

Four-Year B.Ed. Course Manual

Translation Practice

















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FOREWORD

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

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

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

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

Professor Mohammed Salifu

Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

CORE WRITING TEAM

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

INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

Course Title	TRANSLATION PRACTICE							
Course Code	GLE 412	Course	Credit	Semeste	er: 2			
Due vervieite	NI / A	Level: 400	value: 3					
Pre-requisite	N/A							
Course Delivery Modes	Face-to- face	Practical Activity	Work- Based Learning	Semina	rs Indeper Study	ndent	e-learning opportunities	Practicum
Course Description for significant learning (indicate NTS, NTECF, to be addressed)	student tea in translatio source lang following pe observation through exa demonstrat supervision meet the fo (NTS 2c: 13) and (NTECF	This course introduces the student teacher to the techniques of translation. It exposes student teacher to the various theories of translation, types of translation, and the processes in translation. Student teacher will then have practice of translating different materials in the source language to the target language, and vice versa. 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).						
Outcomes including INDICATORS for each learning outcome.	On successi	On successful completion of the course, student teacher will be able to:						
	Learning Outcomes: Indicators:							
	translatin	rate knowled g texts in a G .3), (NTECF 3	hanaian lang				in translating a Ghanaian langu	
	teaching u 1a, f: 12),	rate knowled using Ghanai (NTS 2c, d: 1 S 2f:13), (NT	ian language 3), (NTS 3a, e	. (NTS e, f, g, i,	trans 2.2. to em indivi	ly their knowledge to teaching Islation. mploy strategies that show vidual diversity of the learners are sidered		
		1. Conce translat	•	1. tran (theori skills)	slation es, types,		lass brainstormin cept of translatio	-
		2. Proce translat		 Literal versus Modified Literal translation Unduly Free versus Idiomatic or Meaning-based translation. 		proc teac step tran activ	ass discussion on cesses of translat chers are taken th p-by-step process slation. Student t vely participate in cess.	ion. Student nrough the es in teachers
		3. Kinds translat				of tr are a tran grou lead pay	lass discussion or ranslation. Studer assigned the task slating texts in gr uping and selectic lership of the gro particular attenti Ds, gender, etc. is	nt teachers of roups. The on of the up should ion to
				1. Tran from G langua	hanaian	com	ass do an assignn pare kinds of tra most appropriate	nslation.

· · · · · · · · · · · · · · · · · · ·	1		
		English and vice versa)	translation is discussed taking into consideration the background and diversities of the learners.
	4. Translation of different materia	Is	1. Student teachers are assigned the task of translating texts in groups. The grouping and selection of the leadership of the group should pay particular attention to SENDs, gender, etc. issues. Student teachers peer assess their works.
	5. Oral		
	interpretation		1. Student teachers watch video or listen to audio recordings of speech and they take turns in interpreting them. Student teachers peer assess each other's interpretation demonstration.
Course Assessment	Component 1: COURSEWORK		
(Educative assessment			
of, for and as learning)	COMPONENT 1: Subject Portfolio		
	Selected Items of Midterm assession	of student work (3 of the ment -20%	m-10%)- 30%
	Reflective Journ	,	
	Organisation of	the portfolio -10% (how	it is presented /organised)
	student teacher's ability to identif 2. Demonstration: It will involve so their knowledge and skills in using 3.Reflective journal: It will consist made, assessment comments, stu written in reflective journal in the 4. Mid semester exams: This will the first six lessons taught in trans Assesses Learning Outcomes: 1.Peer assessment/class participa ability to demonstrate enthusiasti performance, which addresses CL 2.Demonstration: It will assess stu knowledge and skills in interpretir & 2. 3.Reflective journal: It will assess develops professionally. This will a 4.Mid semester exams: This will b	rations) s: The assignments will as fy and perform assigned tudent teachers' ability t g the appropriate kind of of student reflection on dents' presented works, course. be organised at the end of slation . tion/demonstration/Assi ically their knowledge an Os 1 and 2. udent teacher's ability to ng oral texts and translat students' ability to organ address CLOs 1, 2, e test knowledge and un upper primary with the f wledge, pedagogical knowledge.	ssess the problem-solving skills and tasks in translation. o demonstrate enthusiastically translation for a text. lessons taught, presentations checklist for learning outcomes of the 6 th week to cover topics on gnment: It will assess students' d skills in assigned tasks and o demonstrate enthusiastically their ion of texts which addresses CLOs 1 hise himself or herself as s/he derstanding as well as application translation skills acquired CLOS 1,

	Component 2: Subject Drejects (200/ querell compostor secure)
	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: Notes: 1. Report: It will comprise of writing a bilingual book of at least 25pages to be used to teach in upper primary This should be in English and the Ghanaian language of study. NTS 3b :14, NTS 1a , b
	Assesses Learning Outcomes: 1. Report: (i) Written report by Student teachers: It will access student teacher's written report, on the
	(i). Written report by Student teachers: It will assess student teacher's written report on the application of the knowledge and skills in translation teaching and learning. This addresses the CLO 1 & 2.
	Component 3: End of semester Examination (40%)
	Notes: 1. Examination: It will comprise supply tests such as fill-ins and translating of texts and oral interpretation from all the lessons.
	Assesses Learning Outcomes: 1. Examinations: The examination will assess student teachers knowledge and skills in comprehending, summarizing, and translating texts. They will address CLOs: 1 & 2.
Instructional Resources	
Described Test for all	Sound recorder, tactile materials for visual impairment purposes.
Required Text for all Ghanaian Languages:	 Baker, M. (2005). <i>In other words</i>. London: Routledge. Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i>. London: Routledge. Bell, R. T. (1991). <i>Translation and Translating</i>. London: Longman Group Ltd. Munday, J. (2001). <i>Introducing Translation Studies</i>. London: Routledge.
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	Papegaaij, B. & Schubert, K. (1988). Text Coherence in Translation. Dordrecht: Foris.
2. Additional	Bower, R. A. (Ed.). (1988). <i>On Translation</i> . Massachusetts: Havard University Press.
reading list for	Duff, A. (1990). <i>Translation</i> . Oxford: Oxford University Press.
Dangme	Associated
	Halliday, M. A. K. (1990). <i>Discourse and the Translator</i> . London: Longman.
	Larson, M.L. (1992). <i>Meaning-Based Translation</i> : A Guide to cross Language Equivalence. Lanham: University
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		Nemark, P. (1988). A Textbook of Translation. London: Prentice Hall Regents.
		Nemark, P. (1981). Approaches to Translation. Oxford: Pergamon.
		Papegaaij, B. & Schubert, K. (1988). <i>Text Coherence in Translation</i> . Dordrecht: Foris. Toury, G. (Ed.). (1987). <i>Translation Across Cultures</i> . New Delhi: Bahri.
2	Additional	Bower, R. A. (Ed). (1988). <i>On translation</i> . Massachusetts: Harvard University Press.
5.	reading list for	Crystal, D. (Ed). (1998). <i>Encyclopedia of Language</i> . Cambridge: Cambridge University Press.
	Nzema	Duff, A. (1990). Translation. Oxford: Oxford University Press.
	INZEIIId	Frawley, W. (1984). Translation: Literary, Linguistics and philosophical perspectives. London:
		Associated
		University Press.
		Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i> . London: Routledge.
		Halliday, M.A.K. (1990). <i>Discourse and the Translator</i> . London: Longman.
		Wilson, R.F. (1980). Writing, Analysis and Application. Boston: Allyn & Bacon.
4.	Additional	Bower, R. A. (Ed). (1988). <i>On translation.</i> Massachusetts: Harvard University Press.
	reading list for	Duff, A. (1990). <i>Translation</i> . Oxford: Oxford University Press.
	Fante	Frawley, W. (1984). <i>Translation: Literary, Linguistics and philosophical perspectives</i> . London:
		Associated
		University Press.
		Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i> . London: Routledge.
		Halliday, M.A.K. (1990). Discourse and the Translator. London: Longman.
5.	Additional	Bower, R. A. (Ed). (1988). On translation. Massachusetts: Harvard University Press.
	reading list for	Crystal, D. (Ed). (1991). Encyclopedia of Language. Cambridge: Cambridge University Press.
	Twi	Duff, A. (1990). Translation. Oxford: Oxford University Press.
		Frawley, W. (1984). Translation: Literary, Linguistics and philosophical perspectives. London:
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		Halliday, M.A.K. (1990). Discourse and the Translator. London: Longman.
6.	Additional	Atakpa, F.K. (2003). Gbe2a`u Na E3egbew4lawo: Accra, Wòeli Publishing Services.
	•	son, M. L. (1998). Meaning-based Translation: A Guide to cross-language equivalence. New
	Ewe	York, University Press of America.
		anim S. J. (1969). <i>E3egbe nuti Nunya Akpa Gb7t4</i> . Ho, E. P. C. Book Depot.
		Obianim S. J. (1960). <i>E3egbe nuti Nunya Akpa Evelia</i> . London, William Clowes and Sons.
7.	Additional	Sowah, C. W. (2006). <i>Nyadug4mesese: Ada`u Siwo Le E`u</i> . Accra, Salt N Light Bower, R. A. (1998). <i>On Translation</i> . (Ed). Massachusetts: Harvard University Press.
/.	reading list for	Duff, A. (1990). Translation. Oxford: Oxford Univ. Press.
	Dagaare	Larson, M.L. (1992). <i>Meaning-Based Translation</i> : A Guide to cross Language Equivalence.
	Duguare	Lanham: University
		Press of America.
		Newmark, P. (1988). A Textbook of Translation. Oxford: Prentice Hall Regents.
		Newmark, P. (1981). Approaches to Translation. Oxford: Pergamon.
		Papegaaij, B. & Schubert, K. (1988). Text Coherence in Translation. Dordrecht: Foris.
		Tourey, G. (Ed.). (1987). Translation across Cultures. New Delhi: Bahri.
		WYCIFF Bible translators. (1977). Notes on Translation. No. 64.
8.	Additional	Catford, J. C. (1994). Linguistic Theory of Translation. Edinburg University Press.
	reading list for	Larson, M. (1998). Meaning-Based Translation. University Press of America
	Kasem	
9.	Additional	Duff, A. (1990). Translation. Oxford University Press.
	reading list for	Frawley, W. (1984). <i>Translation: Literary, Linguistics and philosophical perspectives</i> . London:
	Kusaal	Associated
		University Press.
		Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i> . London: Routledge.
		Larson, M.L. (1992). <i>Meaning-Based Translation</i> : A Guide to cross Language Equivalence.
		Lanham: University
		Press of America.
		Newmark, P. (1988). A Texbook of Translation. London: Prentice Hall Regents.
		Papegaaij, B. & Schbert, K. (1988). <i>Text Coherence in Translation</i> . Dordrecht: Foris.
		Robinson, D. (2005). Becoming a translator: An introduction to the theory and Practice of
	A shallet sure t	translation. London: Routledge.
10.	Additional	Frawley, W. (1984). Translation: Literary, Linguistics and philosophical perspectives.
	reading list for	London: Associated University Press.

Gurenɛ	Hatim, B. & Munday, J. (2005). Translation: An advanced resource book. London: Routledge
	Hatim, B. and Mason, I. (1990). Discourse and the Translator. London: Longman Group.
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	translation. London: Routledge
	Tury, G. (Ed.). (1987). Translation Across Culture. New Delhi: Bahri.
11. Additional	Bower, R.A. (Ed). (1988). On translation. Massachusetts: Harvard University Press.
reading list for	Cadroy, L.A. (2005). Translating and Interpreting. London: Longman
Gonja	Catford, J.C. (2004). A linguistic Theory of Translation. Oxford University Press.
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	Robinson, D. (2005). Becoming a translator: An introduction to the theory and Practice of
	translation. London: Routledge
12. Additional	Bower, R.A. (Ed). (1988). On translation. Massachusetts: Harvard University Press.
reading list for	Frawley, W. (1984). Translation: Literary, Linguistics and philosophical perspectives. London:
Dagbani	Associated
_	University Press.
	Hatim, B. & Munday, J. (2005). Translation: An advanced resource book. London: Routledge
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Year of B.Ed. 4	Semester	2	Place of le	esson in semeste	r 1 2	34567891	0 11 12
Title of Lesson	What is tra	Inslation				Lesson Duration	3
Lesson description	This lesson introduces student teachers to the meaning of translation and what translation entails. It also made them aware the need to practise the knowledge in translation in teaching upper primary learners. This first lesson introduces student teachers to the cou learning outcomes and the 3 assessment components of the course. The student teachers may have done a bit of translation at home after listening to some results.						
Previous student teacher knowledge, prior learning (assumed)							
Possible barriers to learning in the lesson	Student teachers might likely not be able to distinguish between the types of translation						
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
 mode of delivery chosen to support student teachers in achieving the learning outcomes. Purpose for the lesson, 	e-learning opportunities: video clips on YouTube, Praat software Practical Activity: practising production of vowels						ave about
 what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The purpose this lesson to the address the misconceptions student teachers may have about language and literacy. This will create the awareness among the student teachers about the language and literacy play in the learning process.						
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning O	utcomes		Learning Indicators Identify which cross issues-core and tra skills, inclusivity, e addressing diversit these be addressed developed?			ferable ity and How will
	Learning indicators for each learning outcome 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 1) (NTECF 3: 20).				in • ven text Jage or	There is a tende tutor/lecturer m translate more f into the Ghanaia and this can be o not overlooking language due to Group work can ahead of lesson. grouping the stu teachers, gende abilities should b considered. Core skills target communication, thinking, collabo observation and skills, digital liter	ight rom English an language curbed by Ghanaian time. be given In ident r and mixed be critical oration, enquiry

Topic: Concept of Translation (theories types	Sub topic	Stage/time	Teaching and learning to achieve depending on delivery mode sel	ected. Teacher led,
and skills)			collaborative group work or ind	
			Teacher Activity	Student Activity
		Introduction: 20 mins	 Question and Answer Tutor reminds student teachers on the use of the course manual and the expectations by student teachers at this point. The course is introduced to teachers to be aware that it is a practical course which has to be applied in teaching upper primary learners for better understanding. 	Question and Answer • Student teachers pay attention while the Tutor introduces the course manual and later ask questions for clarification.
			(PDP Theme 2:35).	
	Explanati on of translatio n	Stage 1: 90mins	 Class discussion Tutor ask student teachers to brainstorm on the concept of translation and share ideas with their colleagues Tutor/lecturer listens to some of the ideas from student teachers. Tutor explains what translation entails to student teachers. (PDP Theme 4:79) Tutor/lecturer shows a video of a teacher teaching upper primary learners in their own language for class to discuss (PDP Theme 4:79). Tutor listens to some ideas from the video watched. Tutor demonstrates how the application of the translation course helps in teaching in the upper primary class as they saw in the YouTube video. 	 Class discussion Student teachers brainstorm in groups and share the ideas with colleagues. Student teachers share their findings in groups in class. Student teacher watches the video carefully for class discussion. Student teachers share their views from the video watched (PDP Theme 4: 79) Student teachers get the concept in doing the course and its aims (PDP 4: 25, 79)
	Brief	Stage 2: 60mins	(PDP Theme 4:79) Class discussion	Class discussion
	discussion on some theories of translatio n		 Tutor shows a powerpoint presentation on some translation theories for the student teachers to discuss. Tutor leads class discussion on the power point and talks in general about some theories in translation. Tutor asks student 	 Student teachers listen to the powerpoint presentation. Student teachers participate in class discussion on the theories in the powerpoint presentation under the guidance of the tutor/lecturer (PDP

	Closure/C onclusion	Stage 3: 10mins	 theories of translation for the next lessons and types. Question and answer Tutor employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35) Tutor puts student teachers in groups to also read on types of translation 	 Theme 3: 69). Student teachers present their views for class discussion. (PDP Theme 4: 79) Question and answer Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35) Student teachers will read on types of translation for 		
Which cross cutting issues will be addressed or developed and how	-	ital literacy tural diversity and incl	usion	the next 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 (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 1					
Teaching Learning	1	werPoint	-			
Resources	• Projector					
Required Text (core)	Baker, M. (2005). In other words. London: Routledge.					
Additional Reading List			nslation: An advanced resource bo	ook. London: Routledge.		
CPD Needs	Seminar on	the need of translation	n for the upper primary teacher			

Year of B.Ed. 4	Semester	emester 2 Place of lesson in semester			r 1	1 2 3	84567891	0 11 12
Title of Lesson	Theories	n Translatio	'n				Lesson Duration	3
Lesson description							n translation an	d also
	discusses	the types of	ftranslation	and the skills i	n translati	on.		
Previous student teacher	The stude	nt teachers						
knowledge, prior learning (assumed)								
Possible barriers to learning i		-		the theories us		lation		
the lesson		tudent teachers may not have the skills in translation						
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independ	lent	e-learning	Practicum
support students in achieving	face	Activity	Based		Study		opportunitie	
the outcomes			Learning				S	
Lesson Delivery – main mode				and answer.				
of delivery chosen to support				d collaborative				
student teachers in achieving				scussion and re				
the learning outcomes.	Practical	Activity: prac	ctising prod	uction of vowel	5			
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of th NTS addressed 	e							
Learning Outcome for the	Learning	Outcomes		Learning Indic	ators	Ident	tify which cross	cutting
lesson, picked and	Ū			Ū			s-core and trans	-
developed from the						skills	, inclusivity, equ	ity and
course specification							essing diversity.	-
Learning indicators for							e be addressed o	
each learning outcome						dovo	loped?	
		strate knowl anslating tex	-	apply the skill			e is a tendency t	or

Topic: Vowels (distribution and sequences)	Sub topic	Stage/time	Teaching and learning to achieve depending on delivery mode sel collaborative group work or inde	ected. Teacher led,
			Teacher Activity	Student Activity
		Introduction: 15 mins	 Face-to-face Tutor/lecturer uses probing question to review what was learnt in the last lesson Tutor/lecturer bases on the student teachers previous knowledge to introduce the topic for the day. (PDP Theme 2:35) 	 Face-to- face/Independent study Student teachers review their previous knowledge and respond to the question by the tutor/lecturer.
	Theories of translation	Stage 1: 90mins	 Group discussion and presentation Tutor/lecturer groups students and ask each group to share their research findings on translation theories. (PDP Theme 4:25) Tutor clarifies issues on the theories presented and explains them clearly. Tutor/lecturer guides student teachers to understand two of the theories. (PDP Theme 4:79) Tutor gives a very short text of about five lines to be practiced using the theory. Tutor listens to some samples of the translation and discusses the application of the theory to the text translated. 	 Group discussion and presentation Student teachers in their respective groups share their findings from the research on translation theories in class. (PDP Theme 4: 79). Each group makes oral presentation in class and tutor clarifies the presentation for a better understanding. (PDP Theme 4: 79) Student teachers do the exercise of translating the text. Student teachers read the text and listens to the explanation of the application of the theory to their translated text.
	Types of translation and Skills used in translation	Stage 2: 60mins	 Individual enquiry and class discussion Tutor/lecturer asks student teachers to search online the types of translation for class discussion. (PDP Theme 2: 35). Tutor/lecturer leads the class discussion on types of translation and give sample sentences to illustrate. Tutor answers questions asked by 	 Individual enquiry and class discussion Student teachers search for types of translation for class discussion. (PDP Theme 3: 69). Student teachers share their findings on the types of translation in the class discussion and asks questions for clarification.
			 student teachers. Tutor guides student teachers to understand the skills needed in 	 Student teachers apply the skills in translating few sentences.

	Closure/Conc lusion	Stage 3: 15mins	 translation and gives few sentences to be translated. Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35). Tutor asks student teachers to observe how teachers apply their translation skills in teaching upper primary learners and note in their reflective journal. Tutor asks student teachers to read on the processes in translation for the next lesson. 	 Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35). Student will observe during school visit skills used in teaching upper primary learners by teachers and put down their findings in a reflective journal. Student teachers do research on the processes in translation for the next lesson 		
Lesson assessments –	Summary of Assessment Method: Assessment for and as learning					
evaluation of learning: of, for and as learning within the	1 group present		nication, team work/collaboratior	o opquiny skills digital		
lesson (linked to learning	literacy)	eteu are commu		i, enquily skills, ulgital		
outcomes)	incrucy)					
		-	Course learning outcomes 4, 5, and	d 6		
Teaching Learning Resources	PowerPoint					
	Project		Laudaus Davidadas			
Required Text (core)	Baker, M. (2005)). In other words.	. London: Routledge.			
Additional Reading List	Bell, R. T. (1991). <i>Translation and Translating</i> . London: Longman Group Ltd.					
			Translation Studies. London: Routle			
CPD Needs	Workshop on a	cauiring skills for	r translation to teach upper prima	rv learners		

Year of B.Ed. 4	Semester	2	Place of	f lesson in sei	mester	1	2 3 4 5 6 7	8910	11 12
Title of Lesson	Processes in	translatio	n				Lesso		3
Lesson description							translation. S		teachers
Previous student teacher	The student f							-	
knowledge, prior learning									
(assumed)									
Possible barriers to	Student teac	hers may r	not know t	he detail step	s involved	in trans	lating a text in	ito any	language.
learning in the lesson									
Lesson Delivery – chosen to			/ork-Base	d Seminars		endent	e-learning		acticum
support students in	to-face Act	tivity Le	earning		Study		opportuniti	es	
achieving the outcomes	Frank frank								
Lesson Delivery – main	Face-to-face:								
mode of delivery chosen to support student teachers in	Independent Seminars: gr								
achieving the learning	e-learning or					•			
outcomes.	Practical Act	-			bC				
		,.							
• Purpose for the lesson,									
what you want the									
students to achieve,									
serves as basis for the									
learning outcomes. An									
expanded version of									
the description.									
Write in full aspects of									
the NTS addressed	Learning Out		Loomin	aludicatore	Idontifu	ubiob or			wa and
• Learning Outcome for the lesson, picked and	Learning Out	comes	Learnin	g Indicators	-		oss cutting is: s, inclusivity,		
developed from the							sity. How will		
course specification					addresse			linese	
Learning indicators for	1. demonstra	ate	apply th	ne skills in			ncy that the tu	tor/lec	turer might
each learning outcome	knowledge	and skills		ing a given			ing text from		-
_	in translati	ng texts	text fro	m English			ish. This can b		
	in a Ghana	ian	to Ghan	iaian	giving tex	kt in bot	h English and	Ghanai	an
	language. (languag	e or vice		-	iping the stud		
	13), (NTECI	F 3: 20).	versa.		-		d abilities sho		
							argeted includ king, collabora		
							skills, digital l		
<u> </u>	Sub topic	Stage	/time	Teaching an			eve learning o		
	our topic	Jugo	,	•		·	selected. Teac		
							ndependent s		,
				Teacher Act	ivity		Student Acti	/ity	
		Intro	duction:	Tutor/le	ecturer ask	(S	 Student t 	eacher	S
		20 mi	ins		teachers t		summaris	e what	was learnt
					rise what w		in the pre	vious l	esson.
					n the previ	ous			
				lesson.					
				Tutor/le					
					ces the top				
				for the 2:35)	day (PD Th	leme			
	1	2:35)							

Processes in translationStage 1: SolutionCollaborative enquiry and groups to share their research on the steps in translation with the class.Collaborative enquiry and groups to share their research on the step in the class on the research the class.Student teachers in groups to share their research on the step in watch the video clip on You to be.TextTutor leds a class discussion to compare their findings and the presentation to update the knowledge in the presentation to update the steps in translation.Stage 2: Student teachers now compare their findings and the steps int translation.TextStage 2: translation practiceStage 2: Student teachers and translation of the text given in stage 1. translated to the class for discussion (PDP Theme 4: 73)TextStage 2: translation practiceClass discussion steps were used by them their findings in ther reflective journal as part of the steps and clarifies any quest steps and clarifies any quest steps and clarifies any quest steps and clarifies any quest step and clarifies any quest steps		Charles C	Callaba and the state	Callahanating as the
Total function • Tutor/flecturer asks student teachers in groups to share their research on the steps in translation with the class. • Student teachers is worth the research in findings. Student teachers is worth the video clip on YouTube. • Tutor foes a powerpoint is they in translation for student teachers is tesps involved in translation for student to listen. • Student teachers is steps in YouTube. • Tutor foes a powerpoint is they intervention to its object. • Student teachers is tesps in YouTube. • Tutor fleeds a class discussion to compare their findings in the research with the presentation on presentation stadent; text. • Student teachers practice in class applying the steps in translating text. Text Stage 2: Class discussion to compare their findings in the steps in translation of the text, given in stage 1. • Student teachers practice in class student teachers is the class. for discussion (CPD Theme 4: 79) • Student teachers share their findings in their given in stage 1. • Student teachers share their findings in their school visit the class and clarifies any question and clarifies any duestion is groups in the language of study to be itsender teachers and the language of study to be itsender teachers and the language of study to be itsender teachers and the language of study to be itsender teachers and the language of study to be itsender teachers and the language of study to be itsender teachers and the language of study to be itsender teachers and teachers in groups in the language of study to be lass student tea	Processes in	Stage 1:	Collaborative enquiry and	Collaborative enquiry and
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Which cross cutting issues	Digital literacy
will be addressed or	Cultural diversity and inclusion
developed and how	
Lesson assessments –	
evaluation of learning: of,	Summary of Assessment Method: Assessment for and as learning
for and as learning within	Report the observations about teachers apply their translation knowledge to teach upper
the lesson (linked to	primary learners in school during their school visit/ internship in reflective journal
learning outcomes)	(Core skills targeted are communication, team work/collaboration, enquiry skills, digital litera
	Assesses Learning Outcomes: Course learning outcomes 1
Teaching Learning	PowerPoint
Resources	Projector
	Video clip/ YouTube videos
Required Text (core)	Baker, M. (2005). In other words. London: Routledge.
Additional Reading List	
	Bell, R. T. (1991). Translation and Translating. London: Longman Group Ltd.
	Munday, J. (2001). Introducing Translation Studies. London: Routledge.
CPD Needs	Seminar on the steps involved in translating text

Year of B.Ed. 4	Semester	2	Place of l	esson in seme	ester 1	2 3 4 5	6789	10 11 12
Title of Lesson	Kinds of tra						Lesson Duratio	on
Lesson description	modified li teachers to	teral transl apply the	ation, undu	ly free verse in translating	kinds of transla s idiomatic mea ; materials read	ning. This	will ena	ble student
Previous student teacher knowledge, prior learning (assumed)					tion in the prev		1.	
Possible barriers to learning in the lesson					pply a kind of tr a text during the		nip.	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Learning	Seminars and answer.	Independent Study	e-learni opportu	-	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independe	nt study: ir group prese	ndividual an	and answer. d collaborativ scussion and i				
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 								
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning O	utcomes		Learning In	dicators	issues- skills, i addres	core and nclusivit sing dive ese be ac	cross cutting transferable y, equity and ersity. How Idressed or
	skills in tra	trate knowle nslating tex anguage. (N F 3: 20).	ts in a	apply the s translating a from Englisl language or •	a given text h to Ghanaian	not hav more to discuss translat with by researc and int learner • Cc int cri co ob er	ve enoug ranslatio ed the k tion. This v doing so th before eracting rs before ore skills clude co itical thir illaboratio servatio	inds of s can be deals ome online the lesson with some the lesson. targeted mmunication sking, on,

Topic: Kinds of translation	Sub topic	Stage/time	Teaching and learning to ach depending on delivery mode collaborative group work or	selected. Teacher led,
			Teacher Activity	Student Activity
		Introduction: 15 mins	 Tutor/lecturer ask student teachers to summarise the previous lesson and asks question to test the understanding. Tutor/lecturer introduces the topic for the lesson. (PDP Theme 2:35) 	 Student teachers summarise the previous lesson and respond to the questions asked by the tutor/lecturer.
	Kinds of translation (literal translation).	Stage 1: 90mins	 Group discussion and presentation Tutor shows a clip on someone translating a speech for students to watch for a discussion. Tutor/lecturer based on the clip watched and ask student teachers in the groups to tell which kind of translation was employed from the video after the research and explained the kind identified. (PDP Theme 4:25) Tutor/lecturer leads a class discussion to explain literal translation and modified literal translation after listening to the student teachers views. (PDP Theme 4:79) Tutor gives a short text to be translated in groups in relation to the kind of translation identified and share 	 Student teachers watch the clip for a class discussion. Student teachers in groups share the kind of translation they find in the video after the research before the class and explain the kind identified. Student teachers participates in the class discussion and corrects the concept of literal and modified translation. (PDP Theme 4: 79). Each group makes oral presentation in class after translating the given text. (PDP Theme 4: 79)
	Unduly free	Stage 2:	with the class. Individual enquiry and	Individual enquiry and class
	verses idiomatic meaning translations.	60mins	 class discussion Tutor/lecturer asks student teachers to share with the class the research on unduly free verse idiomatic meaning based translation(PDP Theme 2: 35). 	 discussion Student teachers share their finding on this kind of translation from the research done with the class. Student teachers asks questions to clarify the understanding on idiomatic translation

Which cross cutting issues will be addressed or developed and how Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning		diversity and inc ssment Method: submitted	Assessment for and as learning	-
	School visit		 Tutor/lecturer listens to the research finding and clarifies the kind of translation. Tutor gives some few sentences to be translated from English into the Ghanaian language of study. Tutor selects some of the given sentences to be read in class to illustrate the kind of translation under discussion. Put down in their report 	 and meaning based translation through questions. (PDP Theme 3: 69). Student teachers translate the given sentences and samples read in class.

Year of B.Ed. 4	Semest	er 2	Place o	of le	sson in semes	ter	1 2	2 3 4 5 6 7 8 9 1	.0 11 12	
Title of Lesson	Translatio	on of differen	t text/ ma	iteri	als (Practice 1	.)		Lesson Duration	3	
Lesson description	simple tex		h to Ghan					theories learnt in t /ersa. This will loo	-	
Previous student teacher knowledge, prior learning (assumed)		nt teachers b		latir	ng sentences					
Possible barriers to learning in the lesson		tudent teachers might not be aware of all the skills in translating . tudent teachers may lack some vocabulary for the translation								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-	Practical Activity	Work- Based Learnin		Seminars		endent	e-learning opportunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of	Independ	group prese	n, questior dividual ar	n an nd co	d answer. ollaborative er ssion and refle					
• Write in full aspects of the NTS addressed • Learning Outcome for	Learning	Outcomes		Lea	rning Indicato	rs	Identify	which cross cutti	ng issues-	
the lesson, picked and developed from the course specification • Learning indicators	20011116			core a inclusi divers			core an inclusiv diversit	re and transferable skills, clusivity, equity and addressing rersity. How will these be dressed or developed?		
for each learning outcome	and skills	strate knowle in translating n language. (I CF 3: 20).	dge texts in NTS 2c:	apply the skills in translating a given text from English to Ghanaian language or vice versa			 It is possible the choice of diction for a text may slow the translation. This can be addressed by giving enough time for translation and also giving text before lesson where possible. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 			
Topic: Different text/materials (self)	Sub topic	Stage/	Stage/time		depending on	deliver group w	y mode	eve learning outco selected. Teacher ndependent study Student Activity	led,	
		Introdu mins	uction: 20	_	 Tutor/lect the lesson student te share thei in teachin internship primary. 	urer be by aski eachers r expering durir	ng to ence ng	• Student teac the experient teaching upp and how they the Ghanaiar to the teachi Theme 2:35)	ce in er primary y applied n language	

I			[]
		• Tutor/lecturer dwells on the experience and introduces the topic as practicing some translation. (PDP	• Student teachers gives comments on each experience and prepares for the practice in class.
		Theme 2:35)	
	Stage 1: 90mins	Practicing and class discussion Tutor gives a short sentence to be translated in class. Tutor shows a video doing translation to two group of people considering the on selection of diction /choice of words. Tutor discusses the video with student teachers to consider the reader and discipline of the text to be	 Practicing and class discussion Student teachers translate the sentence individually. (PDP Theme 4: 79). Student teachers watch the video and give their views. Student teachers ask questions on the choice of words used in translation for clarification. Student teachers now compare the sentence
		translated as seen in the video. Tutor then asks student teachers to compare the sentence translated before the video was shown and write their reflections in a journal on the choice of words used	translated and tell if the right choice of words have been used by noting that in the journal for reflection.
	Stage 2: 60mins	 Tutor gives a text on talking about one self which is for upper primary learners to be translated in groups for discussion in class Tutor discusses each group translated text and its appropriateness on the choice of words (PDP Theme 4:79) 	 Group discussion and presentation Each group translates the text for the class discussion. Each group reads the translation for discussion led by the tutor. (PDP Theme 4: 79)
School Vi	sit	 Ask student teachers to share some of the experiences on speeches of teachers and learners speech when they went school visit and put down their observation for discussion. 	 Student teachers share the experiences in the upper primary class teachers and learners speech during school visit and put down their observation for discussion.
Closure/C clusion	Con Stage 3: 10mins	Tutor/lecturer employs discussion technique to recap and close the lesson (PDP Theme 2: 35)Tutor informs student teachers of writing a bilingual book t the end of the course	 Student teacher participates in discussion to summarise the lesson. The student teachers ask for clarifications. (PDP Theme 2:35) Student teachers take note of the project to be submitted at the end of the course

Which cross cutting issues	Digital literacy
will be addressed or	Cultural diversity and inclusion
developed and how	
· ·	
Lesson assessments –	
evaluation of learning: of,	Summary of Assessment Method: Assessment for and as learning
for and as learning within	1 group presentation of translated text for peer assessment
the lesson (linked to	A bilingual book of about 15pages to be submitted at the end of the course
learning outcomes)	(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)
5 /	
	Assesses Learning Outcomes: Course learning outcomes 1
Teaching Learning	PowerPoint
Resources	Projector
Required Text (core)	Baker, M. (2005). In other words. London: Routledge.
Additional Reading List	Bell, R. T. (1991). Translation and Translating. London: Longman Group Ltd.
	Munday, J. (2001). Introducing Translation Studies. London: Routledge.
CPD Needs	Workshop/seminar on translation.

Year of B.Ed. 4	Semester	Semester 2 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12									12
Title of Lesson	Translation	of different t	ext/ n	naterials (P	ractice II)				Lessor Durati		3
Lesson description		introduces st different disc						g paragrap	ohs of t	wo or	
Previous student teacher knowledge, prior learning (assumed)	The student	teachers hav	e not	translated 1	echnical	texts i	n the subj	ect area be	fore.		
Possible barriers to learning in the lesson	Student tead	chers may no			-		-				
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Wor Lear	k-Based ning	Semina		ndepend nt Study	e-learnin opportur	•	Pract	icum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independen Seminars: g	ace-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry. eminars: group presentation, discussion and reflection. ractical Activity:									
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 											
Learning Outcome for the lesson, picked and developed from the course specification	Learning Ou	tcomes	Lear	ning Indica	tors	Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?				iity	
Learning indicators for each learning outcome	1. demonstr knowledge a translating t Ghanaian lai (NTS 2c: 13) 20).	and skills in exts in a nguage. , (NTECF 3:	tran text Gha vice	y the skills slating a giv from Englis naian langu versa	ven sh to lage or	 It is likey that the student teachers may not have all the vocabulary for the text to be translated. This can be solved by reading the translated tex class for class discussion. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digit literacy, 			for be ext in Is		
Topic: Translating different materials (Practice	Sub topic	Stage/tir	ne	dependin	g on deliv	ery n	node selec	earning ou ted. Teach endent stu	er led,	5:	
		20 mins	tion:	 Tutor/lecturer puts som few words on the board (words used in the school and home) for student teachers to translate. Tutor/lecturer dwells on student teachers' views introduce the topic for t lesson. (PDP Theme 2:35) 		buts some he board the school thudent he slate. dwells on the rs' views to opic for the		Activit ent tea mpt to words (ne 2:35	chers transl PDP	ate	

	Translation Practice (school)	Stage 1: 60mins	 Individual enquiry Tutor gives a textbook used in upper primary about school to be translated into the language of study by student teachers for oral presentation (read aloud). Tutor discusses the first two paragraphs of the text after listening to oral presentation of the first two paragraphs and corrects the vocabulary chosen. 	 Individual enquiry Student teachers translate the text into the language of study. (PDP Theme 3: 69). Student teachers do oral presentation on the first two paragraphs. Student teachers partake in the discussion and choose the most appropriate words for the translation.
	Discussion of the text	Stage 2: 90mins	 Group discussion and reflection and presentation Based on stage 1, Tutor/lecturer allows student teachers to continue the translation of the whole text about school. (PDP Theme 4:25) Tutor asks some groups to read their translation. Tutor/lecturer leads student teachers on the choice and coherence of translating by referring to the sample presentation of the text. (PDP Theme 4:79) 	 Group discussion and reflection and presentation Student teachers continue to translate the text about school Some groups are asked to read out their translated text . (PDP Theme 4: 79) Each group makes oral presentation in class o. (PDP Theme 4: 79) Student teachers take note of the coherence and choice of words for the text and do some correction here necessary.
	Closure/Con clusion	Stage 3: 10mins	 Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35) Tutor gives a text to be translated for the next lesson. 	 Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35) Student teachers take the text for translation
Which cross cutting issues will be addressed or developed and how	-	l literacy al diversity and	inclusion	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	1 group presen (Core skills targ	itations geted are comm	od: Assessment for and as learning unication, team work/collaboration, o Course learning outcomes 1	enquiry skills, digital literacy)
Teaching Learning	Power			
Resources	Projec		the second at the second se	
Required Text (core)	Baker	, M. (2005). In ot	ther words. London: Routledge.	
Additional Reading List	Bell, R. T. (1992 Munday, J. (20	1). Translation ai 01). Introducing	ppedia of Translation Studies. London nd Translating. London: Longman Gro Translation Studies. London: Routled	oup Ltd. Ige.
CPD Needs	Workshop/sem	ninar on skills in	using knowledge of translation to tea	ach upper primary lerners

Year of B.Ed. 4	Semester	2	Place of le	esson in seme	ster 12	234567	7 891	0 11 :	12
Title of Lesson				ials (Practice			Lessor Durati	ion	3
Lesson description					ate a simple bo history for the u		-		p the
Previous student teacher knowledge, prior learning (assumed)		nt teachers r	nay have som	e knowledge (of some vocabu	laries.			
Possible barriers to learning in the lesson	Some voca	abularies will	not be easily	be accessible	to student tead	hers			
Lesson Delivery – chosen support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Learning	Seminars	Independent Study	e-learnin opportur	-	Pract	ticum
Lesson Delivery – main mode of delivery chosen to support student teachers achieving the learning outcomes.	o Independe in Seminars:	ent study: ir group prese	n, question and	collaborative e ussion and ref					
 Purpose for the lesso what you want the students to achieve, serves as basis for the learning outcomes. A expanded version of the description. Write in full aspects of the NTS addressed 	1								
 Learning Outcome fo the lesson, picked and developed from the course specification Learning indicators for each learning outcom 	r	Dutcomes	Lea	rning Indicato	ors	Identify w issues-cor skills, inclu addressin will these developed	re and to usivity, g divers be add	ransfe equity sity. Ho	rable / and ow
	 demons and skill texts in languag (NTECF demons and skill Ghanaia 1a, f: 12 (NTS 3a) 	strate knowle ls in teaching an language.), (NTS 2c, d , e, f, g, i, j: 1 13), (NTECF	ng 3), 2.1 edge g using (NTS : 13), 4).	teach transl to employ st	given text to Ghanaian vice versa knowledge to ation. rategies that lual diversity	It is likely teachers r vocabular for upper Discussior after givin of the less Core inclue critic collal obset	that stu may not ies for H primary n of text ng them	have listory learn transl out ah rgetec munica ing, n, and er	ers. lated nead d ation, nquiry

Topic:	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/lecturer asks student teachers to summarise what they have learnt so far in the translation Tutor/lecturer dwells on the student teachers' views to review skills needed translation for the lesson. (PDP Theme 2:35) 	 Student teachers summarise what they have learnt so far in the translation course (PDP Theme 2:35) 			
		Stage 1: 90mins	Tutor asks the groups to read out their translated text on history for a group discussion. Tutor leads the discussion after listening to the group discussion on the choice of words grammar such as tense Tutor asks student teachers to write the text for submission in the class.	 Student teachers read out the text on history for a group discussion. (PDP Theme 3: 69). Student teachers read out the translated text and partake in the discussion. 			
			 Class discussion and presentation Tutor/lecturer groups and assigns each group a part(two paragraphs each) of a long text which has upper primary vocabularies to translate in class . Tutor/lecturer guides the class to peer review each other's work. (PDP Theme 4: 79) 	 Class Discussion and presentation Each group does its assigned paragraph of the long text Each group makes oral presentation in class for peer review. The student teachers peer review each presentation in class (PDP Theme 4: 79) 			
	Closure/Con clusion	Stage 3: 10mins	 Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35) Tutor ask student teachers to submit the whole text as after the class 	 Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35) Student will submit the whole text after the lesson 			
Which cross cutting issues		l literacy					
will be addressed or developed and how	Cultur	al diversity and i	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 review by student teachers (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 12						
Teaching Learning	Power	rPoint					
Resources Required Text (core)	Projec Baker, M. (200		ls. London: Routledge.				
Additional Reading List	Bell, R. T. (1991). <i>Translation and Translating</i> . London: Longman Group Ltd. Munday, J. (2001). <i>Introducing Translation Studies</i> . London: Routledge.						
CPD Needs			s of getting skills in translation	<u> </u>			

Year of B.Ed. 4 Se	emester	2	Place of lesson in semester		123	1 2 3 4 5 6 7 8 9 10 1	
Title of Lesson Lesson description	Translation of different text/ materials (Practice IV) Lesson Duration This lesson continues with translating text about numeracy or a book on numeracy for					-	
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	upper primary learners The student teachers have might have heard some vocabulary on Numeracy. The student teacher may not have taught numeracy in the Ghanaian Language before to upper primary learners and may lack vocabulary for teaching numeracy. Face-to-face Practical Activity Work-Based Learning Independent Study e-learning opportunities Practicum Face-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection. Practical Activity: practising written text						
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning India	issu skil add the	ntify which cross les-core and tran ls, inclusivity, eq lressing diversity se be addressed eloped?	sferable uity and . How will
	 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). demonstrate knowledge and skills in teaching using Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14). (NTS 2f:13), (NTECF 4: 42), (IEP 5: 		 apply the translatin given text English to Ghanaian language versa 2.1. apply the knowledg teach tran 2.2. to employ strategies show indi diversity of learners a considered 	g a may t from lear or vice ahe ir e to nslation. / t that vidual of the ire	 may not have vocabularies for numeracy used for upper pri learners. Discussion of text translated after giving them ahead of the lesson. Core skills targeted inclu communication, critical thinking, collaboration, 		

Topic: Selecting, designing and using TLMs for the teaching and learning the sound system of a	Sub topic	Stage/time	Teaching and learning to achie depending on delivery mode collaborative group work or in	selected. Teacher led,		
Ghanaian Language			Teacher Activity	Student Activity		
		Introduction: 30 mins	 Tutor/lecturer uses probing question to ask student teachers to share their experiences during school visit on the teaching of numeracy to upper primary learners. Tutor/lecturer then listens to the experiences from the student teachers and ask them to give their reflection on them before introducing the lesson characteristics of a good TLM. (PDP Theme 2:35) 	 Student teachers share their experience on the teaching of numeracy to upper primary learners during the internship. findings during the school visit Student teachers share their views on the teaching of numeracy and give their reflections on them. (PDP Theme 2:35) 		
		Stage 2: 70mins	Group discussion and	Group discussion and		
			 practice Tutor/lecturer gives a text with numeracy vocabularies used for upper primary o be translated in groups as each group is assigned with about two paragraphs to translate. Tutor asks student teachers to read out their assigned paragraphs for class discussion after 30min of doing the exercise. Tutor the guides student teachers to write out some vocabularies and phrases on numeracy used in upper primary classroom. 	 practice Student teachers translate the assigned paragraphs of the text about numeracy. Student teachers read out their assigned paragraphs and partake in the class discussion. (PDP Theme 4: 79) Student teachers note down some of the phrases and vocabularies used in upper primary classroom. 		
	Individual	Stage 3: 70mins	Demonstration and group	Demonstration and		
	translation		discussion	group discussion		
	practise		 Tutor gives a text full of vocabularies used in teaching upper primary as a test for submission after an hour to be done individually. 	 Each student teacher does the test and submits it after an hour. (PDP Theme 4: 79) 		
	Closure/Co nclusion	Stage 5: 10mins	 Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35) Tutor asks student teachers to read on oral interpretation and 	 Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35) Student teachers prepare to read on 		

			translation for the next lesson and do a powerpoint presentation	oral interpretation and prepare slides for presentation in groups.			
Which cross cutting issues will	Digital literacy						
be addressed or developed and how	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 Submission of translated text after the lesson (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 1, 2						
Teaching Learning Resources	PowerPoint						
	Projector						
Required Text (core)	Munday, J. (2001). Introducing Translation Studies. London: Routledge.						
Additional Reading List	Baker, M. (2005). In other words. London: Routledge.						
	Baker, M. (Ed.). (1998). Encyclopedia of Translation Studies. London: Routledge.						
	Bell, R. T. (1991). Translation and Translating. London: Longman Group Ltd						
CPD Needs	Workshop/seminar on skills in oral interpretation						

Year of B.Ed. 4 Se	emester 2 Place of lesson in semester				1 2 3 4 5 6 7 8 9 10 11 12			
Title of Lesson	Oral Interpretation				Lesson 3 Duration			
Lesson description	This lesson introduces student teachers to what oral translation is and the difference between translation. This will help student teachers to translate information to aid in teaching upper primary learners.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers may have witnessed instant oral interpretation							
Possible barriers to learning in the lesson	Student teachers m	-	•		1	Duration		
Lesson Delivery – chosen to support students in achieving the outcomes	Face Practical -to- Activity face	Work-Based Learning	Seminars	Independen t 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, question and answer.Independent study: individual and collaborative enquiry.Seminars: group presentation, discussion and reflection.Practical Activity:							
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 								
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learni	ng 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 sk translating texts in Ghanaian languag (NTS 2c: 13), (NTE 20). demonstrate knowledge and sk teaching using Gh language. (NTS 1a 12), (NTS 2c, d: 13 (NTS 3a, e, f, g, i, j (NTS 2f:13), (NTEC 42), (IEP 5: 11). 	ills in tr na fr e. la CF 3: 2.1. a 2.2. tc ills in s anaian o , f: c), : 14).	oply the skills anslating a gi om English to nguage or vio pply their kn each translati employ strat how individua f the learners onsidered	in ven text o Ghanaian ee versa owledge to on. tegies that al diversity	It is possible that teachers do not k difference betwe translated text ar interpretation. Th direct teachers to video clips on You some ideas. • Core skills ta include com critical think collaboratio	now the en written nd oral he tutor can b watch uTube to get rrgeted munication, ing, n, and enquiry		

5	Sub topic	Stage/time	Teaching and learning to achiev depending on delivery mode se collaborative group work or ind	lected. Teacher led, lependent study
			Teacher Activity	Student Activity
		Introduction: 10 mins	 Tutor/lecturer asks student teachers to summarise what have been learnt in the past lessons. Tutor/lecturer then introduces the topic (PDP Theme 2:35) 	 Student teachers summarise what have been learnt in the previous lessons.
		Stage 1: 60mins	 Class discussion Tutor/lecturer asks student teachers to do powerpoint presentation assigned after the last lesson. (PDP Theme 3: 69) Tutor discusses the presentation and guides student teacher to understand what oral interpretation entails. 	 Class discussion Student teachers do powerpresentaion in groups on the research done before the lesson. (PDP Theme 3: 69). Student teachers partake in the discussion and asks questions to clarify what oral interpretation entails.
-		Stage 2:	-	
		Stage 2: 50mins	 Group discussion and practice Tutor/lecturer shows a PowerPoint presentation on some theories used in oral translation and some differences between translation written and oral interpretation. Tutor asks student teacher to tell their views on the presentation Tutor guides student teachers to understand some theories in oral interpretation and the differences between translated text and oral interpretation through discussion. 	 Group discussion and practice Student teachers attentively listen to the powerpoint presentation and they note down their observations from the presentation. Student teachers share their observation and views from the presentation. (PDP Theme 3: 69). Student teachers take part in the discussion to get an understanding of some theories in oral interpretation and the differences (PDP Theme 4: 79)
i i	Factors to consider in oral interpret ation	Stage 2: 50mins	 Group presentation Tutor/lecturer asks student teachers to search online some factors needed to be considered in oral interpretation Tutor listens to the findings of student teachers. Tutor guides student teachers to understand the factors considered in oral interpretation and demonstrates with simple sentences. (PDP Theme 4:79) 	 Group presentation Student teachers search online factors to be considered in oral interpretation. Student teachers share the findings with the class Student teachers ask questions to understand the factors needed to be considered in oral interpretation and listens to the demonstration by the teacher. (PDP Theme 4: 79)

Which cross cutting issues will	Closure/C onclusion	Stage 3: 10mins gital literacy	 Tutor/lecturer asks student teachers to summarise what was learnt to close the lesson (PDP Theme 2: 35) Tutor informs student teachers that the next lesson is practical so they can attempt interpreting utterances on their own before the lesson. 	 Student teachers summarise what was learnt. (PDP Theme 2:35) Student teachers notes down the information about attempting to practise before the lesson. 				
be addressed or developed and how	• Cu	Cultural diversity and inclusion						
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	1 group pre (Core skills literacy)	Summary of Assessment Method: Assessment for and as learning 1 group presentation for peer assessment (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 1, 2						
Teaching Learning Resources	PowerPoint Projector							
Required Text (core)	Munday, J. (2001). Introducing Translation Studies. London: Routledge.							
Additional Reading List	Baker, M. (E	Baker, M. (2005). <i>In other words</i> . London: Routledge. Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i> . London: Routledge. Bell, R. T. (1991). <i>Translation and Translating</i> . London: Longman Group Ltd.						
CPD Needs	Workshop/	seminar on how	to apply oral interpretation in tea	ching upper primary learners.				

LESSON 10

Year of B.Ed. 4 Se	mester 2	Place of less	on in semeste	12	2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Oral Interpretation	on Practical I				Lesson Duration	3
Lesson description	This lesson intro interpretation in					ls of doing	instant
Previous student teacher	The student tead					rpretation	before.
knowledge, prior learning (assumed)		U					
Possible barriers to learning in the lesson	The student may	not have done i	nstant interpre	tation before.			
Points on inclusivity, equity and addressing diversity							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face Activity	ity Based Learning	Seminars	Independen Study		orning ortunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: dis Independent stu Seminars: group Practical Activity	dy: individual ar	nd collaborative				
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcon	nes	Learning Indi	iss ski ad the	ues-core Ils, inclu dressing	hich cross of and trans sivity, equ diversity. ddressed o ?	ferable ity and How will
	in a Ghanaian (NTS 2c: 13), (2. demonstrate and skills in te Ghanaian lan f: 12), (NTS 2c 3a, e, f, g, i, j:	Anslating texts language. (NTECF 3: 20). knowledge eaching using guage. (NTS 1a, c, d: 13), (NTS	 apply the in transla given tex English to Ghanaian language versa 2.1. apply the knowledg teach tran 2.2. to emplo strategies show indi diversity of learners a considered 	ating a ma t from int o res o or vice les e to nslation. y t that vidual of the ire	iy not ha erpretat solved by achers pr son Core s comm thinkin observ	hat studen ave tried in ion before y letting stu ractise ahe skills target skills target nunication, ng, collabo vation and digital liter	stant . This can be udent ad of the ed include critical ration, enquiry

Oral interpretation	Sub topic	Stage/time	Teaching and learning to a depending on delivery mo collaborative group work o Teacher Activity	de selected. Teacher led,
		Introduction: 20	Tutor/lecturer uses	Student teachers reflect
		mins	 probing question to ask student teachers to reflect on what was learnt in the last lesson and their personal experiences during the school visit and share with the class. Tutor asks student teachers to write down their reflections in the reflective journal after sharing the experiences with the class. (PDP Theme 2:35) 	 on the last lesson and their personal experiences during the school visit and they share them in class. (PDP Theme 2:35) Student teachers note down their reflections in their journal after sharing the experiences with the class.
	Oral	Stage 1:	Class discussion	Class discussion
	interpretati on practice	150mins	 Tutor/lecturer shows a video of a teacher teaching upper primary learners for each student to translate two sentences of the utterances of what said in the video. Tutor then listens to the each student translating checking on the grammar. (PDP Theme 3: 69) 	 Student teachers watch the video carefully and begin to translate as called by the tutor to the class. Student teachers practise what was in the video and notes down the comments on grammar(PDP Theme 3: 69)
	Closure/Con	Stage 2: 10mins		
	clusion		 Tutor/lecturer ends the lessons by asking student teachers to share their observation from the practicals and answers questions answer technique to close the lesson (PDP Theme 2: 35) Student gives some more videos on teaching in upper primary classroom for student teachers to practice before 	 Student teachers shares the views on the practicals and asks questions for clarifications. (PDP Theme 2:35) Student teachers takes the video to practice ahead of class.

Which cross cutting issues will be addressed or developed and how	Digital literacyCultural diversity and inclusion
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning 1 report on observation from school visit in the reflective journal. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)
	Assesses Learning Outcomes: Course learning outcomes 1,2
Teaching Learning Resources	PowerPointProjector
Required Text (core)	Baker, M. (2005). In other words. London: Routledge.
Additional Reading List	Baker, M. (2005). <i>In other words</i> . London: Routledge. Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i> . London: Routledge.
CPD needs	Seminar on applying oral interpretation in upper primary classroom

LESSON 11

Year of B.Ed. 4 Sem	ester 2	Place of less	on in semeste	12	3456	78910	11	12
Title of Lesson	Oral Interpreta	tion Practice II				Lesson Duration		3
Lesson description	This lesson con teaching upper	tinues to equip primary learner			vocabula	aries to use	e in	
Previous student teacher knowledge, prior learning (assumed)	The student tea				on in scho	ool before.		
Possible barriers to learning in the lesson Points on inclusivity, equity and	The student ma do instant inter		ne vocabulary f	or the subject	ts taught	in upper p	orimar	y to
addressing diversity Lesson Delivery – chosen to support students in achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face- to- face Practical Activity Work- Based Learning Seminars Study Independent Study e-learning opportunities Face-to-face: discussion, question and answer. Independent study: individual and collaborative enquiry. seminars: group presentation, discussion and reflection. Practical Activity: Version of the second study of th						Prac	ticum
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 								
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outco	mes	Learning Indi	iss ski ad th	ues-core ills, inclu dressing	nich cross o and trans sivity, equ diversity. ddressed o ?	ferab ity an How	le d
		ranslating maian 'S 2c: 13), knowledge eaching on & summary anguage. (NTS S 2c, d: 13), g, i, j: 14).	 apply the in translation given text English to Ghanaian language versa. 2.1. apply the knowledg teach translation translation diversity of learners a considered for the strategies show indication of the strategies show inditex strategies show indication of the strategies show indicatio	ating a ma at from int o cu n pro- e or vice be e or vice be e or vice or e tr se to nslation. y s that vidual of the are	ay still ha cerpretat rbed by a actise and fore and Core s comm thinkin observ	hat studen ave difficult ion. These asking them ong thema after lesso kills target nunication, ng, collabo vation and digital liter	ty doir can b n to selves ons. ced inc critica ration enqui	ng oral e clude al

Oral interpretation Practice	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/lecturer uses probing question to ask student teachers to reflect on their personal experiences in the last lesson and share with the class and note down in the reflective journal. (PDP Theme 2:35) 	 Student teachers reflect on their personal experiences in previous lesson and they share them in class and write them in the reflective journal.(PDP Theme 2:35) 			
		Stage 1:	Class discussion	Class discussion			
		140mins	 Tutor/lecturer shows a video of teacher teaching in upper primary class in all the subjects learnt for each student to translate two utterances each to the hearing of the class. Tutor calls students teachers individually(PDP Theme 3: 69) 	 Each student teacher interprets two sentences each from the video orally to the hearing of the class. (PDP Theme 3: 69) 			
	School Visit		 Ask student teachers write down in the journal their reflections during the internship some vocabularies used when teaching upper primary learners and their appropriateness. 	 Student teachers write down in the journal the reflection on the choice of vocabularies used during the internship. 			
	Closure/Conc lusion	20mins	 Tutor/lecturer closes the lesson by discussing briefly the choice of vocabulary used by some student teachers. (PDP Theme 2: 35) Tutor informs student teachers the practical activity continues in the net lesson so they should continue to practice after the lesson. 	 Student teachers take notice of the vocabulary choice. (PDP Theme 2:35) Student teachers will practice as told by the tutor. 			
Which cross cutting issues will be addressed or developed and how	-	literacy al diversity and in	clusion				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	1 report on obs	ervation from sch	d: Assessment for and as lea nool visit in the reflective jour nication, team work/collabora	nal.			

	Assesses Learning Outcomes: Course learning outcomes 1,2
Teaching Learning Resources	PowerPoint
	Projector
Required Text (core)	Baker, M. (2005). In other words. London: Routledge
Additional Reading List	Baker, M. (Ed.). (1998). Encyclopedia of Translation Studies. London: Routledge.
	Bell, R. T. (1991). Translation and Translating. London: Longman Group Ltd.
	Munday, J. (2001). Introducing Translation Studies. London: Routledge.
CPD Needs	Seminar on the choice of vocabulary in oral interpretation

LESSON 12

Year of B.Ed. 4	Semester	2	Place of lesson in semester 1234			23456	578910	11 12
Title of Lesson	Oral Interp	pretation an	d translatio	n Practice III			Lesson Duration	3
Lesson description		n introduces erpretation		chers to under	stand the di	ifferences	in written t	ranslation
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	The stude	nt teachers	have transla	ted text before		or oral for	m.	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Learning	Seminars			earning portunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independe	ent study: i	ndividual an	and answer. d collaborative scussion and re				
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 								
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning C	Dutcomes		Learning Indi	i s i	issues-coi skills, incl addressin	vhich cross of re and trans usivity, equ g diversity. addressed of d?	ferable ity and How will
	skills in t Ghanaia 13), (NTI 2. demons skills in t compret Ghanaia 12), (NTI f, g, i, j: 1	strate knowl translating t n language. ECF 3: 20). strate knowl teaching hension & su n language. S 2c, d: 13), 14). (NTS 2f: 4: 42), (IEP 5	exts in a (NTS 2c: edge and ummary of (NTS 1a, f: (NTS 3a, e, 13),	 apply the translating given texe English t Ghanaian language versa. 2.1. apply the knowledg teach tra 2.2. to emple strategie show ind diversity learners considered 	e skills in fing a stat from a	There is the student te aware of the before tra- . Tutor ca some inte from befor two week • Core com think obse	he possibilit eachers may factors to co anslating or n give stude ernet source ore this lesso	y not be onsider interpreting ent teachers s to read on possibly red include critical ration, enquiry

Su	ıb 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 to summarise the discussion on choice of vocabulary in interpretation from the previous lesson. Tutor/lecturer then gives clarification (PDP Theme 2:35) 	 Student teachers summarise the key points from the discussion in the previous lesson. Student teachers listen to clarification (PDP Theme 2:35) 		
		Stage 1: 60mins	 Class discussion Tutor/lecturer continues with the individual interpretation orally to the class for student teachers who have not taken their turns by showing the video. (PDP Theme 3: 69) 	 Class discussion Student teachers who have not taken their turns listens to the utterance in the video and translate two utterances each to the hearing of the class. (PDP Theme 3: 69). 		
		Stage 2: 60mins	 Group discussion and practice Tutor/lecturer gives about two paragraph of a text to be interpret oralyl by student teachers to the hearing of the class in bits. Tutor then ask student teachers to translate the text in mixed ability groups by writing them down. Tutor/lecturer then ask student teachers to share their views after each group reads out the translated text written and what was said orally before the translation. (PDP Theme 4:25, 79) 	 Group discussion and practice Student teachers interpret the two paragraphs in bit orally to the hearing of the class. Student teachers translates the text in groups. Student teachers actively share their views after hearing the translated text and comparing it to the ral interpretation done on the same text during the lesson. (PDP Theme 4: 79) 		
int tra tea	oplying oral terpretation and anslation in the aching of upper imary lesson	Stage 3: 40mins	 Demonstration and group discussion Tutor leads a discussion on the application of things learnt in the course to teaching 	 Demonstration and group discussion Student teachers actively participate in the discussion. (PDP Theme 4: 79) 		

			•	in the upper primary class. Tutor guides student teachers to clarify issues not clear to them throughout the course by answering questions asked	•	Student teachers ask questions to clarify issues not clear to them during the through questioning.
	Closure/Conclusio n	Stage 4: 10mins	•	Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35)	•	Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35)
Which cross cutting issues will be addressed or developed and how	Digital literaCultural div	acy ersity and inclusio	on			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	to be submitted afte (Core skills targeted literacy)	r the course are communicati	on, te	am work/collaboration		upper primary learners quiry skills, digital
Teaching Learning Resources	Assesses Learning Ou • PowerPoint		lear	ning outcomes 1, 2		
Required Text (core)	• Projector Baker, M. (2005). In	other words I on	lon · I	Poutlodgo		
Additional Reading List	Bell, R. T. (1991). Tra	Inslation and Trai	slati	<i>inslation Studies</i> . Londo ng. London: Longman G <i>Studies</i> . London: Routle	irou	p Ltd.
CPD Needs	Workshop/seminar of	on teaching uppe	r prin	nary learners using Gha	naia	n Language
Course Assessment	Mi Re Or Component 2: Sub Introductio	lected items of st dterm assessmer flective Journal 4 ganisation of the ject Project: (30% n, a clear statem	uden t, -20 0 % portf ove	t work(3 of them-10%)-)% olio -10% (how it is pre rall semester score) f aim and purpose of tl	sent	ed /organised) roject -10%
	project-20%	or main section	-40%		chiev	ve the purpose of the

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

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