Four-Year B.Ed. Course Manual

Structure and Usage of a Ghanaian Language

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FOREWORD

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.

- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.

- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.

- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.

- Inform tutors, student teachers and others working with student teachers about:

    1. What is to be taught and why.

    2. how it can be taught.

    3. how it should be assessed.

- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.

- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.

- Can be used as self-study tools by student teachers.

- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).

- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors

- Teacher Education University Lecturers

- Student Teachers

- Mentors and Lead Mentors

- All Those with An Interested In Teacher Education.

USING THIS MANUAL

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

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

My teaching philosophy is   …………………………………………………………………………………………………...

In view of this philosophy, I will facilitate this course by/through …………………………………..............................

Course Manual Writing

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

ii. Course Details					
Course name	The Structure of a Ghanaian language				
Pre-requisite					
Course Level	200	Course Code	GLE 212	Credit Value	3

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, AkuapemTwi, 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 descriptionof vowels and consonants, while the phonology aspect concentrates on both vocalic and consonantalphonology as well as the distributionof vowels. Consonantal phonology focuses on the distributionof consonants, and phonological processes:assimilatory and syllable structure processes. The notionof 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 Upper Primary 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 structure of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20).	1.1.	identify each aspect of the structure of a Ghanaian language
	1.2.	explain each aspect of the structure of a Ghanaian 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 language effectively to enhance learners Ghanaian language learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 29).			2.1. use appropriate technological tools to record and analyze the structure of a Ghanaian language . apply their knowledge in the use of technological tools to 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 consider individual learner's backgrounds/experience in Ghanaian language learning. (NTS 1e: 12), (NTS 3f: 14), (NTECF 4: 42), (IEP 5.1.1.1.a: 11)			3.1. work in positive collaboration with tutors s, colleagues as part of their community of practice 3.2. employ strategies that show individual needs/strengths of the learners are considered (this is in lesson 10)
4. prepare appropriate level teaching learning materials to teach the structure of a Ghanaian language. (NTS 3j: 14), (NTECF 4: 43), (NTS 3f, g: 14), (NTECF 4: 43).			4.1. employ various appropriate teaching and learning resources in classroom 4.2. use appropriate teaching materials to cater for learners with different backgrounds
5. understand and interpret key features of the structure of a Ghanaian language component of the Ghanaian language curriculum and plan lessons from it. (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32)			5.1. show their awareness of the existing learning outcomes of learners . factor in individual learner's diversity in planning and delivery lessons (this is in the lesson 11 taught)
6.			6

7.	Course 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 Upper Primary 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	1. Individual/group presentation of assigned tasks on vowel distributions and sequences.
3	Consonantal phonology of a Gh. language	Phonetic description and distribution of consonants	1. 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. languag	1. Assimilatory processes 2. Syllable structure processes	1. 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	1. Class brainstorming on the concept of morphology. 2.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	1. 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. language	1. Syntax 2. Lexical categorization and structure of syntax 3. Coordination	1. Class brainstorming on the concept of syntax. 2. Students reflect on the experiences on the topic. Student teachers make individual/group presentation on identification of syntactic structure. In the groupaings 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. 1. 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	1. Class brainstorming on forms of assessment. Students peer assess their own work
9	Preparing TLMs for teaching the structure of a Gh. Language	1. Selecting, designing and use of TLMs for teaching and learning the structure of a Gh. Language 2. Selection and use of textbooks as TLMs for teaching and learning the structure of a Gh. Language	1. Student teachers actively participate in designing TLMs. Student teachers demonstrate the use of TLMs 1. 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	1. 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	1. 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	1. Factors to consider when designing a language structure lesson plan 2. Component of a language lesson plan.	1. Group presentations on designing various components of the language lesson plan. Student teachers do peer assess their own class presentations 2. Students demonstrate how to use a lesson plan to teach in class. Student teachers peer assess their own teaching.

2.	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
- T
- 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 learning environment.)
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:
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 1500-word report on what strategies need to be used in Ghanaian Language teaching to ensure all learners are included and that the teaching is appropriate to the typical characteristics of the Upper Primary learner and 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:
1. Examinations: The examination will assess students against the following CLOs: 1,2, 3 & 4

4.	Required Reading and Reference List

Required:

Akpanglo-Nartey, J. N. (1989). *An introductionto linguisticsfor non-nativespeakers of English.* Tema: Sakumo Books.

Tallerman, M. (1998). *Understanding syntax*. New York: Oxford University Press Inc.

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Additional:

Ablorh, R. J. (1961). *GaWiemɔ komekomei Ni AbuaNaaKɛWiemɔŋmaaOkadiilɛAtsaramɔ he Mlai*. London: MacMillan.

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Osam, E. K. (2003). *Introductionto the structure of Akan: Itsverbal and multi-VerbalSystem*.Accra: Universitiesof Ghana Press.

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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 ŋutiNunyaAkpa 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

Lesson 1

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

Title of Lesson	Vocalic phonology of a Ghanaian language		Lesson Duration	3
Lesson description	The lesson begins by giving an overview of the language policy and its application in the Upper Primary classroom. Student teachers review what they learnt about language policy in year one and semester two of year two. This lesson introduces the student teacher to the knowledge of the vocalic phonology of a Ghanaian Language. It also exposes the student teacher to the knowledge of the bases of the classifications of these vowels in a Ghanaian language (of their study). This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.			
Previous student teacher knowledge, prior learning (assumed)	The student teacher has learned the Phonetics and phonology of a Ghanaian language as well as the Principles and rules of writing a Ghanaian language.			
Possible barriers to learning in the lesson	Student teachers may not know the appropriate terms used for the description and classification of vowels of a Ghanaian language Possible large class size			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** Discussion, Questioning, Group work and Brainstorming methods will be employed **Practical Activity:** Students will go online to search for information **e-learning opportunity:** Mobile phones and other available technology will be used **Independent study**: **Practical Activity:**						

• 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 knowledge and understanding of the structure of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20).	1.1 identify each aspect of the structure of a Ghanaian language 1.2 explain each aspect of the structure of a Ghanaian language. 1.3 facilitate the use of each aspect of the structure of a Ghanaian language in learning	It is possible that student teachers may not be able to correctly describe and classify vowel sounds of a Ghanaian language. This can be solved by asking student teachers to practise the production of the sounds themselves in class to be able to describe them. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,
	2. use technology to teach the structure of Ghanaian language effectively to enhance learners Ghanaian language learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 29).	2.1. use appropriate technological tools to record and analyze the structure of a Ghanaian language . apply their knowledge in the use of technological tools to teach the structure of a Ghanaian language	

Vocalic phonology of a Ghanaian language	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	**Student Activity**
		Introduction: 10 mins	**Discussion** 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 overview of the course so that the student teachers will be equipped with the knowledge and the skills to become effective Upper Primary teachers who can effectively describe, classify as well as teach the Structure of a Ghanaian language at the Upper Primary level. Tutor also reviews language policy learnt in the previous year to refresh their memory 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).	**Discussion** Student teachers attentively listen to the Tutor and ask questions regarding the introduction. Student teachers discuss their concerns about the language policy learnt and its application in the Upper Primary classroom Student teachers respond to questions asked by the tutor to review their previous knowledge on the vowel system of a 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=dfoRdKuPF9I* 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 observe the demonstration and critique it. (BSC Strand 5) Tutor tasks student teachers to write the vowel inventory of their specific language of study(this will be determine by the college)	**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 demonstrations by volunteers. Student teachers write down all the vowels in

	Classification of vowels of a Ghanaian language	Stage 3: 30mins		their language of study for peer reviewing.
			Class discussion/Independent study Tutor tasks each student teachers to classify the vowels of his/her language of study based on parameters such as height of the tongue, roundness, etc. (BSC Strand 1) Tutor appoints a student teacher at random and guides him/her to present the findings for class discussion presentation (PDP Theme 4, P. 79)	**Class Discussion/Independent Study** Student teachers base on the knowledge of the description of the vowels to classify the vowels of their language of study. Each student teachers attempts to classify the vowels of his/her language study. Student teacher appointed (only one presentation)makes oral presentations in class for peer reviews.
	School Visit		Tutor asks student teachers to observe any time they go for school visit how vowels of a Ghanaian language are taught to the learners.	Student teachers would observe observe during school visit how vowels are taught to the learners in relation to the activities during the lessons and write in their reflective journal**.**
	Closure/Conclusion	10mins	Tutor employs questioning and answering technique to recap and close the lesson. Tutor gives feedback to students´ questions (PDP Theme 2, P. 7)	Answer the questions asked by the tutor/lecturer. Student teachers also ask questions for clarification
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 will be part of the end of semester exams at the end of the course (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1, 4			
Teaching Learning Resources	- PowerPoint - Projector - Video clip/ YouTube videos - Laptops			
Required Text (core)	Yule, G. (2010). *The study of language* (*4th Edition)*. Cambridge: Cambridge University Press.			
Additional Reading List	Akpanglo-Nartey, J. N. (1989). *An introductionto linguisticsfor non-nativespeakers of English.* Tema: Sakumo Books.			
CPD Needs	Workshop on teaching how to describe and classify vowels of a Ghanaian language.			

Lesson 2

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

Title of Lesson	Vowel distribution and sequence		Lesson Duration	3
Lesson description	This lesson builds on the previous lesson by exposing the student teachers to the distribution and sequencing of vowels in a Ghanaian language			
Previous student teacher knowledge, prior learning (assumed)	The student teachers already can describe and classify vowels of a Ghanaian language.			
Possible barriers to learning in the lesson	Student teachers may confuse the orthographic with the phonetic distribution and sequencing of vowels of a Ghanaian language Possible large class size			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** Discussion **Independent study:** Individual reflections and reading assignment **Seminar:** Group presentations **e-learning opportunity:** Use of mobile phones and searching for information online

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome4.	Learning Outcomes	Learning Indicators	Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	1. demonstrate knowledge and understanding of the structure of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20).	1.1. identify each aspect of the structure of a Ghanaian language 1.2. explain each aspect of the structure of a Ghanaian language. 1.3. facilitate the use of each aspect of the structure of a Ghanaian language in learning	Student teachers may confuse the orthographic with phonetic distributions and the sequence of vowels of a Ghanaian language of their study (from the eleven languages). This can be solved by allowing student teachers to read on their specific language of study before class. • Core skills targeted include self-reflection, communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,
	2. use technology to teach the structure of Ghanaian language effectively to enhance learners Ghanaian language learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 29).	2.1. use appropriate technological tools to record and analyze the structure of a Ghanaian language 2.2. apply their knowledge in the use of technological tools to teach the structure of a Ghanaian language	

Topic: Vowel distribution and sequence	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		Introduction: 10 mins	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 distribution	Stage 1: 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. (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.	**Brainstorming/class 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. 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/Practical 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). Tutor explains to the student teachers why certain	**Brainstorming/Seminar/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 explanations and ask questions for clarifications.

			sequences 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.	Student teachers correct misconception of orthographic vowel sequence for phonetic vowel sequences under the guidance of the tutor.
	Stage 4: 40mins	**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 hand them in for assessment. (PDP Theme 9, P. 21) (BSC Strand 5). Tutor provides immediate feedback on the assessed assignment and guides the class to discuss the outcome.	**Practical Activity/Class Discussion** Each student teacher does the assignment given and hands them in to the tutor for assessment. Student teachers get feedback on this 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/Conclusion	Stage 5: 10mins	Tutor asks students to orally summarize the lesson highlighting the key points raised. Tutor responds to questions from students for clarification Assignment: Ask students to read about 'consonant representation in preparation for the next lesson.	Student teachers summarize the lesson by highlighting the key points raised in the lesson. Student teachers ask questions they may have for clarification Assignment: Student teachers prepare ahead of the next lesson by reading about consonants representation' from the relevant pages of the core reading text and online sources.

Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment of, for and as learning : class participation individually and in group Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy Assesses Learning Outcomes: Course learning outcome 1, 4
Teaching Learning Resources	- Powerpoint - Projector - Laptops - Smartphone
Required Text (core)	Akpanglo-Nartey, J. N. (1989). *A phonetics course for non-natives speakers of English*. 2nd Edition. Tema: Sakumono Books.
Additional Reading List	Dolphyne, F. A. (2006). *The Akan (Twi – Fante) language: Its sound systems and tonalstructure.* Accra: Woeli Publishing Services.
CPD Needs	Workshop on teaching vowel distribution and sequence in a Ghanaian language.

Lesson 3

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

Title of Lesson	Phonetic description and distribution of consonant of a Ghanaian language			Lesson Duration	**3**
Lesson description	This lesson introduces the student teachers to the phonetic description of consonants of the Ghanaian language. It also discusses the distribution of these consonants in a Ghanaian language.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been using the consonants in their daily writing Students teachers have been taught the letters of the alphabet				
Possible barriers to learning in the lesson	Student teachers may not be able to represent the consonants phonetically. Student teachers may not know of the specific consonants for a specific Ghanaian language Student teachers may not know the differences in representing a sound orthographically and phonetically				

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

• 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 knowledge of phonetically describing the consonants of a Ghanaian language and also their distribution. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20).	1.1. identify the parameters used in phonetically describing a Ghanaian language through verbal and written responses. 1.2. describe how consonants of a Ghanaian language are classified through verbal and written responses. 1.3. apply the rules in the distribution of the consonants of a Ghanaian language through written responses.	It is likely that student teachers may not be aware of the orthographic and phonetic representation of the consonants in a Ghanaian language of their study. This is can be remedied by showing videos and getting a language lab. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, Collaboration
	2. use technology to teach the structure of Ghanaian language effectively to enhance learners Ghanaian language learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 29).	2.1. use appropriate technological tools to record and analyze the consonants of a Ghanaian language 2.2. apply their knowledge in the use of technological tools to teach the phonetics description and distribution of consonants of a Ghanaian language	

Topic: Phonetic description and distribution of consonant of a Ghanaian language	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		Introduction: 10mins	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.	Student 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 of consonants	Stage 1: 60mins	Group Work/discussion/e-learning opportunity Tutor guides the student teachers to review their knowledge on the organs of speech Tutor 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**/watch?v=0HeujZ45OZE). The groups are to carefully observe the following: places of articulation, manner of articulation, and voicing of the consonants (BSC Strand 5)	Group Work/discussion/e-learning opportunity Student teachers attentively listen to the tutor while the lesson is being introduced 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.

	Phonetic representation 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. Tutor at this point guides the student teachers to correct their misconceptions by differentiating between orthographic consonants and phonetic consonants (BSC Strand 1)	**Class Discussion/seminar** Student teachers listen attentively to the oral presentations of the assigned three sounds and make comments about the presentations. 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. Due to the language-specific distribution of consonants, the tutor groups the student teachers according language sub-families (if applicable) to discuss consonant that are permitted word-finally for class discussion. (BSC Strand 5).	**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 sub-families discuss the consonants in their languages that can occur in word-final position. Each group makes oral presentation for their colleagues to peer assess them.
	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 record as part of their portfolio in their professional journal how teachers teach the description of consonants and where these consonants can occur in words of a Ghanaian language in their next school visit.
	Closure/Conclusion	20 mins	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 teachers ask questions while the tutor recaps the lesson for clarification. Student teachers write down the assignment for later submission.

	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.
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 of a Ghanaian language in word-initial and word-final positions. Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy Assesses Learning Outcomes: Course learning outcome 1, 4
Teaching Learning Resources	- Power point - Projector - Smartphones/tablets - Laptops - Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA)
Required Text (core)	Akpanglo-Nartey, J. N. (1989). *A phonetics course for non-natives speakers of English*. (*2nd Edition*). Tema: Sakumono Books.
Additional Reading List	Dolphyne, F. A. (2006). *The Akan (Twi – Fante) language: Its sound systems and tonalstructure.* Accra: Woeli Publishing Services.
CPD Needs	Seminar/Workshop on how to teach phonetic description and distribution of consonants of a Ghanaian language

Lesson 4

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

Title of Lesson	Some phonological processes in a Gh. Language	Lesson Duration	3
Lesson description	The lesson introduces the student teacher to some of the major phonological processes that are observed when sounds (vowels and consonants) interact. The lesson specifically looks at some assimilatory and syllable structure processes.		
Previous student teacher knowledge, prior learning (assumed)	Students have learned about vowels and consonants of a Ghanaian language and their distributions in their previous lessons.		
Possible barriers to learning in the lesson	Student teachers may not be able to explain what account for the phonological processes they observe in the languages of study		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **E-learning *opportunities*** – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.

• 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?
	4. demonstrate knowledge and skill in teaching some phonological processes in a Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43)	4.1. employ appropriate various teaching and learning strategies in classroom • 4.2. use appropriate teaching strategies to cater for learners with different backgrounds	Since the lesson is phonological and not orthographic, it is likely that student teachers knowledge of the orthographic may be a barrier in learning this particular lesson. This can be solved by tutor emphasising the need for them consider transcription and not the orthography. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic: Some phonological processes in a Gh. language ,	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		Introduction: 10mins	Tutor guides student teacher to review knowledge on vowels and consonants through questioning and answer technique.	Answer the questions asked by the tutor/lecturer to revise what language and dialect are.
	What is a phonological process?	Stage 1: 30mins	**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 consonant and consonant interact in a word. Tutor asks student teachers to search online for the term 'phonological process' 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 phonological processes as; assimilatory processes and syllable structure processes	**Brainstorming/independent study/e-learning opportunity** Student teachers brainstorm on the question and share their various opinions. Student teachers search online for the term and discuss their findings with their colleagues under the guidance of the tutor. Student teachers attentively listen to the tutor and ask questions for any clarifications.
	Assimilatory processes	Stage 2: 50mins	**Class Discussion/e-learning opportunity/brainstorming** Tutor asks the student teachers to brainstorm on the concept of assimilation of sounds. Tutor then guides them to define what assimilation is. 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**/watch?v=-0EAzuMjmfo (PDP Theme 4, P. 25) Tutor guides student teachers to identify the assimilatory processes such as labialization, palatalization, nasalization, etc.	**Class Discussion/e-learning opportunity/brainstorming** Student teachers brainstorm on the assigned terminology and share their ideas in class. Student teachers watch the video clip and discuss in groups their observations. Under the guidance of the tutor, student teachers identify some assimilatory processes themselves and orally present them for class discussions.

	Syllable structure processes	Stage 3: 50mins	**Class Discussion/e-learning opportunity/brainstorming/seminar** Tutor asks the student teachers to brainstorm on the concept of syllable structure process. Tutor then guides them to define concept as any phonological process that affects the syllable structure of a word in speech. Tutor emphasizes that these processes are realised only when speaking and not necessarily in writing. 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/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)	**Class discussion/e-learning opportunity/brainstorming/seminar** Student teachers brainstorm on the concept of syllable structure processes and are guided by the tutor to correct any misconception they may have about the concept. Student teachers in their respective groups attentively watch the video clip while they make notes of their observations do oral presentation in class. 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 Upper Primary classroom and write it in their journal	Student teachers reflect on the application of the knowledge in this lesson to teaching in the Upper Primary 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)	Summary of Assessment Method: Assessment for and as learning. This topic will form part of the summative exams at the end of the semester. Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy. Assesses Learning Outcomes: Course learning outcome 4 NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Teaching Learning Resources	- Smartphones - Laptops - Video
Required Text (core)	Yule, G. (2010). *The study of language.(4th Edition).* Cambridge: Cambridge University Press. Akpanglo-Nartey, J. N. (1989). *An introduction to linguistics for non-natives speakers of English*. 2nd Edition. Tema: Sakumon Books.
Additional Reading List	Ablorh, R. J. (1961). *GaWiemɔ komekomeniabuanaaKɛwiemɔŋmaaokadiilɛatsaramɔ he mlai.* London: MacMillan. Kropp-Dakubu, M. E. (2002). *Ga phonology*. Language monograph series No. 6 Institute of African Studies. Accra: University of Ghana, Legon. Abakah: E. N. (2008). *Akan fɔnɔlɔgye*. Cape Coast: Old Thomas PrintingPress. Dolphyne, F. A. (2006). *The Akan (Twi – Fante) language: Its sound systems and tonalstructure.* Accra: Woeli Publishing Services.
CPD Needs	Workshop on how to teach how phonological processes impact on teaching pronunciation and reading.

Lesson 5

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

Title of Lesson	Basic concepts of morphology of a Gh. Language		Lesson Duration	3
Lesson description	**This lesson introduces the student teacher to the basic concept of morphology and the morpheme. It further discusses such concepts as the morph, allomorphs, etc. it allows student teachers to think and reflect on how they apply this knowledge in basic morphology in teaching in the Upper Primary classroom**			
Previous student teacher knowledge, prior learning (assumed)	Student teachers know some words and what is made up of some of the words from the lesson at SHS.			
Possible barriers to learning in the lesson	Student teachers may not be aware that words can be divided into its respective morphemes. They may also not know the terms used for the various morphemes in morphology. Possible large class size			

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

• 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 knowledge of the basic concepts of morphology of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20).	1.1. identify the morphological constituent of a word of a Ghanaian language. 1.2. describe the function of a particular morpheme of a Ghanaian language. 1.3. apply their knowledge in dividing a given word of a Ghanaian language into its minimal morphological units.	It is likely that the time allocated may not be sufficient to deal with the all the basic concepts in morphology in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson to facilitate the class discussion . • Core skills targeted include communication, critical thinking, collaboration, groupings, observation and enquiry skills, digital literacy,

Topic: Basic concepts of morphology of a Gh. language	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	**Student Activity**
		Introduction: 10mins	Tutor guides student teachers to review the previous lesson with students through brainstorming, questioning and answer techniques on the morphological constituent of a given word.	Student teachers respond to the questions asked by the tutor to review their previous knowledge on the question.
	What is 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 inflectional. (PDP Theme 3, P. 69)	**Brainstorming/independent 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 discusses the types of morphology with them.
	What is a morpheme?	Stage 2:60mins	**Brainstorming/e-learning 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)	**Brainstorming/e-learning 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 between the two concepts; morpheme and morph. 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).	**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 between morpheme and morph to them. Student teachers provide examples of morphs and discuss them under the guidance of the tutor.
	Allomorphs	Stage 4: 40mins	**Class Discussion/brainstorming/independent 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'. Tutor guides student teachers to provide more examples on their own for discussions in class. (PDP Theme 3, p. 69) (BSC Strand 5)	**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. 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 Upper Primary 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 Upper Primary 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 to learning outcomes)	Summary of Assessment Method: Assessment for and as learning . Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy Assesses Learning Outcomes: Course learning outcome 4			
Teaching Learning Resources	• Smartphones • Laptops			
Required Text (core)	Yule, G. (2010). *The study of language* (*4th Edition*). Cambridge: Cambridge University Press. Akpanglo-Nartey, J. N. (1989). *An introduction to linguistics for non-natives speakers of English*. 2nd Edition. Tema: Sakumon Books.			

Additional Reading List	
CPD Needs	A seminar on how to teach morphology.

Lesson 6

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

Title of Lesson	Word formation processes of a Ghanaian language		Lesson Duration	3
Lesson description	The lesson exposes the student teacher to the knowledge of some of the major processes by which words are formed in a Ghanaian language. A brief discussion is done based on which word formation process is found in the Upper Primary classroom			
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 to be misconceptions about the types of word formation processes from what student teachers learned in SHS.			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** **Independent study:** **Seminars:** **E-learning** *opportunities*

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**		**Identify which cross cutting issues- core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate knowledge and understanding of the word formation processes in a Ghanaian language. (NTS 1b)	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/time**	**Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study**	
			Teacher Activity	**Student Activity**
		Introduction: 10min	Tutor asks questions to review the previous lesson. Tutor asks student teachers how words are added on in a language. Tutor then introduces the lesson for the day by mentioning to the student teachers that there are new words can be formed and introduced into languages and such process is called word formation processes.	Student teachers answer questions to review what they learned in the previous lesson and share their views on adding on the word class. The class attentively listens to the tutor and asks questions where necessary.

	Word formation process: definition	Stage 1: 30min	**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* (Theme 4. P. 25).	**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 2: 80min	**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 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 discussions. Tutor answers questions to facilitate student teachers understanding (PDP Theme 3 p.69) (BSC Strand 5)	**Class discussion/e-learning opportunity/seminar** Each group watches the video clip while paying attention to the type of word formation process 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 teachers ask the tutor questions for clarifications.

	Examples of word formation processes in a Ghanaian language	Stage 3: 50mins	**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 Upper Primary 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 Upper Primary 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 and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (Group presentation on the task assigned to each group on types of word formation processes Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy Assesses Learning Outcomes: Course learning outcome 1			
Teaching Learning Resources	• Smartphones • Laptops • Projector			
Required Text (core)	Yule, G. (2014). *The study of language.* 5th Edition. United Kingdom. Cambridge University Press (Chapter 3) Issah, S.A. &Adomako, K. (2016). *Introduction to linguistics*. Kumasi: Frimprints. (Chapter 4)			
Additional Reading List				
CPD Needs	Seminar on how to teach word formation processes of a Ghanaian languages			

Lesson 7

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

Title of Lesson	Basic concepts of syntax of a Gh. Language		Lesson Duration	3
Lesson description	This lesson discusses some basic concepts of syntax of a Ghanaian language. It focuses on discussing concepts such as the syntax, lexical categorisation, structure of syntax and coordination.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learned word classes in Principles and Rules of Writing a Ghanaian language course in first year. Student teachers have also learned the structure of syntax in their English lesson in the SHS			
Possible barriers to learning in the lesson	Student teachers may not know the criteria employed in categorizing a word classes or lexical items.			

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Seminars:

• 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?**
	7. interpret the basic concepts of syntax component of the Ghanaian language curriculum. (NTS 2c: 13)	7.1. know, understand, and explain the Ghanaian language component on the basic concepts of syntax of a Ghanaian language	It is likely that the time allocated for this lesson may not be sufficient to teach all concepts in the lesson in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on coordination. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, Cultural diversity and inclusion

Topic: Basic concepts of syntax of a Gh. language	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	**Student Activity**
		Introduction: 10min	Tutor guides student teachers to review the previous knowledge about lexical categories or word classes from the course Principles and rules of writing a Ghanaian language in first year, and also English course in SHS. Tutor then introduces the lesson for the day to the student teachers.	Student teachers answer the questions asked by the tutor to review their previous knowledge on word classes, etc. Student teachers attentively listen to the tutor and ask questions for further explanation to facilitate their understanding.

	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 categorization	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 Upper Primary classroom learners. Each group is to make presentation on one of the four criteria four class discussion. (BSC Strand 5)	**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 Upper Primary learners and make an oral presentation in class for peer assessment under the guidance of the tutor.
	Structure of sentence	Stage 3:40mins	**Class discussion/e-learning opportunity/independent study** Tutor asks student teachers to watch a video clip on YouTube (e.g. https://www.youtube.com/watch?v=0EDBNIlWgN8) on the structure of syntax. The student teachers are to pay attention to phrase structures and sentence structures and discuss 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].	**Class discussion/e-learning opportunity/independent study** Student teachers watch the video clip and take down notes. They discuss what they watched in class under the guidance of the tutor. Student teachers volunteer to share what they noted down from the video clip with colleagues for peer assessment.

	Coordination	Stage 4:40min	**Class discussion/e-learning/independent 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.	**Class discussion/e-learning/independent study** 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.
			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]	Student teachers work on the assigned task by the tutor and submit them for assessment.
	School Visit		Tutor asks student teachers to observe during school visit how lexical categorization is taught at the Upper Primary level. They are to note them done in their reflective journals.	Student teachers observe and compare with that they learned in the lesson and what is taught in the Upper Primary classrooms and note them down in reflective journals for class discussion.
	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)	Summary of Assessment Method: Assessment for and as learning: Mid semester quiz written and submitted on the topics (lesson 1 to lesson 6) learnt so far Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy Assesses Learning Outcomes: Course learning outcome 7			
Teaching Learning Resources	- Powerpoint - Projector - Video clip - Smartphones - Laptops			
Required Text (core)	Radford et al (2009). *Linguistics: an introduction*. (2nd edition). United Kingdom. Cambridge University Press (Part 11 :9)			
Additional Reading List	Yule, G. (2014). *The study of language*. (*5th Edition)*. United Kingdom. Cambridge University Press. Chapter 3-4			
CPD Needs	Workshop on the teaching of the basic concepts in syntax of a Ghanaian language.			

Lesson 8

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

Title of Lesson	Assessing the structure of a Ghanaian Language			Lesson Duration	3
Lesson description	This lesson discusses how teaching of the various topics in the structure of a Ghanaian language can be assessed. The lesson seeks to equip the student teacher with the knowledge and the skill in assessing the Structure of a Ghanaian language.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers have written a test in an aspect of structure of English before.				
Possible barriers to learning in the lesson	Knowledge in diverse mode of assessment may be a new concept to student teachers. Therefore, it may take a considerably longer time for them to grasp the concept.				

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

• 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 knowledge and skill in assessing the structure of a Ghanaian language	4.1. Student teacher should be able to design and implement a variety of assessment mode for teaching and learning of the structure of a Ghanaian language (NTS 1d, g: 12), (NTS 3b: 14). 4.2. Student teacher should be able to identify and assist learners with difficulties in their assessment (NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39) 4.3. Student teacher should be able to provide evidence of tracking learners' progress (NTS 3n, p: 14)	It is likely that student teachers may not be aware of the modes of assessment and skills needed in doing assessment. This can be resolved by allowing student teachers to do online search and share their ideas in class to facilitate their understanding. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic: Assessing Structure of a Ghanaian language	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	**Student Activity**
		Introduction :20min	Tutor/lecturer uses probing question to seek idea about what they understand by assessment and the forms of assessment they know from their previous year study. Tutor/lecturer dwells on the student teachers' views to introduce the topic for the lesson. (PDP Theme 2:35)	Student teachers brainstorm on the question and share their views on assessment in general from the online search done previous years of study. (PDP Theme 2:35)
	The concept of Ghanaian Structure test development	Stage 1: 30mins	**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=oRpOlEPMeol* (PDP Theme 3: 69)	**e-learning opportunity/independent learning** Student teachers watch the video attentively in the video. (PDP Theme 3: 69).
	Writing a Structure of a Ghanaian language test	Stage 2:60min	**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 class discussion (PDP Theme 4:79)	**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)
	Assessing a Structure of a Ghanaian language	Stage 3: 60min	**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 Upper Primary 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 Upper Primary 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 Upper Primary 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 Upper Primary classroom during school visit and write a report for submission at the end of the course.**

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: Core skills targeted are communication, teamwork/collaboration, enquiry skills, digital literacy Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6
Teaching Learning Resources	• Powerpoint • Projector
Required Text (core)	Caldwell, J. S. (2002). *Reading assessment: A primer for teachers and tutors*. NY: The Guilford Press.
Additional Reading List	Bachman, L. F. (1995). *Fundamental considerations in language testing.* Oxford: Oxford University Press
CPD Needs	Workshop/seminar on teaching how to assess the written literature of a Ghanaian language.

Lesson 9

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

Title of Lesson	Preparing TLMs for teaching Structure of a Gh. Language	Lesson Duration	3
Lesson description	This lesson introduces student teachers to the techniques in the preparation of appropriate teaching and learning materials (TLMs) for the teaching of the topics that are taught in the Upper Primary classroom in the structure of a Ghanaian language. It exposes the student teachers to the knowledge and the skills in **s**electing, designing and using TLMs for the teaching and learning structure of a Ghanaian language		
Previous student teacher knowledge, prior learning (assumed)	The student teacher may not have designed a TLM before and may not be aware of the factors to consider before selecting a TLM for use.		
Possible barriers to learning in the lesson	Student teachers may not be aware of the appropriate use of some punctuations.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Practical Activity: e-learning opportunity:

• 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. prepare appropriate level teaching learning materials to teach the Structure of a Ghanaian language with a consideration for diverse learners. (NTS 3j: 14), (NTECF 4: 43), (NTS 3f, g: 14), (NTECF 4: 43).	5.1. Student teacher should be able to design and select various appropriate teaching and learning resources suitable for the levels in classroom (NTS 3j: 14), (NTS 2f:13), (NTS 1g), (NTECF 3: 29) . student teacher should able to use appropriate teaching materials to cater for learners with different backgrounds (NTS 3f, g, h: 14), (NTECF 4: 39),(NTECF 4:43)	There is the possibility that student teachers may not be aware of factors to consider before designing and selecting a TLM. Tutor can give student teachers some internet sources to read from before this lesson possibly two weeks. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic: Selecting, designing and using TLMs for the teaching and learning the structure of a Gh. Language	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		Introduction: 10 mins	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 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)	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 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 Upper Primary 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 Upper Primary 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 Upper Primary. (PDP Theme 4:25, 79)	**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 categorisation of a Ghanaian language	Stage 3: 60mins	**Demonstration and group discussion** Tutor guides student teachers to demonstrate 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)	**Demonstration and group discussion** Each group demonstrates the use of the TLMs they 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) Tutor tasks student teachers in their groups to select their own TLMs for peer assessment (PDP Theme 4: 79)	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 Upper Primary level. (PDP Theme 3: 69). Student teachers peer 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 Upper Primary 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/Conclusion	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 Upper Primary 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 Upper Primary learners on topics learnt in this course
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning: 1 group presentation during the lesson Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy. Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6			
Teaching Learning Resources	• PowerPoint • Projector • 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.

Lesson 10

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

Title of Lesson	Selecting appropriate textbooks as TLMs for teaching written literature of a Ghanaian language	Lesson Duration	3
Lesson description	This lesson introduces student teachers to the techniques in the selection of appropriate textbooks as teaching and learning materials (TLMs) for the teaching of the structure of a Ghanaian language. It seeks to expose the student teachers to the knowledge and the skills in selecting and using textbooks as TLMs for the teaching and learning the structure of a language in an Upper Primary classroom.		
Previous student teacher knowledge, prior learning (assumed)	The student teachers have might have seen teaching and learning materials been used to teach them in their SHS classrooms.		
Possible barriers to learning in the lesson	Student teachers may not have selected a textbook as TLM before and also may not have taught sounds before to a class.		

Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** **Independent study:** **Seminars:** **E-learning *opportunities* –**

• 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. prepare and select appropriate level teaching learning materials to teach the structure of a Ghanaian language with a consideration for diverse learners. (NTS 3j: 14), (NTECF 4: 43), (NTS 3f, g: 14), (NTECF 4: 43). 3. work in collaboration with individuals or smalls groups under the guidance of their tutor, and show some ability to consider individual learner's backgrounds/experience in Ghanaian language learning. (NTS 1e: 12), (NTS 3f: 14), (NTECF 4: 42), (IEP 5.1.1.1.a: 11)	. use appropriate teaching materials to cater for learners with different backgrounds 3.1. work in positive collaboration with tutors, colleagues as part of their community of practice . employ strategies that show individual needs/strengths of the learners are considered	It is possible that student teachers do not know how to select appropriate TLM to teach some topics in the basic curriculum on structure of a Ghanaian language. The tutor can direct teachers to watch video clips on YouTube to get some ideas. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Selecting textbooks as TLMs for the teaching and learning structure of Ghanaian language	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		Introduction:10 mins	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 Upper Primary 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 Upper Primary 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_ _https://slideplayer.com/slide/6304553/_ 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 Upper Primary level for peer assessment. (PDP Theme 4:25, 79) (PDP Theme 4: 79)	**Group discussion/seminar/e-learning opportunity/practical activity** Student teachers attentively watch the video and they take note down their observations in the video. 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 Upper Primary level. (PDP Theme 3: 69). Student teachers peer assess their own choices of textbooks as TLMs (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 Upper Primary class on the structure of a language.	
	Using textbooks as TLMs for the teaching and learning structure of a Ghanaian language	Stage 3: 80mins	**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)	**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)
	Selecting appropriate textbooks to teach structure of Ghanaian language	Stage 5: 10mins	Ask teachers to examine the selected textbooks used by teachers and how it improves teaching and learning during school visit. Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35)	Student teachers will observe the textbooks selected and put down notes in their reflective journal on how it improves teaching and learning. 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 Upper Primary classroom and how it improves teaching and learning during school visit.	Student teachers are tasked to observe the textbooks selected in the Upper Primary 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 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 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	• Smartphones • PowerPoint • Projector			

Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers (revis 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 on teaching how to select, design and use TLMs for the teaching and learning of the structure of a Ghanaian language.

Lesson 11

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

Title of Lesson	Interpreting the structure of a Ghanaian language component of the Ghanaian language curriculum			Lesson Duration	3
Lesson description	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 teacher knowledge, prior learning (assumed)	The student teachers have might have seen or heard of the Ghanaian language curriculum in school before.				
Possible barriers to learning in the lesson	The student may not have seen the Ghanaian language curriculum and may not know how to interpret the structure of a language component in it.				

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

• 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. understand and interpret key features of the structure of a Ghanaian language component of the Ghanaian language curriculum and plan lessons from it. (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32).	• show their awareness of the existing learning outcomes of learners • factor individual learner's diversity in planning and delivering lessons	It is likely that student teachers may not know the components and features of a curriculum. This can be resolved by showing the a curriculum ahead of the lesson and letting student search online on the lesson so that presentations wil be done in the lesson. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic: Interpreting the structure of t of a Ghanaian language component of the Ghanaian language curriculum	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		Introduction: 20 mins	Tutor uses probing question to ask student teachers to reflect on their personal experiences in the learning the structure of a Ghanaian language. (PDP Theme 2:35)	Student teachers reflect on their personal experiences in learning the structure of a Ghanaian language and they share them in class. (PDP 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 Upper Primary 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 Upper Primary learner.
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: a look at the reflective journal and its reports from school visit s on all the previous lessons on the topics taught and the report on the strategies to teach Ghanaian language in Upper Primary classroom. Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy.			

	Assesses Learning Outcomes: Course learning outcome 5
Teaching Learning Resources	- Powerpoint - Projector - Video clip/ YouTube videos - Smartphones - The iBox (CENDLOS)
Required Text (core)	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for langua teachers (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.

Lesson 12

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

Title of Lesson	Methods of teaching the structure of a Ghanaian language		Lesson Duration	3 hours
Lesson description	This lesson equips the student teachers with the knowledge and the skills in the applications of the methods of teaching the structure of a Ghanaian language.			
Previous student teacher knowledge, prior learning (assumed)	The student teachers have experienced different methods of teaching by their teachers in the SHS.			
Possible barriers to learning 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	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Seminar: Practical Activity: e-learning opportunity:

• 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 knowledge and understanding of the structure of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). 2. use technology to teach the structure of a Ghanaian language effectively to enhance learners Ghanaian language learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 29).	• identify the basic structure of a Ghanaian language. • explain the structure of a Ghanaian language • facilitate the use of the structure of a Ghanaian language in learning. • use appropriate technological tools to analyse the structure of a Ghanaian language • apply their knowledge in the use of technological tools to teach the structure of a Ghanaian language	It is likely that student teachers may have witnessed several teaching methods but have not used any before to teach topic in the structure of a Ghanaian language . student teachers can search online or on their smart phones method of teaching Upper Primary learners before the lesson to partake in class discussion Student teachers have witnessed different teaching and can discuss during the lesson. • Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,

Topic: Methods of teaching the structure of a Ghanaian language	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		Introduction: 20 mins	Tutor uses probing question to ask student teachers to reflect on their personal experiences in the methods that were used in teaching them in the SHS. (PDP Theme 2:35)	Student teachers reflect on their personal experiences in the methods their teachers used in teaching them in SHS. (PDP Theme 2:35)
	Concept of methods of teaching language and the types	Stage 1: 60mins	**Class discussion** Tutor leads the student teachers to discuss the concept of methods of teaching and its type in Upper Primary classroom. (PDP Theme 3: 69)	**Class discussion** Student teachers discuss the methods employed in the teaching of structure of a Ghanaian language in Upper Primary classroom. (PDP Theme 3: 69)
	Application of methods of teaching structure of a language	Stage 2: 50mins	**Practical activity and 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)	**Practical Activity and 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 Theme 4: 79)
	Closure/Conclusion	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)	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 Learning 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 language teaching: An anthology current practice*, Cambridge: Cambridge University Press.
Additional Reading List	Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers (revise edition).* Accra: Sam-Woode Ltd.
CPD Needs	Workshop/seminar on teaching how to methods of teaching structure of a Ghanaian language.
Course Assessment	[1]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)
	[2]**Component 2: Subject Project: (30% overall semester score)** • **Introduction, a clear statement of aim and purpose of the project -10%** • **Methodology: what the student 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%)

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