in early grade classroom and how to apply this itopic in teaching to learners. Student teachers peer assess each other's response.
	Closure: 10min		Tutor asks student teachers to summarize the lesson by telling the class what they have learned.	Student teachers summarize the lesson highlighting the key points they have taken from the lesson.

Lesson assessments –	
evaluation of learning:of, for	Summary of Assessment Method: Assessment for and as learning
and as learning within the	(Group presentation on the task assigned to each group on types of word formation processes
lesson(linked to learning	Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy
outcomes)	Assesses Learning Outcomes: Course learning outcome 1
Teaching Learning Resources	Smartphones
	• Laptops
	Projector
Required Text (core)	
	Yule, G. (2014). <i>The study of language</i> . 5 th Edition. United Kingdom. Cambridge University Press
	(Chapter 3)
	Issah, S.A. & Adomako, K. (2016). <i>Introduction to linguistics</i> . Kumasi: Frimprints. (Chapter 4)
Additional Reading List	
CPD Needs	Seminar on how to teach word formation processes of a Ghanaian languages

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Lesson description										
discussing concepts such as the syntax, lexical categorisation, structure of syntax and coordination. Previous student teachers have learned word classes in Principles and Rules of Writing a Ghanaiar language course in first year. Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers may not know the criteria employed in categorizing a word classes or lexica items. Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 7. interpret the basic concepts of syntax component of the Ghanaian language curriculum. (NTS 2c: 13) 7. interpret the basic concepts of syntax component of the Ghanaian language curriculum. (NTS 2c: 13) Topic: Basic concepts of Syntax of a Ghanaian language Sub topic Student teachers have learned word classes in Principles and Rules of Writing a Ghanaiar language in the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Seminars independent generation of actegorizing a word classes or lexica items. Face-to-face: Practical Work-Based Seminars independent generation of actegorizing a word classes or lexica items. Practicum Study poportunities Learning Outcomes Learning Indicators 1 Identify which cross cutting issues core and transferable skills inclusivity, equity and addressing diversity. How will these be addressed or developed? 7. interpret the basic concepts of syntax on the basic concepts of syntax of a Ghanaian language well and the Ghanaian language w	Title of Lesson	Basic cond	epts of	f syntax of	a Gh	Language		Lesso	on Duration	3
discussing concepts such as the syntax, lexical categorisation, structure of syntax and coordination. Previous student teacher have learned word classes in Principles and Rules of Writing a Ghanaiar language course in first year. Student teachers have learned word classes in Principles and Rules of Writing a Ghanaiar language course in first year. Student teachers have learned the structure of syntax in their English lesson in the SHS Student teachers may not know the criteria employed in categorizing a word classes or lexica items. Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome Learning outcome Learning outcome Learning outcome Learning outcome Learning outcomes Learning lindicators for each learning outcome To interpret the basic concepts of syntax component of the Ghanaian language curriculum. (NTS 2c: 13) Topic: Basic concepts of syntax of a Ghanaian language Sub topic Student teachers have learned word classes in Principles and Rules of Writing a Ghanaiar language course in first year. Student teachers have also learned the structure of syntax in their English lesson in the SHS Seminars Independent generation of a Celearning opportunities Learning Outcomes Learning Indicators Learning Outcomes Learning Indicators Identify which cross cutting issues core and transferable skills inclusivity, equity and addressing diversity. How will these be addressed of or this lesson may not be sufficient to teach all concepts in the lesson in the SHS Topic: Basic concepts of syntax of a Ghanaian language well and the concepts in the learning outcomes developed? Topic: Basic concepts of syntax of a Ghanaian language well and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work										
Coordination. Coordination. Student teacher knowledge, prior learning Cassumed) Possible barriers to learning Intelesson Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have of lexical lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned the structure of syntax in their English lesson in the SHS Student teachers have also learned	Lesson description	This lessor	n discu	sses some	basic	concepts of synt	tax of a G	hanaia	n language. It fo	cuses on
Previous student teacher knowledge, prior learning (assumed) Student teachers have learned word classes in Principles and Rules of Writing a Ghanaiar (assumed) Student teachers have also learned the structure of syntax in their English lesson in the SHS		discussing	conce	pts such a	s the	syntax, lexical ca	tegorisati	on, stru	ucture of syntax	and
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collaborative group work or independent study		Sub topic		Stage/tim	e					
Student Activity	Sylitax of a Gil. language									
leacner Activity										
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Introduction: Tutor guides student					on:					
10min teachers to review the Student teachers answer the				10min						
previous knowledge about questions asked by the tutor to							_			
lexical categories or word review their previous						_			•	
classes from the course knowledge on word classes,									_	ora ciasses,
Principles and rules of etc. writing a Ghanaian								l e	и.	
language in first year, and Student teachers attentively						_		4 c	tudent teachers	attentively
also English course in SHS. listen to the tutor and ask										
questions for further						also Eligiisii coc	50 111 511			
Tutor then introduces the explanation to facilitate their						Tutor then intro	oduces th	-		
lesson for the day to the understanding.										
student teachers.									. 0.	

Syntax	Stage 1:20min	Class discussion/brainstorming/ seminar/e-learning opportunity Tutor asks student teachers to brainstorm on the concept 'syntax' after looking it up online and discuss their finding in class. Tutor guides student teachers to discuss the concept and later come up with their own definition of it.	Class discussion/brainstorming/ seminar/e-learning opportunity Student teachers brainstorm and search the concept online. Student teachers discuss their findings in class under the guidance of the tutor. The class comes up with a common definition of syntax.
Lexical categorizatio n	Stage 2: 60min	Class discussion/e-learning opportunity/seminar Tutor asks student teachers to search and brainstorm on the concept 'lexicon' online. The student teachers are to discuss their finding in class. Tutor guides student teachers to discuss the concept and later come up with their own definition of it. Tutor discusses with the student teachers the two types of words; lexical/content words and grammatical/functional words. Tutor shows a video clip on YouTube (e.g. https://www.youtube.com/watch?v=E3eTNgPXkG4) discussing the examples of each of the two types of words and asks student teachers to pay close attention. Tutor groups the student teachers and assigns each group (four groups) to search online for information of four major criteria for identifying word classes. Tutor asks student teachers to reflect on teaching of the open class words to early grade	Class discussion/e-learning opportunity/seminar Student teachers look up and brainstorm on the concept 'lexicon'. Student teachers are guided by the tutor to discuss their findings in class. They ask the tutor questions to facilitate better understanding. Student teachers contribute to the discussions and ask questions for clarifications. Student teachers watch the video clip and make notes on the content. They ask the tutor questions for any clarification. Each groups of student teachers works on the assigned topic considering the teaching of open class words to early grade learners and make an oral presentation in class for peer assessment under the guidance of the tutor.

1	1			
			classroom learners. Each	
			group is to make	
			presentation on one of the	
			four criteria four class	
	_	_	discussion. (BSC Strand 5)	
	tructure of	Stage	Class discussion/e-	Class discussion/e-learning
SE	entence	3:40mins	learning	opportunity/independent
			opportunity/independent	study
			study	Student teachers watch the
			Tutor asks student	video clip and take down
			teachers to watch a video	notes. They discuss what they
			clip on YouTube (e.g.	watched in class under the
			https://www.youtube.com	guidance of the tutor.
			/watch?v=0EDBNIIWgN8)	
			on the structure of syntax.	Student teachers volunteer to
			The student teachers are	share what they noted down
			to pay attention to phrase	from the video clip with
			structures and sentence	colleagues for peer
			structures and discuss	assessment.
			what they saw in class.	
			Tutor randomly calls a	
			student teacher to	
			volunteer to share what he	
			or she noted down from	
			the video clip with the	
			class for discussion. [PDP	
			Theme 4 p. 79].	_
Co	Coordination	Stage	Class discussion/e-	Class discussion/e-
		4:40min	learning/independent	
		4.4011111		learning/independent study
		4.4011111	study	Student teachers search the
		4.40111111	study Tutor asks the student	Student teachers search the concept online and they share
		4.40111111	study Tutor asks the student teachers to search for the	Student teachers search the concept online and they share their findings in class. Student
		4.40	study Tutor asks the student teachers to search for the concept 'coordination'.	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask
		4.4011111	study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads
		4.4011111	study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities
		4.40111111	study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between
		4.40111111	study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities
		4.40111111	study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction.
		4.40111111	study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the
		4.4011111	study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and
		4.40111111	study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction.	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the
		4.40111111	study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and
		4.4011111	study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and
		4.40111111	study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and
			study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with coordination markers and	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and
			study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with coordination markers and underline them for class	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and
			study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with coordination markers and underline them for class discussion. Student	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and
			study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with coordination markers and underline them for class discussion. Student teachers submit the	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and
			study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with coordination markers and underline them for class discussion. Student teachers submit the exercise for assessment.	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and
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Sci	chool Visit		study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with coordination markers and underline them for class discussion. Student teachers submit the exercise for assessment. [PDP Theme 3 p. 69] Tutor asks student	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and submit them for assessment.
Sc	chool Visit		study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with coordination markers and underline them for class discussion. Student teachers submit the exercise for assessment. [PDP Theme 3 p. 69] Tutor asks student teachers to observe during	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and submit them for assessment.
Sc	chool Visit		study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with coordination markers and underline them for class discussion. Student teachers submit the exercise for assessment. [PDP Theme 3 p. 69] Tutor asks student teachers to observe during school visit how lexical	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and submit them for assessment. Student teachers observe and compare with that they learned in the lesson and what
Sc	chool Visit		study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with coordination markers and underline them for class discussion. Student teachers submit the exercise for assessment. [PDP Theme 3 p. 69] Tutor asks student teachers to observe during school visit how lexical categorization is taught at	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and submit them for assessment. Student teachers observe and compare with that they learned in the lesson and what is taught in the Early Grade
Sc	chool Visit		study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with coordination markers and underline them for class discussion. Student teachers submit the exercise for assessment. [PDP Theme 3 p. 69] Tutor asks student teachers to observe during school visit how lexical categorization is taught at the Early Grade level. They	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and submit them for assessment. Student teachers observe and compare with that they learned in the lesson and what is taught in the Early Grade classrooms and note them
So	chool Visit		study Tutor asks the student teachers to search for the concept 'coordination'. Tutor explains the concept to the student teachers and guides them to establish the similarities and differences between coordination and conjunction. Tutor asks each student teacher to construct five simple sentences with coordination markers and underline them for class discussion. Student teachers submit the exercise for assessment. [PDP Theme 3 p. 69] Tutor asks student teachers to observe during school visit how lexical categorization is taught at	Student teachers search the concept online and they share their findings in class. Student teachers listen and ask questions as the tutor leads them to discuss the similarities and differences between coordination and conjunction. Student teachers work on the assigned task by the tutor and submit them for assessment. Student teachers observe and compare with that they learned in the lesson and what is taught in the Early Grade

	Closure	Stage 5:10min	Tutor asks student teachers to summarise main points learned in the lesson.	Student teachers summarise the lesson by sharing the main points they learned in the lesson. They ask questions for clarification.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	1 written mid so Core skills targe	emester exams s eted are commu	ed: Assessment for and as lear submitted on the topics (lessor nication, team work/collaborat Course learning outcome 7	S
Teaching Learning Resources	PowerProjectVideoSmartyLaptop	tor clip phones		
Required Text (core)	Radford et al (2 University Press	.009). <i>Linguistics</i> s (Part 11 :9)	: an introduction. (2 nd edition).	
Additional Reading List	Yule, G. (2014) Press. Chapter		nguage. (5 th Edition). United Ki	ngdom. Cambridge University
CPD Needs	Workshop on th	he teaching of th	e basic concepts in syntax of a	Ghanaian language.

Year of B.Ed. 2 Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Assessing	g the str	ucture o	f a Ghanaia	n Le	sson Duration	on 3		
	Language	_							
Lesson description	This less	on discu	sses how	teaching o	of the variou	s topics in th	e structure o	f a Ghanaian	language
	can be a	ssessed.	The less	on seeks to	equip the s	tudent teach	er with the k	nowledge an	d the skill in
	assessing	g the Str	ucture o	f a Ghanaia	ın language.				
Previous student	Student	teachers	have wr	itten a test	in an aspect	of structure	of English bet	ore.	
teacher knowledge,									
prior learning									
(assumed)									
Possible barriers to								ent teachers	. Therefore, it
learning in the	may take	a consi	derably l	onger time	for them to §	grasp the cor	icept.		
lesson									
Lesson Delivery –	Face-	Practic	al Wo	rk-Based	Seminars	Independ	dent e-le	arning	Practicum
chosen to support	to-face	Activity	y Lea	rning		Study	орр	ortunities	
students in									
achieving the									
outcomes									
Lesson Delivery -	Face-to-								
main mode of	Indepen		dy:						
delivery chosen to	Seminar								
support student	Practical	activity							
teachers in									
achieving the									
learning outcomes.									
	_	_							
• Learning	Learning	Outcom	nes	Learning	Indicators		-		utting issues-
Outcome for							core and		
the lesson,							-		d addressing
picked and							diversity.	How will	these be
developed from	4 1			4 4 6 1				r developed	
the course	1 demon				ent teacher			at student te	•
specification	knowled	_			esign and in			e of the mod	
• Learning	assessing				fassessment				eded in doing
indicators for	of a Gha	naian iar	iguage	_	and learning	-		This can be	-
each learning					of a Ghanaia	0 0			s to do online
outcome					g: 12), (NTS 3				eas in class to
					ent teacher			eir understan	-
					identify ar with difficult			ills targeted	
					nt (NTS 1a, k			ration, obser	cical thinking,
					(NTECF 4: 39			/ skills, digita	
					ent teacher s		enquir	/ Skills, digita	i iiteracy,
					ovide eviden				
					earners' prog				
				3n, p: 14)	p. 05	, , ,			
1					Teaching and	d learning to	achieve lear	ning outcome	es: denending
Topic: Assessing	Sub toni	С	Stage/ti	me					
Topic: Assessing Structure of a	Sub topi	С	Stage/ti		_	_		d, collaborat	-
Structure of a	Sub topi	С	Stage/ti		_	node selecte	d. Teacher le	d, collaborat	-
	Sub topi	С	Stage/ti	<u>,</u>	on delivery r work or inde	node selecte pendent stu	d. Teacher le	d, collaborat	-
Structure of a	Sub topi	c	Stage/ti	<u>,</u>	on delivery r	node selecte pendent stu	d. Teacher le		tive group
Structure of a	Sub topi	С	Stage/ti	,	on delivery r work or inde	node selecte pendent stu vity	d. Teacher le dy		Student Activity
Structure of a	Sub topi	С		ction	on delivery r work or inde Teacher Acti	node selecte pendent stu vity er uses probi	d. Teacher le		Student Activity achers
Structure of a	Sub topi	С	Introdu	ction	on delivery r work or inde Teacher Acti Tutor/lecture	node selecte ependent stu vity er uses probi about what t	ng question	Student te	Student Activity achers n on the
Structure of a	Sub topi	С	Introdu	ction	on delivery r work or inde Teacher Acti Tutor/lecture to seek idea	node selecte ependent stu vity er uses probi about what to by assessmer	ng question hey	Student te	Student Activity achers n on the nd share

		Tutor/lecturer dwells on the student teachers' views to introduce the topic for the lesson. (PDP Theme 2:35)	from the online search done previous years of study. (PDP Theme
Ghan. Struct	oncept of Stage 1: 30mins aian ture test opment	E-learning opportunity/independent learning Tutor shows a demonstration video on YouTube demonstrating testing of Structure of a language. Eg https://www.youtube.com/watch?v=oRpOIEPMeol (PDP Theme 3: 69)	e-learning opportunity/independe nt learning Student teachers watch the video attentively in the video. (PDP Theme 3: 69).
Ghan	ture of a	Group discussion and presentation Tutor/lecturer shows a video on YouTube demonstrating how to write effective test for teaching structure of a language. The tutor/lecturer tasks the student teachers to observe the features of a structure of a language testing. Eg https://www.youtube.com/watch?v= AUB0d31-j2M Tutor/lecturer groups students taking into consideration their linguistic background and assigns each group a task of constructing a lexical categorisation test and present them for discussion based on the features they observed in the video (PDP Theme 4:25) Tutor/lecturer guides student teachers to make oral presentation in class based on the assigned tasks for	Group discussion and presentation Student teachers attentively watch the video and they take down notes on the features of a good literature testing. Each group brainstorms on the assigned topic and m constructs a test based on their observations in the video. (PDP Theme 4: 79) Each group makes oral presentation in class on the assigned topic for discussions. (PDP Theme 4: 79)
Asses Struct Ghan langu	ture of a aian	class discussion (PDP Theme 4:79) Class discussion and presentation Tutor/lecturer divides group into about ten and assigns each group a topic in the previous lessons in this courseand supervises the groups to construct a test for an early grade classroom learner and at the same time to assess it. Tutor/lecturer guides the class to peer review each other's work. (PDP Theme 4: 79)	Class Discussion and presentation Each group constructs a test for an early grade learner for the assigned topic and assesses same. Each group makes oral presentation in class for peer review. The student teachers peer review each presentation in class (PDP Theme 4: 79)
	Closure: 10mins	Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35) Tutor asks student teachers to examine test items in the topics learnt in this course given to learners in early grade classroom during school visit and write a report for submission at the end of the course	Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35) Student teachers will observe and examine the test items given to learners in early grade

			classroom during school visit and write a report for submission at the end of the course.
Lesson assessments			
evaluation of	Summary of Assessment Method:	Assessment for and as learning:	
learning: of, for and			
as learning within	Core skills targeted are communicated	ation, teamwork/collaboration, enquiry s	kills, digital literacy
the lesson (linked to	Assesses Learning Outcomes: Cou	rse learning outcomes 4, 5, and 6	
learning outcomes)			
Teaching Learning	 Powerpoint 		
Resources	 Projector 		
Required Text (core)	Caldwell, J. S. (2002). Reading asset	ssment: A primer for teachers and tutors.	NY: The Guilford Press.
Additional Reading	Bachman, L. F. (1995). Fundamento	al considerations in language testing. Oxfo	ord: Oxford University
List	Press		
CPD Needs	Workshop/seminar on teaching ho	w to assess the written literature of a Gh	anaian language.

Year of B.Ed. 2 S	Semester 2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Preparing TI Gh. Languag		ching Struct	ure of a	Lesson Dur	ration	l	3
Lesson description	This lesson i teaching and early grade	ntroduces s d learning n classroom i the knowle	naterials (TI n the struct dge and the	Ms) for the ure of a Gha skills in s ele	teaching o naian lang ecting, desi	f the uage.	e preparation of topics that are ta It exposes the st and using TLMs	ught in the udent
Previous student teacher knowledge, prior learning (assumed)	The student factors to co					fore a	and may not be	aware of the
Possible barriers to learning in the lesson Points on inclusivity, equity and	Student tead	chers may r	not be awar	e of the app	ropriate us	se of s	ome punctuation	ns.
addressing diversity Lesson Delivery – chosen to support students in achieving	Face-to- face	Practical Activity	Work- Based	Seminar s	Independ Study	dent	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independen Practical Ac e-learning o	nt study: tivity: opportunity	:					
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Ou	itcomes		Learning Indicators		issue inclu dive addr	es-core and trans sivity, equity and rsity. How will essed or develop	nd addressing II these be ped?
learning outcome	1. prepare a teaching lea teach the St Ghanaian la consideratic learners. (N' 43), (NTS 3f, 43).	rning mate ructure of a nguage with on for divers TS 3j: 14), (I	rials to a h a se NTECF 4:	5.1. teacher shable to deselect appropriat teaching learning resultable levels in cl (NTS 3j: 1 2f:13), (N (NTECF 3: student should abl appropriat teaching resultable teaching resultable learners different backgroun 3f, g, (NTECF 39),(NTECF	esign and various tee and esources for the dassroom (4), (NTS ITS 1g), 29) teacher de to use tee materials er for with ds (NTS h: 14), 4:	teach factor design Tutor some from two v	e is the possibility ners may not be a prise to consider be gning and selectir r can give studen e internet source: before this lesso weeks. Core skills target communication, thinking, collabo observation and digital literacy,	aware of fore ng a TLM. t teachers s to read on possibly ed include critical ration,

Topic: Selecting, designing and using TLMs for the teaching and learning the structure of a Gh.	Sub topic	Stage/time	Teaching and learning to a depending on delivery mod collaborative group work of	de selected. Teacher led,
Language			Teacher Activity	Student Activity
		Introduction: 10 mins	Tutor/lecturer uses probing question to ask student teachers to share their experiences with the TLMs they liked most in their lessons in the SHS and their finding from the school visit. Tutor/lecturer then leads the student teachers to	Student teachers share their experience on the TLMs their teachers used during their lessons and how they impacted on their learning and their findings during the school visit, Student teachers share their views on the
			brainstorm/review on the concept of the TLMs and he/she guides to them to discuss the characteristics of a good TLM. (PDP Theme 2:35)	characteristics of good TLMs. (PDP Theme 2:35)
	Selecting TLMs for the teaching and learning structure of a of a Ghanaian language	Stage 1: 20mins	Class discussion Tutor/lecturer leads the class to discuss the factors to consider when selecting TLMs for the teaching and learning of structure of a Ghanaian language of study in an early grade classroom. (PDP Theme 3: 69)	Class discussion Student teachers share their views on what to consider when selecting TLMs for the teaching and learning structure of a Ghanaian language in an early grad classroom under the guidance of the tutor/lecturer. (PDP Theme 3: 69).
	Designing TLMs for the teaching structure of a Ghanaian language such as word classes, morphemes etc	Stage 2: 60mins	Group discussion and practice Tutor shows a video on YouTube demonstrating how to design TLMs appropriate for teaching and learning the word classes, morphemes etc of a language at the Early Grade and tasks the student teachers to observe to steps in the designing. Eg. https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos Tutor groups student teachers and assigns each group a task to design appropriate TLMs for teaching and learning at the Early Grade. (PDP	Group discussion and practice Student teachers attentively watch the video and they take note down their observations in the video. Student teachers actively participate in the designing of the TLMs in each group based on what they observed in video. (PDP Theme 4: 79)

	Using TLMs for the teaching and learning the lexical	Stage 3: 60mins	Demonstration and group discussion Tutor guides student teachers to demonstrate	Demonstration and group discussion Each group demonstrates the use of the TLMs they
	categorisation of a Ghanaian language		how to use the TLMs designed in teaching and learning the lexical categorisation of a Ghanaian language taking into an account the diversity of learners. (PDP Theme 4:79)	designed in class to teach and to learn the lexical categorisation of a Ghanaian language for peer assessment. (PDP Theme 4: 79)
	Selection and use of TLMs for teaching and learning of the lexical categorisation of a Ghanaian language	Stage 4: 20mins	Tutor guides the student teachers to discuss how to select and use TLMs for the teaching and learning of the lexical categorisation of a Ghanaian language. (PDP Theme 3: 69)	Student teachers share their views on the selection and the use of TLMs for teaching and learning the lexical categorisation of a Ghanaian language at the Early Grade level. (PDP Theme 3: 69).
			teachers in their groups to select their own TLMs for peer assessment (PDP Theme 4: 79)	assess their own choices of TLMs (PDP Theme 4: 79)
	School Visit		Tutor asks student teachers to look at the TLM selected by teachers for early grade learners and compare what they have been taught to the choice made by the teacher during school visit. The findings should be recorded in their journal for later discussion.	Student teachers will observe the TLM selected by a teacher and compare their knowledge on selecting TLM with the choice made by the teacher during school visit and write down the findings in their reflective journal for later discussion
	Closure/Conclusi on	Stage 5: 10mins	Tutor employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35) Tutor ask student teachers to think of appropriate TLMs for the topics learnt which will be taught in the early grade classroom for reflection	Student teachers answer the questions asked and they ask questions themselves for clarifications. (PDP Theme 2:35) student teachers reflect on some TLM appropriate for early grade learners on topics learnt in this course
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	1 group presentat	ion during the les	Assessment for and as learnin son ion, team work/collaboration	
	literacy.		se learning outcomes 4, 5, an	
Teaching Learning Resources	PowerPoi Projector		oc icarriing outcomes 4, 3, an	u 0

	Video clip/ YouTube videos
	Smartphones
	Laptops
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language
	teachers (revised edition). Accra: Samwoode Ltd.
Additional Reading List	
	Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An
	anthology of current practice, Cambridge: Cambridge University Press.
	Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge:
	Cambridge University press.
CPD Needs	Workshop/seminar on teaching how to select, design and use TLMs for the teaching and
	learning of the structure of a Ghanaian language.

Year of B.Ed. 2	Semester	2	Place of lesson in semester	123456789 10 1112
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Title of Lesson	Selecting app	ropriate tex	ktbooks as T	LMs for teach	ning L	esson Durati	on 3	
	written litera	ture of a Gh	nanaian lang	uage				
Lesson description	This lesson in	troduces sti	udent teach	ers to the ted	chniques in the	selection of a	appropria	te textbooks as
	teaching and	learning ma	aterials (TLN	1s) for the tea	aching of the st	ructure of a G	Shanaian	language. It seeks
	to expose the	student tea	achers to th	e knowledge	and the skills in	n selecting an	d using te	extbooks as TLMs
	for the teachi	ing and lear	ning the str	ucture of a la	nguage in an ea	arly grade clas	ssroom.	
Previous student	The student t	teachers ha	ve might ha	ve seen teac	hing and learni	ng materials	been use	ed to teach them in
teacher	their SHS clas	srooms.						
knowledge, prior								
learning (assumed)								
Possible barriers to	Student teach	hers may no	ot have sele	cted a textbo	ok as TLM befo	ore and also i	may not h	nave taught sounds
learning in the	before to a cl							-
lesson								
Lesson Delivery –	Face-to-	Practical	Work-	Seminars	Independent	e-learning	ζ	Practicum
chosen to support	face	Activity	Based		Study	opportuni		
students in		•	Learning		,	1		
achieving the								
outcomes								
Lesson Delivery -	Face-to-face:							· ·
main mode of	Independent	study:						
delivery chosen to	Seminars:	•						
support student	E-learning op	portunities	_					
teachers in		•						
achieving the								
learning outcomes.								
.ca outcomics.								
ica.imig outcomes.								
Learning	Learning Out	comes		Learning In	dicators	le	dentify w	which cross cutting
	Learning Out	comes		Learning In	dicators		-	-
• Learning	Learning Out	comes		Learning In	dicators	is	ssues-cor	e and transferable
Learning Outcome for	Learning Out	comes		Learning In	dicators	is	ssues-cor kills, incl	e and transferable usivity, equity and
Learning Outcome for the lesson,	Learning Out	comes		Learning In	dicators	is s a	ssues-cor kills, incl iddressin	e and transferable usivity, equity and g diversity. How
Learning Outcome for the lesson, picked and	Learning Out	comes		Learning Ind	dicators	is s a v	ssues-cor kills, incl iddressin	e and transferable usivity, equity and g diversity. How e be addressed or
Learning Outcome for the lesson, picked and developed	Learning Out		propriate	Learning Inc	dicators appropriate	is s a v d	ssues-cor kills, incl ddressing vill these leveloped	e and transferable usivity, equity and g diversity. How be be addressed on
Learning Outcome for the lesson, picked and developed from the	1. prepare an			1.1. use		is s a v d teaching	ssues-cor kills, incl iddressing vill these leveloped t is possib	e and transferable usivity, equity and g diversity. Howe be addressed or diversity that the transfer and the transfer and the transfer and transfer
Learning Outcome for the lesson, picked and developed from the course	1. prepare an level teach	d select app	g	1.1. use materi	appropriate	is s a w d d teaching It rearners	ssues-cor kills, incl ddressing vill these leveloped t is possib eachers d	e and transferable usivity, equity and diversity. Howe be addressed on the that student
Learning Outcome for the lesson, picked and developed from the course specification	1. prepare an level teach materials t	d select app ning learning	g structure	1.1. use materi	appropriate ials to cater for	s s a w d d teaching It learners to bunds s	kills, incl kills, incl addressing vill these leveloped t is possible eachers de elect app	e and transferable usivity, equity and g diversity. How e be addressed or d? le that student lo not know how to
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	1. prepare an level teach materials t	d select app ning learning to teach the	g structure ge with a	1.1. use materi	appropriate ials to cater for	teaching litrearners to bunds s	kills, incl kills, incl ddressing vill these leveloped t is possib eachers d elect app each som	e and transferable usivity, equity and g diversity. How e be addressed o d? ole that student lo not know how to ropriate TLM to
Learning Outcome for the lesson, picked and developed from the course specification Learning	1. prepare an level teach materials t of a Ghana considerat	d select app ning learning to teach the aian languag	g e structure ge with a erse	1.1. use materi with d	appropriate ials to cater for ifferent backgro	teaching If learners to bunds so to positive be	ssues-cor kills, incl addressing vill these leveloped t is possib eachers d elect app each som pasic curr	e and transferable usivity, equity and g diversity. How e be addressed o d? ele that student lo not know how to ropriate TLM to ne topics in the
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	1. prepare an level teach materials t of a Ghana considerat learners. (d select app ning learning to teach the nian languag tion for dive	g e structure ge with a erse (NTECF 4:	1.1. use materi with d 3.1. collabo colleag	appropriate ials to cater for ifferent backgro work in pration with gues as part	teaching It teaching sounds sounds sounds so tutors, of their la	ssues-cor kills, incl addressing vill these leveloped t is possib eachers d elect app each som pasic curr tructure d	e and transferable usivity, equity and g diversity. How e be addressed of? ele that student to not know how to ropriate TLM to ne topics in the iculum on
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	1. prepare an level teach materials t of a Ghana considerat learners. (d select app ning learning to teach the aian languag tion for dive NTS 3j: 14),	g e structure ge with a erse (NTECF 4:	1.1. use materi with d 3.1. collabo colleag	appropriate ials to cater for ifferent backgro work in pration with	teaching It teaching sounds sounds sounds so tutors, of their la	kills, incl iddressing vill these leveloped t is possib eachers d elect app each som pasic curr tructure d anguage.	e and transferable usivity, equity and g diversity. How e be addressed of d? ele that student do not know how to ropriate TLM to ne topics in the iculum on of a Ghanaian
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	1. prepare an level teach materials to fa Ghana considerat learners. (i 43), (NTS 3 43). 3. work in col	d select app ning learning to teach the aian languag tion for dive NTS 3j: 14), 8f, g: 14), (N	g structure ge with a erse (NTECF 4:	1.1. use materi with d 3.1. collabo colleag comm	appropriate ials to cater for ifferent backgro work in pration with gues as part	teaching r learners bunds s tutors, of their e	ssues-cor kills, incl iddressing vill these leveloped t is possible eachers de elect app each som pasic curr tructure de anguage. lirect teac	e and transferable usivity, equity and g diversity. How e be addressed or d? ele that student do not know how to ropriate TLM to ne topics in the iculum on of a Ghanaian The tutor can chers to watch
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	1. prepare an level teach materials to fa Ghana considerat learners. (i 43), (NTS 3 43). 3. work in colindividuals	d select appoint of the dearning learning to teach the dearn language tion for dive NTS 3j: 14), (Naf, g: 14), (Nation Nation Na	g structure ge with a erse (NTECF 4: ITECF 4: with groups	1.1. use materi with d 3.1. collabor colleage comm 3.2. emplo	appropriate ials to cater for ifferent backgro work in oration with gues as part unity of practice	teaching r learners bunds s tutors, of their e dat show v	ssues-cor kills, incl iddressing vill these leveloped t is possible eachers de elect app each som pasic curr tructure de anguage. lirect teac	e and transferable usivity, equity and g diversity. How e be addressed or d? le that student lo not know how to ropriate TLM to ne topics in the iculum on of a Ghanaian The tutor can chers to watch s on YouTube to get
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	1. prepare an level teach materials to fa Ghana considerat learners. (i 43), (NTS 3 43). 3. work in colindividuals	d select app ning learning to teach the aian languag tion for dive NTS 3j: 14), 8f, g: 14), (N	g structure ge with a erse (NTECF 4: ITECF 4: with groups	1.1. use materi with d 3.1. collaborate colleage comm 3.2. emploindivide	appropriate ials to cater for ifferent backgro work in oration with gues as part unity of practic by strategies th	teaching relearners to the tutors, of their enact show engths of s	ssues-cor kills, incl addressing vill these leveloped t is possible eachers delect app each some pasic curre tructure de anguage. lirect teac video clips ome idea	e and transferable usivity, equity and g diversity. How e be addressed or d? le that student lo not know how to ropriate TLM to ne topics in the iculum on of a Ghanaian The tutor can chers to watch s on YouTube to get
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	1. prepare an level teach materials to fa Ghana considerat learners. (i 43), (NTS 3 43). 3. work in colindividuals under the	d select appoint of the dearning learning to teach the dearn language tion for dive NTS 3j: 14), (Naf, g: 14), (Nation Nation Na	g structure ge with a erse (NTECF 4: ITECF 4: with groups f their	1.1. use materi with d 3.1. collaborate colleage comm 3.2. emploindivide	appropriate ials to cater for ifferent backgrowork in praction with gues as part unity of practic by strategies the lual needs/stre	teaching relearners to the tutors, of their enact show engths of s	ssues-cor kills, incl iddressing vill these leveloped t is possible eachers delect app each some assic curretructure de anguage. lirect tead video clips ome idea Core	e and transferable usivity, equity and g diversity. How e be addressed or d? ble that student lo not know how to ropriate TLM to ne topics in the iculum on of a Ghanaian The tutor can chers to watch s on YouTube to ge's s. skills targeted
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	1. prepare an level teach materials to fa Ghana considerat learners. (43), (NTS 343). 3. work in colindividuals under the tutor, and	d select app ning learning to teach the aian languag tion for dive NTS 3j: 14), (N 3f, g: 14), (N laboration v s or smalls g guidance of	g structure ge with a erse (NTECF 4: uth groups f their e ability to	1.1. use materi with d 3.1. collaborate colleage comm 3.2. emploindivide	appropriate ials to cater for ifferent backgrowork in praction with gues as part unity of practic by strategies the lual needs/stre	teaching relearners to the tutors, of their enact show engths of s	ssues-cor kills, incl addressing vill these leveloped t is possible eachers delect app each some assic curretructure de anguage. lirect tead video clips ome idea Core include	e and transferable usivity, equity and g diversity. How e be addressed or d? ble that student lo not know how to ropriate TLM to ne topics in the iculum on of a Ghanaian The tutor can chers to watch s on YouTube to ge's s. skills targeted
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	1. prepare an level teach materials to fa Ghana considerat learners. (i 43), (NTS 3 43). 3. work in col individuals under the tutor, and consider in	d select app ning learning to teach the aian languag tion for dive NTS 3j: 14), 3f, g: 14), (N laboration v s or smalls g guidance of show some	g structure ge with a erse (NTECF 4: ITECF 4: with groups f their e ability to arner's	1.1. use materi with d 3.1. collaborate colleage comm 3.2. emploindivide	appropriate ials to cater for ifferent backgrowork in praction with gues as part unity of practic by strategies the lual needs/stre	teaching relearners to the tutors, of their enact show engths of s	ssues-cor kills, incl addressing vill these leveloped t is possible eachers delect app each some assic curretructure de anguage. lirect tead video clips ome idea includerities	e and transferable usivity, equity and g diversity. How e be addressed or d? le that student lo not know how to ropriate TLM to ne topics in the riculum on of a Ghanaian The tutor can chers to watch s on YouTube to get s. skills targeted de communication,
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	1. prepare an level teach materials to fa Ghana considerat learners. (i 43), (NTS 3 43). 3. work in col individuals under the tutor, and consider in backgroun	d select app ning learning to teach the aian languag tion for dive NTS 3j: 14), (N af, g: 14), (N laboration v s or smalls g guidance of show some ndividual lea	g structure ge with a erse (NTECF 4: With groups f their e ability to arner's nce in	1.1. use materi with d 3.1. collaborate colleage comm 3.2. emploindivide	appropriate ials to cater for ifferent backgrowork in praction with gues as part unity of practic by strategies the lual needs/stre	teaching relearners to the tutors, of their enact show engths of s	ssues-cor kills, incl addressing vill these leveloped t is possible eachers delect app each some pasic curretructure de anguage. lirect tead video clips ome idea Core include critica collab	e and transferable usivity, equity and g diversity. How e be addressed or d? le that student lo not know how to ropriate TLM to ne topics in the iculum on of a Ghanaian The tutor can chers to watch s on YouTube to get s. skills targeted de communication, al thinking, poration,
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	1. prepare an level teach materials to fa Ghana considerat learners. ((43), (NTS 343). 3. work in col individuals under the tutor, and consider in backgroun Ghanaian	d select app ning learning to teach the aian languag tion for dive NTS 3j: 14), (N laboration v s or smalls g guidance of show some ndividual lea	g structure ge with a erse (NTECF 4: With groups f their e ability to arner's nce in arning.	1.1. use materi with d 3.1. collaborate colleage comm 3.2. emploindivide	appropriate ials to cater for ifferent backgrowork in praction with gues as part unity of practic by strategies the lual needs/stre	teaching relearners to the tutors, of their enact show engths of s	ssues-corkills, includeressing will these leveloped is possible eachers delect appeach some assic curricture danguage. If the come idea ome idea of critical collaboration observation of the collaboration observation of the cortical collaboration observation of the cortical collaboration of the collaborati	e and transferable usivity, equity and g diversity. How e be addressed or d? le that student lo not know how to ropriate TLM to ne topics in the riculum on of a Ghanaian The tutor can chers to watch s on YouTube to get s. skills targeted de communication, al thinking,
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	1. prepare an level teach materials to fa Ghana considerat learners. ((43), (NTS 343). 3. work in col individuals under the tutor, and consider in backgroun Ghanaian (NTS 1e: 1	d select app ning learning to teach the aian languag tion for dive NTS 3j: 14), (N Iaboration v s or smalls g guidance of show some ndividual lea ads/experier language lea	g structure ge with a erse (NTECF 4: ITECF 4: with groups f their e ability to arner's nce in arning. 14),	1.1. use materi with d 3.1. collaborate colleage comm 3.2. emploindivide	appropriate ials to cater for ifferent backgrowork in praction with gues as part unity of practic by strategies the lual needs/stre	teaching relearners to the tutors, of their enact show engths of s	ssues-corkills, includeressing will these leveloped is possible eachers delect appeach some assic curricture danguage. If the come idea ome idea of critical collaboration observation of the collaboration observation of the cortical collaboration observation of the cortical collaboration of the collaborati	e and transferable usivity, equity and g diversity. How e be addressed or d? le that student lo not know how to ropriate TLM to ne topics in the iculum on of a Ghanaian The tutor can chers to watch s on YouTube to get s. skills targeted de communication, al thinking, poration, rvation and enquiry

Topic: Selection of	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work				
TLM for teaching structure and usage			on delivery mode selected. Teacher or independent study	led, collaborative group work			
of a Ghanaian			Teacher Activity	Student Activity			
Language		Introduction:1 0 mins	Tutor uses probing question to ask student teachers to share their experiences with textbooks they liked most in their lessons in the SHS and during school visit. Tutor then leads the student teachers to brainstorm on the concept of textbooks as TLMs and he/she guides to them to discuss the characteristics of good textbooks as TLM. (PDP Theme 2:35)	Student teachers share their experiences on textbooks their teachers used during their lessons and how they impacted on their learning and also their findings during the school visit. Student teachers share their views on the characteristics of good textbooks as TLMs. (PDP Theme 2:35)			
	Factors to consider when selecting textbooks as TLMs for the teaching and learning structure of Ghanaian language	Stage 1: 20mins	Class discussion Tutor leads the class to discuss the factors to consider when selecting textbooks TLMs for the teaching and learning of the structure of a Ghanaian language in an early grade classroom. (PDP Theme 3: 69)	Class discussion Student teachers share their views on what to consider when selecting textbooks as TLMs for the teaching and learning the structure of a Ghanaian language in an early grade classroom under the guidance of the tutor. (PDP Theme 3: 69).			
	Selecting textbooks as TLMs for the teaching and learning the structure of a Ghanaian language	Stage 2: 60mins	Group discussion/seminar/e-learning opportunity/practical activity Tutor shows a PowerPoint presentation on how to select appropriate textbook for teaching and learning topics on the structure of a language at the earl ygrade classroom. https://www.slideshare.net/teacheryamith/textbook-evaluation-20417001	Group discussion/seminar/e- learning opportunity/practical activity Student teachers attentively watch the video and they take note down their observations in the video.			
			https://slideplayer.com/slide/63045 53/ Tutor groups students and assigns each group a task to select appropriate textbooks as TLMs for teaching and learning of a specific topic at the Early Grade level for peer assessment. (PDP Theme 4:25, 79) (PDP Theme 4:79) Tutor listens to student teachers views and corrects any misinformation from the selection of textbooks as TLM for teaching topics in the early grade class on the structure of a language.	Student teachers actively participate in the selection of textbooks as TLMs in each group based on what they observed in video. (PDP Theme 4: 79). Student teachers share their views on the selection of textbooks as TLMs for teaching and learning the structure of a Ghanaian language at the Early Grade level. (PDP Theme 3: 69). Student teachers peer assess their own choices of textbooks as TLMs (PDP Theme 4: 79)			

	Using textbooks as TLMs for the teaching and learning structure of a Ghanaian language Selecting appropriate textbooks to	Stage 3: 80mins Stage 5: 10mins	Group presentation/practical activity Tutor guides student teachers to demonstrate how to use the selected textbooks in teaching and learning the structure of a Ghanaian language taking into an account the diversity of learners and level of learners for peer assessment. (PDP Theme 4:79) Ask teachers to examine the selected textbooks used by teachers and how it improves teaching and learning during	Group presentation/practical activity Each group demonstrates the use of the TLMs they selected the textbooks in class to teach and to learn the structure of a Ghanaian language for peer assessment. (PDP Theme 4: 79) Student teachers will observe the textbooks selected and put down notes in their reflective journal on how it improves				
	teach structure of Ghanaian language		school visit. Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35)	Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35)				
School Visit	School visit		Tutor asks student teachers to examine the selected textbooks used by teachers in the early grade classroom and how it improves teaching and learning during school visit.	Student teachers are tasked to observe the textbooks selected in the early grade class and put down notes in their reflective journal on how it improves teaching and learning.				
Closure/Conclusion		Stage 5: 10mins	Tutor employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35)	Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35)				
Which cross cutting issues will be addressed or developed and how	Digital I Cultural	iteracy diversity and incl	usion					
Lesson assessments - evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning peer assessment and class participation in all the previous lessons (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 4, 5, and 6							
Teaching Learning Resources	Smartpl PowerP Projecto	oint or						
Required Text (core)	Owu-Ewie, C. (2 edition). Accra: Sam-Woo	·	n to language teaching skills: A resc	ource for language teachers (revis				
Additional Reading List	Richards, J. C. & Renandya, W. A. (eds.) (2002). <i>Methodology in language teaching: An anthology of current practice</i> . Cambridge: Cambridge University Press. Alameda, A. A. (2002). <i>Content-based language teaching: Some practical issues</i> . Cambridge: Cambridge University press.							
CPD Needs	Workshop on teaching how to select, design and use TLMs for the teaching and learning of the structure of a Ghanaian language.							

Year of B.Ed.	2	Semester	2	Place of lesson in semester				1 2 3 4 5 6 7 8 9 10 11 12				.2	
Title of Lesson		Interpreting the structure of a Ghanaian language component of the Ghanaian language curriculum							3				
Lesson description	l	This lesson intr	This lesson introduces student teachers to the knowledge and the skills in interpreting the structure of a Ghanaian language component of the Ghanaian language curriculum.										
Previous student knowledge, prior (assumed)			The student teachers have might have seen or heard of the Ghanaian language curriculum in									um in	
Possible barriers to	0	The student m	The student may not have seen the Ghanaian language curriculum and may not know how										ow to
learning in the less	son		nterpret the structure of a language component in it.										
Lesson Delivery –	chosen	Face-to-face	Pract				minars		ependen	e-lear	ning	Praction	cum
to support student	ts in		Activi	ity Bas	ed			t Stı	-		tunities		
achieving the outo	omes			Lea	rning								
Lesson Delivery	– main	Face-to-face:											
mode of delivery	chosen	Independent s	tudy:										
to support	student	Seminar:											
teachers in achie		Practical Activi	-										
learning outcomes	.	e-learning opp	ortunit	y:									
Learning Outc	ome for	Learning Outco	nmes		Learni	ng li	ndicator	c	Identify	which	cross cu	tting is	SIIPS-
the lesson, pic		Learning Outco	Jilies		Learin		ilaicatoi	3	_		transfera	_	skills,
developed fro									inclusivity, equity and addressing				•
course specific									diversity	-	-	these	_
Learning indic									addressed or developed?				
each learning		1. understand a	and inte	erpret	show their It is likely that student teach						nay		
outcome		key features of the structure of a Ghanaian language component of the Ghanaian			1 · · · · · · · · · · · · · · · · · · ·					s and			
					existing learning features of			of a cur	a curriculum. This can be				
					οι	0			resolved by showing the a curriculum				
		language curriculum and plan				learners ahead of the lesso			son and l	etting			
		lessons from it. (NTS 2b, d: 13), • factor individual student search onlin											
		(NTECF 3: 20), (NTS 2f:13), learner's diversity in planning and the lesson.						be done	e in				
					de	elive	ring less	ons			argeted i		
						communication, critical thinking collaboration, observation and					-		
					enquiry skills, digital literacy					<i>'</i> ,			
Topic: Interpreting	the	Sub topic		Stage/tim	e		Teachir	ng and	d learning	to achie	eve learn	ing	
structure of t of a (•		•				_	epending			_	ed.
language compone	ent of the						Teache	r led,	collabora	tive gro	up work	or	
Ghanaian language	9	independent study											
curriculum							Teacher Activity Student						
				Introducti	on:	Activity Activity					/ity		
				20 mins	OII.						Student	teacho	rc
				20 111113							reflect		
				to ref			Tutor uses probing question to ask student teachers to		persona				
											experie		
							reflect on their personal experiences in the learning			learning			
										structur			
							•		of a Ghan	_	Ghanaia	an langu	ıage
							languag	ge. (Pl	DP Theme	2:35)	and the		
							them in class.				-	PDP	
1											Theme	2.35)	

Theme 2:35)

	Key features of the structure of a Ghanaian language component of the Ghanaian language curriculum	Stage 1: 60mins	Class discussion Tutor shows a sample of the Ghanaian language curriculum(basic one) to the student teachers and leads the class to discuss the key features of the structure of a language component of the Ghanaian language curriculum. (PDP Theme 3: 69)	Class discussion Student teachers study the sample curriculum (Basic school one)and share their views on the key features observed for class discussion. (PDP Theme 3: 69)
	What to consider in interpreting the structure of a Ghanaian language component of the curriculum	Stage 2: 90mins	Group discussion and presentation Tutor groups students and assigns each group a task to make oral presentations on the features observed and how to interpret them. (PDP Theme 4:25, 79)	Group discussion and presentation Groups make oral presentations based on interpreting the component of the curriculum under the guidance of the tutor. (PDP Theme 4: 79)
	School Visit		Tutor asks student teachers to find out how teachers are using the basic school curriculum during school visit and write it in the report.	Student teachers will observe how teachers use the curriculum during school visit and write a report for submission
	Closure/Conclusion	Stage 3: 10mins	Tutor employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35). Tutor ask student teachers to search online before the lesson on some topics in the structure of Ghanaian language and the method to teach it in the Ghanaian language classroom and to an early grade learner for the next lesson.	Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35). Student teachers search online before the next lessons methods of teaching some topics in the structure of Ghanaian language to early grade learner.
Which cross cutting issues will be addressed or developed and how	Digital literaCultural dive	cy ersity and inclusion		
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to	a look at the reflective	ve journal and its repor	ent for and as learning ts from school visit s on all the p tegies to teach Ghanaian langua	

learning outcomes)	classroom.								
	Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy.								
	Assesses Learning Outcomes: Course learning outcome 5								
Teaching Learning	Powerpoint								
Resources	Projector								
	Video clip/ YouTube videos								
	Smartphones								
	The iBox (CENDLOS)								
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teacher								
	(revised edition).								
	Accra: Sam-Woode Ltd.								
Additional Reading List	Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An anthology								
	of current practice, Cambridge: Cambridge University Press.								
	Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge:								
	Cambridge University press.								
CPD Needs	Workshop/seminar on teaching how to interpret the structure of a Ghanaian language								
	component of the Ghanaian language curriculum.								

Year of B.Ed. 2	Semester	2 Pla	Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12					0 11 12			
Title of Lesson	Methods of tea	Methods of teaching the structure of a Ghanaian language Lesson Duration 3									
Lesson description			tudent teachers with the knowledge and the skills in the applications of g the structure of a Ghanaian language.								
Previous student teach knowledge, prior learnin (assumed)									y their tea	achers in the	
Possible barriers to learnin in the lesson		Student teacher may not be aware of the factors to consider to select appropriate method for teaching the structure of a language.									
Lesson Delivery – chosen to support students in achieving the outcomes		Practical Activity	Wor Base Lear	k- ed	Seminars	Indeper t Study	nden	e-lear oppoi	rning rtunities	Practicum	
Lesson Delivery – ma mode of delivery chosen support student teachers achieving the learning outcomes.	to Independent st in Seminar:	ty:									
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome		Learning Outcomes			Learning Indicators				Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	1. demonstrate and understand structure of a Glanguage of stufacilitate its use learners. (NTS 30 3: 20). 2. use technolostructure of a Glanguage effect enhance learner language learni (NTS 1d: 12), (NTS 3e: 14), (NTS 3e: 14), (NTS 3e: 14), (NTS 3e: 14)	ding of the shanaian dy, and e among 2c: 13), (NTS 2: 14), (NTEC sy to teach to shanaian cively to ers Ghanaian ing. (NTS 3):1	F the 14),	• e aa • ff: • u t aa • aa iii t t	dentify the betructure of a language. Explain the second control of the second control o	tructure of anguage use of the Ghanaia earning. ate I tools to tructure of anguage nowledge	in te us in ca sin te be of clair te difficient discontinuous continuous cont	is likely ay have aching sed any the stri nguage in searc nart pho aching efore th ass disc achers fferent scuss di Core inclu critic colla	that stude witnesse methods before to ucture of . studer the online cones methods be lesson to ussion Studen the skills targuring the existing uring uring the existing uring uring the existing uring the existing uring uring the existing uring uring uring uring the existing uring u	de learners to partake in udent nessed and can lesson. geted nunication,	
Topic: Methods of teaching the structure of a Ghanaian language		Stage/tim Introducti 20 mins			Teaching a depending collaboration Teacher Act Tutor uses to ask study reflect on the experience.	on delive ive group ctivity probing of ent teach cheir pers	questioners to	or inde	ected. Tea pendent : Student A Student te reflect on personal e	Activity eachers	
					that were them in the 2:35)	used in te	aching	me t	eachers u	ised in hem in SHS.	

	Camanantaf	Chara 1. COmina	Class discussion	Class discussion			
	Concept of methods of teaching language and the types Application of	Stage 1: 60mins Stage 2: 50mins	Class discussion Tutor leads the student teachers to discuss the concept of methods of teaching and its type in early grade classroom. (PDP Theme 3: 69) Practical activity and	Class discussion Student teachers discuss the methods employed in the teaching of structure of a Ghanaian language in early grade classroom. (PDP Theme 3: 69) Practical Activity and			
	methods of teaching structure of a language	Stage 2. Sommis	discussion Tutor asks students to demonstrate how to apply the methods in teaching some topics in the basic school curriculum on the structure of a Ghanaian language for peer assessment. (PDP Theme 4:25, 79)	discussion Some student teachers volunteer do demonstration teaching on some topics in the basic school curriculum using the appropriate methods in teaching the structure of a Ghanaian language. Student teachers peer assess their own teaching demonstrations. (PDP			
	Closure/Concl usion	Stage 3: 50mins	Tutor employs questioning and answering technique to recap and close the lesson on methods. Tutor asks student teachers to reflect on all the topics taught for the course and asks questions to clarify any misunderstanding or misconceptions. (PDP Theme 2: 35)	Theme 4: 79) Student teachers answer the questions asked. The student teachers reflects on all the lessons and ask for clarifications for better understanding. (PDP Theme 2:35)			
Which cross cutting issues will be addressed or developed and how	Digital literacy Cultural diversity and inclusion						
Lesson assessments – evaluation of learning : of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning. This topic can be assessed in the final exams. Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy						
	Assesses Learnii	ng Outcomes: Course	learning outcomes 4, 5, and 6				
Teaching Learning Resources	PowerPoint Projector Laptops Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA)						
Required Text (core)	Richards, J. C. &	Renandya, W. A. (eds.) (2002). Methodology in languag	ge teaching: An anthology			
Additional Reading List	current practice, Cambridge: Cambridge University Press. Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teache (revised edition).						
CPD Needs	Accra: Sam-Woo Workshop/semi		o methods of teaching structure of	of a Ghanaian language.			
	,,,,,,,,,,	<u> </u>	5	00			

Course Assessment	COMPONENT 1: Subject Portfolio Assessment (30% overall) Selected items of student work(3 of them-10%)- 30% Midterm assessment, -20% Reflective Journal 40 % Organisation of the portfolio -10% (how it is presented /organised)				
	 Component 2: Subject Project: (30% overall semester score) Introduction, a clear statement of aim and purpose of the project -10% Methodology: what the student has done and why to achieve the purpose of the project-20% Substantive or main section -40% Conclusion 30% 				
	Component 3: End of semester Examination (40%)				

 $^{^{\}rm 1}$ See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP $^{\rm 2}$ See rubrics on Subject Project Assessment in Annex 6 of NTEAP

