

YEAR 4

SEMESTER 2

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.

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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.

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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 Title	TRANSLATION PRACTICE						
Course Code	GLE 412	Course Level: 400	Credit value: 3	Semester: 2			
Pre-requisite	N/A						
Course Delivery Modes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning <input type="checkbox"/>	Seminars <input checked="" type="checkbox"/>	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum <input type="checkbox"/>
Course Description for significant learning (indicate NTS, NTECF, to be addressed)	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).						
Course Learning Outcomes including INDICATORS for each learning outcome.	On successful completion of the course, student teacher will be able to:						
	Learning Outcomes:			Indicators:			
	1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).			apply the skills in translating a given text from English to Ghanaian language or vice versa			
	2. 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: 11).			2.1. apply their knowledge to teaching translation. 2.2. to employ strategies that show individual diversity of the learners are considered			
		1. Concept of translation	1. translation (theories, types, skills)	1. Class brainstorming on the concept of translation.			
		2. Processes in translation	1. Literal versus Modified Literal translation	1.Class discussion on the processes of translation. Student teachers are taken through the step-by-step processes in translation. Student teachers actively participate in the process.			
		3. Kinds of translation	2. Unduly Free versus Idiomatic or Meaning-based translation.	1. Class discussion on the kinds of translation. 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.			
			1. Translating from Ghanaian language to	1.Class do an assignment and compare kinds of translation. The most appropriate kind of			

		<p>4. Translation of different materials</p> <p>5. Oral interpretation</p>	<p>English and vice versa)</p>	<p>translation is discussed taking into consideration the background and diversities of the learners.</p> <p>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.</p> <p>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.</p>
<p>Course Assessment (Educative assessment of, for and as learning)</p>	<p>Component 1: COURSEWORK</p> <p>COMPONENT 1: Subject Portfolio Assessment (30% overall)</p> <ul style="list-style-type: none"> • 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) <p>Notes</p> <p>Selected items of students works include assignments and presentation/practicals(demonstrations)</p> <ol style="list-style-type: none"> 1. Assignment/class presentations: The assignments will assess the problem-solving skills and student teacher's ability to identify and perform assigned tasks in translation. 2. Demonstration: It will involve student teachers' ability to demonstrate enthusiastically their knowledge and skills in using the appropriate kind of translation for a text. 3. 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. 4. Mid semester exams: This will be organised at the end of the 6th week to cover topics on the first six lessons taught in translation . <p>Assesses Learning Outcomes:</p> <ol style="list-style-type: none"> 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 1 and 2. 2. Demonstration: It will assess student teacher's ability to demonstrate enthusiastically their knowledge and skills in interpreting oral texts and translation of texts which addresses CLOs 1 & 2. 3. Reflective journal: It will assess students' ability to organise himself or herself as s/he develops professionally. This will address CLOs 1, 2, 4. Mid semester exams: This will be test knowledge and understanding as well as application of Ghanaian language in teaching upper primary with the translation skills acquired.. CLOs 1, 2 NTS 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 			

	<p>Component 2: Subject Project: (30% overall semester score)</p> <ul style="list-style-type: none"> • • 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% <p>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</p> <p>Assesses Learning Outcomes: 1. Report: (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.</p>
	<p>Component 3: End of semester Examination (40%)</p> <p>Notes: 1. Examination: It will comprise supply tests such as fill-ins and translating of texts and oral interpretation from all the lessons.</p> <p>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.</p>
Instructional Resources	Sound recorder, tactile materials for visual impairment purposes.
Required Text for all Ghanaian Languages:	<p>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.</p>
1. Additional reading list for Ga	<p>Bower, R. A. (Ed.). (1988). <i>On Translation</i>. Massachusetts: Harvard University Press. Crystal, D. (Ed). (1991). <i>Encyclopedia of Language</i>. Cambridge: Cambridge University Press. Duff, A. (1990). <i>Translation</i>. Oxford: Oxford University Press. Frawley, W. (1984). <i>Translation: Literary, Linguistics and philosophical perspectives</i>. London: Associated University Press. Halliday, M. A. K. (1990). <i>Discourse and the Translator</i>. London: Longman. Larson, M.L. (1992). <i>Meaning-Based Translation: A Guide to cross Language Equivalence</i>. Lanham: University Press of America. Nemark, P. (1988). <i>A Textbook of Translation</i>. London: Prentice Hall Regents. Nemark, P. (1981). <i>Approaches to Translation</i>. 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.</p>
2. Additional reading list for Dangme	<p>Bower, R. A. (Ed.). (1988). <i>On Translation</i>. Massachusetts: Harvard University Press. Duff, A. (1990). <i>Translation</i>. Oxford: Oxford University Press. Frawley, W. (1984). <i>Translation: Literary, Linguistics and philosophical perspectives</i>. London: Associated University Press. Halliday, M. A. K. (1990). <i>Discourse and the Translator</i>. London: Longman. Larson, M.L. (1992). <i>Meaning-Based Translation: A Guide to cross Language Equivalence</i>. Lanham: University Press of America.</p>

	<p>Nemark, P. (1988). <i>A Textbook of Translation</i>. London: Prentice Hall Regents.</p> <p>Nemark, P. (1981). <i>Approaches to Translation</i>. Oxford: Pergamon.</p> <p>Papegaaaj, B. & Schubert, K. (1988). <i>Text Coherence in Translation</i>. Dordrecht: Foris.</p> <p>Toury, G. (Ed.). (1987). <i>Translation Across Cultures</i>. New Delhi: Bahri.</p>
3. Additional reading list for Nzema	<p>Bower, R. A. (Ed). (1988). <i>On translation</i>. Massachusetts: Harvard University Press.</p> <p>Crystal, D. (Ed). (1991). <i>Encyclopedia of Language</i>. Cambridge: Cambridge University Press.</p> <p>Duff, A. (1990). <i>Translation</i>. Oxford: Oxford University Press.</p> <p>Frawley, W. (1984). <i>Translation: Literary, Linguistics and philosophical perspectives</i>. London: Associated University Press.</p> <p>Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i>. London: Routledge.</p> <p>Halliday, M.A.K. (1990). <i>Discourse and the Translator</i>. London: Longman.</p> <p>Wilson, R.F. (1980). <i>Writing, Analysis and Application</i>. Boston: Allyn & Bacon.</p>
4. Additional reading list for Fante	<p>Bower, R. A. (Ed). (1988). <i>On translation</i>. Massachusetts: Harvard University Press.</p> <p>Duff, A. (1990). <i>Translation</i>. Oxford: Oxford University Press.</p> <p>Frawley, W. (1984). <i>Translation: Literary, Linguistics and philosophical perspectives</i>. London: Associated University Press.</p> <p>Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i>. London: Routledge.</p> <p>Halliday, M.A.K. (1990). <i>Discourse and the Translator</i>. London: Longman.</p>
5. Additional reading list for Twi	<p>Bower, R. A. (Ed). (1988). <i>On translation</i>. Massachusetts: Harvard University Press.</p> <p>Crystal, D. (Ed). (1991). <i>Encyclopedia of Language</i>. Cambridge: Cambridge University Press.</p> <p>Duff, A. (1990). <i>Translation</i>. Oxford: Oxford University Press.</p> <p>Frawley, W. (1984). <i>Translation: Literary, Linguistics and philosophical perspectives</i>. London: Associated University Press.</p> <p>Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i>. London: Routledge.</p> <p>Halliday, M.A.K. (1990). <i>Discourse and the Translator</i>. London: Longman.</p>
6. Additional reading list for Ewe	<p>Atakpa, F.K. (2003). <i>Gbe2a`u Na E3egbew4lawo</i>: Accra, Wòeli Publishing Services.</p> <p>son, M. L. (1998). <i>Meaning-based Translation: A Guide to cross-language equivalence</i>. New York, University Press of America.</p> <p>anim S. J. (1969). <i>E3egbe ɣuti Nunya Akpa Gb7t4</i>. Ho, E. P. C. Book Depot.</p> <p>Obianim S. J. (1960). <i>E3egbe ɣuti Nunya Akpa Evelia</i>. London, William Clowes and Sons.</p> <p>Sowah, C. W. (2006). <i>Nyadug4mesese: Ada`u Siwo Le E`u</i>. Accra, Salt N Light</p>
7. Additional reading list for Dagaare	<p>Bower, R. A. (1998). <i>On Translation</i>. (Ed). Massachusetts: Harvard University Press.</p> <p>Duff, A. (1990). <i>Translation</i>. Oxford: Oxford Univ. Press.</p> <p>Larson, M.L. (1992). <i>Meaning-Based Translation: A Guide to cross Language Equivalence</i>. Lanham: University Press of America.</p> <p>Newmark, P. (1988). <i>A Textbook of Translation</i>. Oxford: Prentice Hall Regents.</p> <p>Newmark, P. (1981). <i>Approaches to Translation</i>. Oxford: Pergamon.</p> <p>Papegaaaj, B. & Schubert, K. (1988). <i>Text Coherence in Translation</i>. Dordrecht: Foris.</p> <p>Tourey, G. (Ed.). (1987). <i>Translation across Cultures</i>. New Delhi: Bahri.</p> <p>WYCIFF Bible translators. (1977). <i>Notes on Translation</i>. No. 64.</p>
8. Additional reading list for Kasem	<p>Catford, J. C. (1994). <i>Linguistic Theory of Translation</i>. Edinburg University Press.</p> <p>Larson, M. (1998). <i>Meaning-Based Translation</i>. University Press of America</p>
9. Additional reading list for Kusaal	<p>Duff, A. (1990). <i>Translation</i>. Oxford University Press.</p> <p>Frawley, W. (1984). <i>Translation: Literary, Linguistics and philosophical perspectives</i>. London: Associated University Press.</p> <p>Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i>. London: Routledge.</p> <p>Larson, M.L. (1992). <i>Meaning-Based Translation: A Guide to cross Language Equivalence</i>. Lanham: University Press of America.</p> <p>Newmark, P. (1988). <i>A Texbook of Translation</i>. London: Prentice Hall Regents.</p> <p>Papegaaaj, B. & Schbert, K. (1988). <i>Text Coherence in Translation</i>. Dordrecht: Foris.</p> <p>Robinson, D. (2005). <i>Becoming a translator: An introduction to the theory and Practice of translation</i>. London: Routledge.</p>
10. Additional reading list for	<p>Frawley, W. (1984). <i>Translation: Literary, Linguistics and philosophical perspectives</i>. London: Associated University Press.</p>

Gurene	<p>Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i>. London: Routledge</p> <p>Hatim, B. and Mason, I. (1990). <i>Discourse and the Translator</i>. London: Longman Group.</p> <p>Larson, M.L. (1992). <i>Meaning-Based Translation : A Guide to cross Language Equivalence</i>. Lanham: University Press of America.</p> <p>Newmark, P. (1988). <i>A textbook of translation</i>. New Jersey: Prentice Hill</p> <p>Papegaaaj, B. & Schbert, K. (1988). <i>Text Coherence in Translation</i>. Dordrecht: Foris.</p> <p>Robinson, D. (2005). <i>Becoming a translator: An introduction to the theory and Practice of translation</i>. London: Routledge</p> <p>Tury, G. (Ed.). (1987). <i>Translation Across Culture</i>. New Delhi: Bahri.</p>
11. Additional reading list for Gonja	<p>Bower, R.A. (Ed). (1988). <i>On translation</i>. Massachusetts: Harvard University Press.</p> <p>Cadroy, L.A. (2005). <i>Translating and Interpreting</i>. London: Longman</p> <p>Catford, J.C. (2004). <i>A linguistic Theory of Translation</i>. Oxford University Press.</p> <p>Duff, A. (1990). <i>Translation</i>. Oxford: Oxford University Press.</p> <p>Fraklinton, B. (2007). <i>Translations and Philosophy</i>. London: Associated University Press.</p> <p>Garcias, G. & Mason, B. (Eds) (2006). <i>Theory and Practice of Translation</i>. Berne: Peter Lang.</p> <p>Halliday, M.A.K. (1990). <i>Discourse and the Translator</i>. London: Longman.</p> <p>Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i>. London: Routledge</p> <p>Hatim, B. and Mason, I. (1990). <i>Discourse and the Translator</i>. London: Longman Group.</p> <p>Larson, M.L. (1992). <i>Meaning-Based Translation: A Guide to cross Language Equivalence</i>. Lanham: University Press of America.</p> <p>Newlands, J.P. (2008) <i>A Manual of Translation</i>. New Jersey: Prentice Hall.</p> <p>Normanda, C. (2005) <i>The Theory and Practice of Translation</i>. Oxford: Oxford University Press.</p> <p>Papegaaaj, B. & Schbert, K. (1988). <i>Text Coherence in Translation</i>. Dordrecht: Foris.</p> <p>Robinson, D. (2005). <i>Becoming a translator: An introduction to the theory and Practice of translation</i>. London: Routledge</p>
12. Additional reading list for Dagbani	<p>Bower, R.A. (Ed). (1988). <i>On translation</i>. Massachusetts: Harvard University Press.</p> <p>Frawley, W. (1984). <i>Translation: Literary, Linguistics and philosophical perspectives</i>. London: Associated University Press.</p> <p>Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i>. London: Routledge</p> <p>Halliday, M.A.K. (1990). <i>Discourse and the Translator</i>. London: Longman.</p> <p>Larson, M.L. (1992). <i>Meaning-Based Translation: A Guide to cross Language Equivalence</i>. Lanham: University Press of America.</p> <p>Newmark, P. (1988). <i>A Texbook of Translation</i>. London: Prentice Hall Regents.</p> <p>Papegaaaj, B. & Schbert, K. (1988). <i>Text Coherence in Translation</i>. Dordrecht: Foris.</p> <p>Robinson, D. (2005). <i>Becoming a translator: An introduction to the theory and Practice of translation</i>. London: Routledge.</p> <p>Tury, G. (Ed.). (1987). <i>Translation Across Culture</i>. New Delhi: Bahri.</p>

LESSON 1

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	What is translation						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 course learning outcomes and the 3 assessment components of the course.							
Previous student teacher knowledge, prior learning (assumed)	The student teachers may have done a bit of translation at home after listening to some news							
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	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: discussion, question and answer.</p> <p>Independent study: individual and collaborative enquiry.</p> <p>Seminars: group presentation, discussion and reflection.</p> <p>e-learning opportunities: video clips on YouTube, Praat software</p> <p>Practical Activity: practising production of vowels</p>							
<ul style="list-style-type: none"> 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 	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.							
<ul style="list-style-type: none"> 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 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).		apply the skills in translating a given text from English to Ghanaian language or vice versa		<ul style="list-style-type: none"> There is a tendency that the tutor/lecturer might translate more from English into the Ghanaian language and this can be curbed by not overlooking Ghanaian language due to time. Group work can be given ahead of lesson. In grouping the student teachers, gender and mixed abilities should be considered. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 			

Topic: Concept of Translation (theories types and skills)	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	Question and Answer <ul style="list-style-type: none"> 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. <p>(PDP Theme 2:35).</p>
Explanation of translation	Stage 1: 90mins	Class discussion Tutor ask student teachers to brainstorm on the concept of translation and share ideas with their colleagues <ul style="list-style-type: none"> 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. (PDP Theme 4:79) 	Class discussion <ul style="list-style-type: none"> 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 discussion on some theories of translation	Stage 2: 60mins	Class discussion <ul style="list-style-type: none"> 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 teachers to read on 	Class discussion <ul style="list-style-type: none"> 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 	

			theories of translation for the next lessons and types.	Theme 3: 69). <ul style="list-style-type: none"> • Student teachers present their views for class discussion. (PDP Theme 4: 79)
	Closure/C onclusion	Stage 3: 10mins	Question and answer <ul style="list-style-type: none"> • 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 	Question and answer <ul style="list-style-type: none"> • 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 the next lesson.
Which cross cutting issues will be addressed or developed and how	<ul style="list-style-type: none"> • Digital literacy • Cultural diversity and inclusion 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	<p>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</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • PowerPoint • Projector 			
Required Text (core)	Baker, M. (2005). <i>In other words</i> . London: Routledge.			
Additional Reading List	Hatim, B. & Munday, J. (2005). <i>Translation: An advanced resource book</i> . London: Routledge.			
CPD Needs	Seminar on the need of translation for the upper primary teacher			

LESSON 2

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12						
Title of Lesson	Theories in Translation						Lesson Duration	3			
Lesson description	This lesson introduces student teachers to some theories used in translation and also discusses the types of translation and the skills in translation.										
Previous student teacher knowledge, prior learning (assumed)	The student teachers										
Possible barriers to learning in the lesson	Student teachers might not know the theories used in translation. Student teachers may not have the skills in 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				
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: practising production of vowels										
<ul style="list-style-type: none"> 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 											
<ul style="list-style-type: none"> 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 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).			apply the skills in translating a given text from English to Ghanaian language or vice versa		There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers. This can be addressed by making effort to diversify by including examples from other languages. In grouping the student teachers, gender and mixed abilities should be considered. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 					

Topic: Vowels (distribution and sequences)	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: 15 mins	Face-to-face <ul style="list-style-type: none"> 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)
Theories of translation	Stage 1: 90mins	Group discussion and presentation <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 student teachers. Tutor guides student teachers to understand the skills needed in 	Individual enquiry and class discussion <ul style="list-style-type: none"> 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 apply the skills in translating few sentences. 	

			translation and gives few sentences to be translated.	
	Closure/Conclusion	Stage 3: 15mins	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	<p>Summary of Assessment Method: Assessment for and as learning 1 group presentation (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> PowerPoint Projector 			
Required Text (core)	Baker, M. (2005). <i>In other words</i> . 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	Workshop on acquiring skills for translation to teach upper primary learners			

LESSON 3

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Processes in translation				Lesson Duration	3	
Lesson description	This lesson introduces student teachers to the steps involved in translation. Student teachers will go to each step and apply the process to some few sentences for practice.						
Previous student teacher knowledge, prior learning (assumed)	The student teachers have tried some translation in the previous lesson.						
Possible barriers to learning in the lesson	Student teachers may not know the detail steps involved in translating a text into any 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.	<p>Face-to-face: discussion, question and answer.</p> <p>Independent study: individual and collaborative enquiry.</p> <p>Seminars: group presentation, discussion and reflection.</p> <p>e-learning opportunities: video clips on YouTube</p> <p>Practical Activity:</p>						
<ul style="list-style-type: none"> 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 							
<ul style="list-style-type: none"> 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 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).	apply the skills in translating a given text from English to Ghanaian language or vice versa.	There is a tendency that the tutor/lecturer might focus on translating text from Ghanaian language to English. This can be addressed by giving text in both English and Ghanaian language. In grouping the student teachers, gender and mixed abilities should be considered. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy. 				
	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
		Introduction: 20 mins	Teacher Activity		Student Activity		
			<ul style="list-style-type: none"> Tutor/lecturer asks student teachers to summarise what was learnt in the previous lesson. Tutor/lecturer introduces the topic for the day (PD Theme 2:35) 		<ul style="list-style-type: none"> Student teachers summarise what was learnt in the previous lesson. 		

	Processes in translation	Stage 1: 90mins	Collaborative enquiry and group discussion <ul style="list-style-type: none"> • Tutor/lecturer asks student teachers in groups to share their research on the steps in translation with the class. • Tutor does a powerpoint presentation on the steps involved in translation for students to listen. • Tutor leads a class discussion to compare their findings and the presentation to update the knowledge in the processes in translating text. • Tutor gives a text in the language of study to be practice in class applying the steps in translation. 	Collaborative enquiry and group discussion <ul style="list-style-type: none"> • Student teachers in groups do a presentation orally to the class on the research findings. Student teachers watch the video clip on YouTube. • Student teachers listens to the presentation by the Tutor. • Student teachers now compare their findings in the research with the presentation by the tutor and corrects the understanding in the steps involved in translating text. (PDP Theme 4: 79) • Student teachers practice the text by employing the steps discussed in class.
	Text translation practice	Stage 2: 60mins	Class discussion <ul style="list-style-type: none"> • Tutor listens to some few student teachers translations of the text given in stage 1. • Tutor asks student teachers to share briefly how they translated the text using the steps and clarifies any question asked. (PDP Theme 4: 25). 	Class discussion <ul style="list-style-type: none"> • Student teachers read the text translated to the class for discussion. (PDP Theme 3: 69). • Student teachers share briefly the steps used to translate the text and corrects any misconceptions or misunderstanding through question. (PDP Theme 4: 79)
	School visit		Ask student teachers to their during school visit the steps were used by them during their school visit by teachers and write down their findings in their reflective journal as part of their portfolio.	Student teachers write down how they applied some translation skills during their school visit in the last semester and note down their findings in their reflective journal as part of their portfolio.
	Closure/Conclusion	Stage 3: 10mins	<ul style="list-style-type: none"> • Tutor summarises the lesson and close the lesson (PDP Theme 2: 35) • Tutor gives a short text to student teachers in groups in the language of study to be translated for the next lesson. • Student teachers are asked to read on the next topic kinds of translation for the next lesson. 	<ul style="list-style-type: none"> • Student teachers answer the questions asked. • The student teachers ask for clarifications. (PDP Theme 2:35) • Student teachers in groups take the text to be translated for the next lesson. • Student teachers read on the topic for the next lesson.

Which cross cutting issues will be addressed or developed and how	<ul style="list-style-type: none"> • Digital literacy • Cultural diversity and inclusion
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	<p>Summary of Assessment Method: Assessment for and as learning</p> <p>Report the observations about teachers apply their translation knowledge to teach upper primary learners in school during their school visit/ internship in reflective journal (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcomes 1</p>
Teaching Learning Resources	<ul style="list-style-type: none"> • PowerPoint • Projector • Video clip/ YouTube videos
Required Text (core)	Baker, M. (2005). <i>In other words</i> . London: Routledge.
Additional Reading List	<p>Bell, R. T. (1991). <i>Translation and Translating</i>. London: Longman Group Ltd.</p> <p>Munday, J. (2001). <i>Introducing Translation Studies</i>. London: Routledge.</p>
CPD Needs	Seminar on the steps involved in translating text

LESSON 4

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
Title of Lesson	Kinds of translation							Lesson Duration	3								
Lesson description	This lesson introduces student teachers to the kinds of translation such as literal verses modified literal translation, unduly free verses idiomatic meaning. This will enable student teachers to apply the knowledge in translating materials read to upper primary learners to get the correct and precise information.																
Previous student teacher knowledge, prior learning (assumed)	The student teachers have done a bit of translation in the previous lesson.																
Possible barriers to learning in the lesson	Student teachers may not know the when to apply a kind of translation Student teachers may not have applied this to a text during their internship.																
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, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection. Practical Activity:																
<ul style="list-style-type: none"> 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 																	
<ul style="list-style-type: none"> 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 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).				apply the skills in translating a given text from English to Ghanaian language or vice versa <ul style="list-style-type: none"> 				It is likely the teacher may not have enough time to do more translation and discussed the kinds of translation. This can be dealt with by doing some online research before the lesson and interacting with some learners before the lesson. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 								

Topic: Kinds of translation	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: 15 mins	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Student teachers summarise the previous lesson and respond to the questions asked by the tutor/lecturer.
	Kinds of translation (literal translation).	Stage 1: 90mins	<p>Group discussion and presentation</p> <ul style="list-style-type: none"> 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 with the class. 	<ul style="list-style-type: none"> 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 verses idiomatic meaning translations.	Stage 2: 60mins	<p>Individual enquiry and class discussion</p> <ul style="list-style-type: none"> Tutor/lecturer asks student teachers to share with the class the research on unduly free verse idiomatic meaning based translation(PDP Theme 2: 35). 	<p>Individual enquiry and class discussion</p> <ul style="list-style-type: none"> 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

			<ul style="list-style-type: none"> 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. 	<p>and meaning based translation through questions. (PDP Theme 3: 69).</p> <ul style="list-style-type: none"> Student teachers translate the given sentences and samples read in class.
	School visit		Put down in their report their findings.	report the findings.
	Closure/Conclusion	Stage 3: 15mins	<ul style="list-style-type: none"> Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35) Tutor gives an assignment to be submitted the next two days on translation. 	<ul style="list-style-type: none"> Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35) Student teachers takes the assignment to be presented after the lesson.
Which cross cutting issues will be addressed or developed and how	<ul style="list-style-type: none"> Digital literacy Cultural diversity and inclusion 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	<p>Summary of Assessment Method: Assessment for and as learning Assignment to be submitted (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcomes 1</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> Powerpoint Projector 			
Required Text (core)	Baker, M. (2005). <i>In other words</i> . London: Routledge.			
Additional Reading List	Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i> . London: Routledge.			
CPD Needs	Workshop/seminar on kinds of translation and its application.			

LESSON 5

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
Title of Lesson	Translation of different text/ materials (Practice 1)							Lesson Duration	3								
Lesson description	This lesson introduces student teachers to the application of the theories learnt in translating simple text from English to Ghanaian language of study and vice versa. This will look at text discussing things about one self																
Previous student teacher knowledge, prior learning (assumed)	The student teachers began translating sentences																
Possible barriers to learning in the lesson	Student teachers might not be aware of all the skills in translating . Student teachers may lack some vocabulary for the 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										
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:																
<ul style="list-style-type: none"> 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 																	
<ul style="list-style-type: none"> 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 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).			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. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 										
Topic: Different text/materials (self)	Sub topic		Stage/time		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study												
			Introduction: 20 mins		Teacher Activity					Student Activity							
				<ul style="list-style-type: none"> Tutor/lecturer begins the lesson by asking student teachers to share their experience in teaching during internship to the upper primary. 					<ul style="list-style-type: none"> Student teachers shares the experience in teaching upper primary and how they applied the Ghanaian language to the teaching (PDP Theme 2:35) 								

			<ul style="list-style-type: none"> Tutor/lecturer dwells on the experience and introduces the topic as practicing some translation. (PDP Theme 2:35) 	<ul style="list-style-type: none"> Student teachers give comments on each experience and prepare for the practice in class.
	Stage 1: 90mins	<p>Practicing and class discussion</p> <p>Tutor gives a short sentence to be translated in class.</p> <p>Tutor shows a video doing translation to two groups of people considering the selection of diction /choice of words.</p> <p>Tutor discusses the video with student teachers to consider the reader and discipline of the text to be translated as seen in the video.</p> <p>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</p>	<p>Practicing and class discussion</p> <ul style="list-style-type: none"> Student teachers translate the sentence individually. (PDP Theme 4: 79). <p>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 and tell if the right choice of words have been used by noting that in the journal for reflection.</p>	
	Stage 2: 60mins	<ul style="list-style-type: none"> 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) 	<p>Group discussion and presentation</p> <ul style="list-style-type: none"> Each group translates the text for the class discussion. <p>Each group reads the translation for discussion led by the tutor. (PDP Theme 4: 79)</p>	
School Visit		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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/Conclusion	Stage 3: 10mins	<ul style="list-style-type: none"> Tutor/lecturer employs discussion technique to recap and close the lesson (PDP Theme 2: 35) Tutor informs student teachers of writing a bilingual book at the end of the course 	<ul style="list-style-type: none"> 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 will be addressed or developed and how	<ul style="list-style-type: none"> • Digital literacy • Cultural diversity and inclusion
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	<p>Summary of Assessment Method: Assessment for and as learning</p> <p>1 group presentation of translated text for peer assessment</p> <p>A bilingual book of about 15pages to be submitted at the end of the course</p> <p>(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcomes 1</p>
Teaching Learning Resources	<ul style="list-style-type: none"> • PowerPoint • Projector
Required Text (core)	Baker, M. (2005). <i>In other words</i> . London: Routledge.
Additional Reading List	<p>Bell, R. T. (1991). <i>Translation and Translating</i>. London: Longman Group Ltd.</p> <p>Munday, J. (2001). <i>Introducing Translation Studies</i>. London: Routledge.</p>
CPD Needs	Workshop/seminar on translation.

LESSON 6

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Translation of different text/ materials (Practice II)							Lesson Duration	3			
Lesson description	This lesson introduces student teachers to translating text involving paragraphs of two or more from different disciplines such as school and home.											
Previous student teacher knowledge, prior learning (assumed)	The student teachers have not translated technical texts in the subject area before.											
Possible barriers to learning in the lesson	Student teachers may not know the vocabulary in the discipline											
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, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection. Practical Activity:											
<ul style="list-style-type: none"> 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 												
<ul style="list-style-type: none"> 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 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).	apply the skills in translating a given text from English to Ghanaian language or vice versa	<ul style="list-style-type: none"> It is likely that the student teachers may not have all the vocabulary for the text to be translated. This can be solved by reading the translated text in class for class discussion. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 									
Topic: Translating different materials (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	<ul style="list-style-type: none"> Tutor/lecturer puts some few words on the board (words used in the school and home) for student teachers to translate. Tutor/lecturer dwells on the student teachers' views to introduce the topic for the lesson. (PDP Theme 2:35) 	<ul style="list-style-type: none"> Student teachers attempt to translate the words (PDP Theme 2:35) 								

	Translation Practice (school)	Stage 1: 60mins	Individual enquiry <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Student teachers continue to translate the text about school Some groups are asked to read out their translated text. (PDP Theme 4: 79) <p>Each group makes oral presentation in class o. (PDP Theme 4: 79)</p> <p>Student teachers take note of the coherence and choice of words for the text and do some correction here necessary.</p>
	Closure/Conclusion	Stage 3: 10mins	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Digital literacy Cultural diversity and inclusion 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	<p>Summary of Assessment Method: Assessment for and as learning 1 group presentations (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcomes 1</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> PowerPoint Projector 			
Required Text (core)	Baker, M. (2005). <i>In other words</i> . London: Routledge.			
Additional Reading List	<p>Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i>. London: Routledge.</p> <p>Bell, R. T. (1991). <i>Translation and Translating</i>. London: Longman Group Ltd.</p> <p>Munday, J. (2001). <i>Introducing Translation Studies</i>. London: Routledge.</p>			
CPD Needs	Workshop/seminar on skills in using knowledge of translation to teach upper primary learners			

LESSON 7

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Translation of different text/ materials (Practice III)						Lesson Duration	3
Lesson description	This lesson introduces student teachers to translate a simple book on history. It will equip the student teachers with the knowledge about the history for the upper primary learners.							
Previous student teacher knowledge, prior learning (assumed)	The student teachers may have some knowledge of some vocabularies.							
Possible barriers to learning in the lesson	Some vocabularies will not be easily be accessible to student teachers							
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.	<p>Face-to-face: discussion, question and answer.</p> <p>Independent study: individual and collaborative enquiry.</p> <p>Seminars: group presentation, discussion and reflection.</p> <p>Practical Activity: read written translated text.</p>							
<ul style="list-style-type: none"> 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 								
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). 2. 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: 11).	Learning Indicators <ul style="list-style-type: none"> apply the skills in translating a given text from English to Ghanaian language or vice versa 2.1. apply their knowledge to teach translation. 2.2. to employ strategies that show individual diversity of the learners are considered 	Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed? It is likely that student teachers may not have vocabularies for History used for upper primary learners. Discussion of text translated after giving them out ahead of the lesson. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 					

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	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.
		Stage 2: 60mins	Class discussion and presentation <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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/Conclusion	Stage 3: 10mins	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 will be addressed or developed and how	<ul style="list-style-type: none"> 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 review by student teachers (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 1 2			
Teaching Learning Resources	<ul style="list-style-type: none"> PowerPoint Projector 			
Required Text (core)	Baker, M. (2005). <i>In other words</i> . 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	Workshop/seminar on methods of getting skills in translation			

LESSON 8

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Translation of different text/ materials (Practice IV)											Lesson Duration	3			
Lesson description	This lesson continues with translating text about numeracy or a book on numeracy for upper primary learners															
Previous student teacher knowledge, prior learning (assumed)	The student teachers have might have heard some vocabulary on Numeracy.															
Possible barriers to learning in the lesson	The student teacher may not have taught numeracy in the Ghanaian Language before to upper primary learners and may lack vocabulary for teaching numeracy.															
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.	<p>Face-to-face: discussion, question and answer.</p> <p>Independent study: individual and collaborative enquiry.</p> <p>Seminars: group presentation, discussion and reflection.</p> <p>Practical Activity: practising written text</p>															
<ul style="list-style-type: none"> 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 																
<ul style="list-style-type: none"> 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 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). 2. 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: 11).				<ul style="list-style-type: none"> apply the skills in translating a given text from English to Ghanaian language or vice versa 2.1. apply their knowledge to teach translation. 2.2. to employ strategies that show individual diversity of the learners are considered 				It is likely that student teachers may not have vocabularies for numeracy used for upper primary learners. Discussion of text translated after giving them out ahead of the lesson. <ul style="list-style-type: none"> 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 sound system 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: 30 mins	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 practice <ul style="list-style-type: none"> Tutor/lecturer gives a text with numeracy vocabularies used for upper primary to 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. 	Group discussion and practice <ul style="list-style-type: none"> 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 translation practise	Stage 3: 70mins	Demonstration and group discussion <ul style="list-style-type: none"> Tutor gives a text full of vocabularies used in teaching upper primary as a test for submission after an hour to be done individually. 	Demonstration and group discussion <ul style="list-style-type: none"> Each student teacher does the test and submits it after an hour. (PDP Theme 4: 79)
	Closure/Conclusion	Stage 5: 10mins	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 be addressed or developed and how	<ul style="list-style-type: none"> • Digital literacy • Cultural diversity and inclusion 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	<p>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)</p> <p>Assesses Learning Outcomes: Course learning outcomes 1, 2</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • PowerPoint • Projector 			
Required Text (core)	Munday, J. (2001). <i>Introducing Translation Studies</i> . London: Routledge.			
Additional Reading List	<p>Baker, M. (2005). <i>In other words</i>. London: Routledge.</p> <p>Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i>. London: Routledge.</p> <p>Bell, R. T. (1991). <i>Translation and Translating</i>. London: Longman Group Ltd</p>			
CPD Needs	Workshop/seminar on skills in oral interpretation			

LESSON 9

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Oral Interpretation												Lesson Duration	3		
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 may not have done oral interpretation before															
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, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection. Practical Activity:															
<ul style="list-style-type: none"> 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 																
<ul style="list-style-type: none"> 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 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). 2. 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: 11).			<ul style="list-style-type: none"> apply the skills in translating a given text from English to Ghanaian language or vice versa 2.1. apply their knowledge to teach translation. 2.2. to employ strategies that show individual diversity of the learners are considered 			It is possible that student teachers do not know the difference between written translated text and oral interpretation. The tutor can direct teachers to watch video clips on YouTube to get some ideas. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 									

	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	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Student teachers summarise what have been learnt in the previous lessons .
		Stage 1: 60mins	Class discussion <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: 50mins	Group discussion and practice <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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)
	Factors to consider in oral interpretation	Stage 2: 50mins	Group presentation <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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)

	Closure/C onclusion	Stage 3: 10mins	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Student teachers summarise what was learnt. (PDP Theme 2:35) • Student teachers notes down the information about attempting to practise before the lesson.
Which cross cutting issues will be addressed or developed and how	<ul style="list-style-type: none"> • Digital literacy • Cultural diversity and inclusion 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	<p>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</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • PowerPoint • Projector 			
Required Text (core)	Munday, J. (2001). <i>Introducing Translation Studies</i> . London: Routledge.			
Additional Reading List	<p>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.</p>			
CPD Needs	Workshop/seminar on how to apply oral interpretation in teaching upper primary learners.			

LESSON 10

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Oral Interpretation Practical I						Lesson Duration	3
Lesson description	This lesson introduces student teachers to the knowledge and the skills of doing instant interpretation in order to apply in the upper primary classrooms.							
Previous student teacher knowledge, prior learning (assumed)	The student teachers have might have seen or heard instant oral interpretation before.							
Possible barriers to learning in the lesson	The student may not have done instant interpretation before.							
Points on inclusivity, equity and addressing diversity								
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, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection. Practical Activity:							
<ul style="list-style-type: none"> 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 								
<ul style="list-style-type: none"> 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 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). 2. 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: 11).			<ul style="list-style-type: none"> apply the skills in translating a given text from English to Ghanaian language or vice versa 2.1. apply their knowledge to teach translation. 2.2. to employ strategies that show individual diversity of the learners are considered 		It is likely that student teachers may not have tried instant interpretation before. This can be resolved by letting student teachers practise ahead of the lesson <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 		

Oral interpretation	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	<ul style="list-style-type: none"> Tutor/lecturer uses 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) 	<ul style="list-style-type: none"> Student teachers reflect 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 interpretation on practice	Stage 1: 150mins	Class discussion <ul style="list-style-type: none"> 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) 	Class discussion <ul style="list-style-type: none"> 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/Conclusion	Stage 2: 10mins	<ul style="list-style-type: none"> 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 the next lesson. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Digital literacy • Cultural diversity and inclusion
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	<p>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)</p> <p>Assesses Learning Outcomes: Course learning outcomes 1,2</p>
Teaching Learning Resources	<ul style="list-style-type: none"> • PowerPoint • Projector
Required Text (core)	Baker, M. (2005). <i>In other words</i> . London: Routledge.
Additional Reading List	<p>Baker, M. (2005). <i>In other words</i>. London: Routledge.</p> <p>Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i>. London: Routledge.</p>
CPD needs	Seminar on applying oral interpretation in upper primary classroom

LESSON 11

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Oral Interpretation Practice II											Lesson Duration	3			
Lesson description	This lesson continues to equip student teachers with more vocabularies to use in teaching upper primary learners through practicals															
Previous student teacher knowledge, prior learning (assumed)	The student teachers have might attempt oral interpretation in school before.															
Possible barriers to learning in the lesson	The student may not have all the vocabulary for the subjects taught in upper primary to do instant interpretation															
Points on inclusivity, equity and addressing diversity																
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, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection. Practical Activity:															
<ul style="list-style-type: none"> 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 																
<ul style="list-style-type: none"> 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 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). 2. demonstrate knowledge and skills in teaching comprehension & summary of 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: 11).			<ul style="list-style-type: none"> apply the skills in translating a given text from English to Ghanaian language or vice versa. 2.1. apply their knowledge to teach translation. 2.2. to employ strategies that show individual diversity of the learners are considered 			It is likely that student teachers may still have difficulty doing oral interpretation. These can be curbed by asking them to practise among themselves before and after lessons. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 									

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	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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: 140mins	Class discussion <ul style="list-style-type: none"> 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) 	Class discussion <ul style="list-style-type: none"> Each student teacher interprets two sentences each from the video orally to the hearing of the class. (PDP Theme 3: 69)
	School Visit		<ul style="list-style-type: none"> Ask student teachers write down in the journal their reflections during the internship some vocabularies used when teaching upper primary learners and their appropriateness. 	<ul style="list-style-type: none"> Student teachers write down in the journal the reflection on the choice of vocabularies used during the internship.
	Closure/Conclusion	20mins	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Digital literacy Cultural diversity and inclusion 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning 1 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	<ul style="list-style-type: none"> • PowerPoint • Projector
Required Text (core)	Baker, M. (2005). <i>In other words</i> . London: Routledge
Additional Reading List	<p>Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i>. London: Routledge.</p> <p>Bell, R. T. (1991). <i>Translation and Translating</i>. London: Longman Group Ltd.</p> <p>Munday, J. (2001). <i>Introducing Translation Studies</i>. London: Routledge.</p>
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	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Oral Interpretation and translation Practice III											Lesson Duration	3			
Lesson description	This lesson introduces student teachers to understand the differences in written translation an oral interpretation.															
Previous student teacher knowledge, prior learning (assumed)	The student teachers have translated text before in written or oral form.															
Possible barriers to learning in the lesson	The student teacher may not still be code mixing.															
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, question and answer. Independent study: individual and collaborative enquiry. Seminars: group presentation, discussion and reflection.															
<ul style="list-style-type: none"> 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 																
<ul style="list-style-type: none"> 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 skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). 2. demonstrate knowledge and skills in teaching comprehension & summary of 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: 11).			<ul style="list-style-type: none"> apply the skills in translating a given text from English to Ghanaian language or vice versa. 2.1. apply their knowledge to teach translation. 2.2. to employ strategies that show individual diversity of the learners are considered 			There is the possibility that student teachers may not be aware of factors to consider before translating or interpreting . Tutor can give student teachers some internet sources to read from before this lesson possibly two weeks. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 									

	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	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Tutor/lecturer gives about two paragraph of a text to be interpret orally 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 <ul style="list-style-type: none"> 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 oral interpretation done on the same text during the lesson. (PDP Theme 4: 79)
	Applying oral interpretation and translation in the teaching of upper primary lesson	Stage 3: 40mins	Demonstration and group discussion <ul style="list-style-type: none"> Tutor leads a discussion on the application of things learnt in the course to teaching 	Demonstration and group discussion <ul style="list-style-type: none"> Student teachers actively participate in the discussion. (PDP Theme 4: 79)

			<p>in the upper primary class.</p> <ul style="list-style-type: none"> • Tutor guides student teachers to clarify issues not clear to them throughout the course by answering questions asked 	<ul style="list-style-type: none"> • Student teachers ask questions to clarify issues not clear to them during the through questioning.
	Closure/Conclusion	Stage 4: 10mins	<ul style="list-style-type: none"> • Tutor/lecturer employs question and answer technique to recap and close the lesson (PDP Theme 2: 35) 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Digital literacy • Cultural diversity and inclusion 			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	<p>A project on writing a bilingual book of about 15 pages to be used by upper primary learners to be submitted after the course (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcomes 1, 2</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • PowerPoint • Projector 			
Required Text (core)	Baker, M. (2005). <i>In other words</i> . London: Routledge.			
Additional Reading List	<p>Baker, M. (Ed.). (1998). <i>Encyclopedia of Translation Studies</i>. London: Routledge.</p> <p>Bell, R. T. (1991). <i>Translation and Translating</i>. London: Longman Group Ltd.</p> <p>Munday, J. (2001). <i>Introducing Translation Studies</i>. London: Routledge.</p>			
CPD Needs	Workshop/seminar on teaching upper primary learners using Ghanaian Language			
Course Assessment	¹ COMPONENT 1: Subject Portfolio Assessment (30% overall) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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%)			

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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