Four-Year B.Ed. Course Manual

VARIETIES OF ENGLISH

The Government of Ghana

mastercard
foundation

UKaid
from the British people

T-TEL
Transforming Teaching, Education & Learning

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 meet 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 these sets 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 copies 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 is approach used to produce these manual.

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

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

CORE WRITING TEAM

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

INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

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

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

Specifically, they also:

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

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

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

  1. What is to be taught and why.

  2. how it can be taught.

  3. how it should be assessed.

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

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

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

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

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

Who are course manuals for:

- College of Education Tutors

- Teacher Education University Lecturers

- Student Teachers

- Mentors and Lead Mentors

- All Those with An Interested In Teacher Education.

USING THIS MANUAL

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

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

My teaching philosophy is   ……..

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

Course Manual Writing Proforma

A. Course Information

Title Page

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

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

Course Title	Varieties of English			
Course Code		Course Level: 400	Credit value: 3	
Pre-requisite	Introduction to English language			
Course Delivery Modes	Face-to-face	Independent Study		

Course Description	English is the most widely spoken language in the world today. It is spoken differently by different people in many different places around the world. This has resulted in many different varieties of English. This course will examine a range of varieties of English from around the world, and explore the differences and similarities among them. Topics to be discussed include foundations of language varieties, historical and regional varieties of English, English varieties according to style, standard, social status and function. Student teachers will then be equipped with the necessary skills to conduct research in English to improve English learning and teaching in schools. The course will also make student teachers aware of implications of inclusion and diversity to ensure that the needs of such learners are met. The course will be delivered through discussions, seminars, textual analyses, observation, etc. Mini research projects, group presentations and written examination will be used as modes of assessment of, for and as learning (**NTS 3b, e, k: 14; NTECF: 25**).
Course Learning Outcomes	At the end of this course student teachers should be able to: CLO 1:demonstrate knowledge of the foundations of language varieties (NTS 2c: 13)	At the end of this course, student teachers should be able to: 1.1 explain the factors that account for the existence of varieties in (English) language. 1.2 identify the different varieties in English in given contexts
	CLO 2:explore the historical and regional varieties of English (NTS3i, p.14).	2.1 give a historical account of how the English language has developed 2.2 describe the features of the major regional varieties of English 2.3 differentiate between historical and regional varieties of English
	CLO 3:develop the awareness of the varieties according to style, standard, social status and function (NTS1a, p.12).	3.1. Distinguish between formal English and informal English and explain the different contexts in which each variety is used. 3.2 Differentiate between standard varieties and non-standard varieties of English and use these varieties in their right contexts. 3.4 Identify social varieties of English, e.g. men/women language,

		youth language in given texts. 3.4 Identify and explain the different functions of English in different communities where English is spoken
	LO 4:appreciate the implication of the different varieties of English for teaching and learning English in Ghanaian classroom situation (NTS3a, p.14).	4.1 identify and provide support for pupils who speak non-standard varieties of English in the classroom.
Course Assessment	**COMPONENT 1: Course Assessment Components** **Component 1: Subject Portfolio Assessment: (30% overall score)** • **Selected Items of students work (3 of them – 10% each) – 30%** • **Midterm assessment, - 20%** • **Reflective Journal - 40%** • **Organization of the subject portfolio – 10% (how it is presented/organised)** A written examination to assess student teachers' subject and pedagogic knowledge in Varieties of English. Assess learning outcomes (CLO 1) **COMPONENT 2: Component 2: Subject Project (30% - overall semester score)** • **Introduction, a clear statement of aim and purpose of the project - 10%** • **Methodology: What the student teacher has done and the purpose of the project – 10%** • **Substantive or main lesson section 40%** Assessment for and as learning (formative) Summary of Assessment Method: 2 Group presentations, 1individual presentations (Core skills targeted are the exploration and identification of historical and regional varieties according style, standard, social status and function Assess learning outcomes (CLO 2, 3) **COMPONENT 3**: **End of semester exams 40%** Individual assignment – Student teachers to write on assessment of Varieties of English (Core skills: communication, critical thinking, creativity, digital literacy) Assess learning outcomes (CLO 4)

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

Title of Lesson	Varieties of English: Foundations of varieties of English This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course	**Lesson Duration**	**3**

Lesson description	This lesson is designed to help student teachers to explore the foundations of language varieties and to examine them in their various contexts. This is done in the context of the learning outcomes and indicators.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to introduction to English language which is used together with the local languages in Ghana.		
Possible barriers to learning in the lesson	Student teachers may not have been exposed to the rationale for the language varieties around the world		

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

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

• **Purpose for the lesson.**	The purpose of the lesson is to help the student teacher to explore the foundations of language varieties using situational contexts.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO1: demonstrate knowledge of the foundations of language varieties (NTS 2c: 13)	• Explain the factors that account for the existence of varieties in (English) language. • Identify the different varieties in English in given contexts	• Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Topic Varieties of English	**Sub topic** Foundations of language varieties	**Stage/time**	**Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study**	
			Teacher Activity	**Students Activity**
	Introduction to the course	10minutes	• Introduces course to the students and also introduces the learning outcomes and their indicators. Teacher responds to	• Student teachers listen to tutor and ask questions for clarification. • Student teachers participate by mentioning topics in the English Language

			questions about the course • Introduces the lesson by asking student teachers to mention some of the topics in the English Language course	
What is language variety?	Stage 1: 30minutes		• Discusses the meaning of language variety with student teachers. • Tasks student teachers to mention the kind of languages they do speak. • Uses the list of types of languages to define language variety.	• Student teachers discuss the meaning of language variety. • Student teachers list the types of languages they speak. • Student teachers define language variety based on the various languages they speak.
What is the foundation of language variety?	Stage 2: 50mins		• Brainstorms with student teachers about the foundation of language variety. • Tasks student teachers to go online to gather information on the foundation of language variety. • Tasks student teachers to make oral presentation on the information gathered online.	• Student teachers brainstorm about the background of language variety. • Student teachers go online to look for information on the foundation of language variety. • Student teachers make oral presentation on their findings.
Situating language varieties in context	Stage 3: 80mins		• In groups, tutor tasks student teachers to discuss different varieties in their own context. • Tasks student teachers to find out the rationale for behind the varying nature of each language identified.	• In groups student teachers discuss different varieties in their own contexts. • Student teaches explore the rationale behind the variety of the languages they have identified.
	Conclusion: 10mins		Summarizes the lesson by relating the content to the learning outcomes and indicators using question and answer technique.	Student teachers reflect on the content of the lesson and relate it to the learning outcomes and indicators as they answer questions posed by the Tutor.

Which cross cutting issues will be addressed or developed and how	• Digital literacy • Collaboration/ teamwork
Teaching Learning Resources	• Smartphones • Laptops
Required Text (core)	Hughes, G.A. & Trudgill, P. (1996). *English Accents and Dialects. An Introduction to the social and regional varieties of English on the British Isles* (3rd edition). London: Arnorld
Additional Reading List	Bamgbose, A. (1995). English in the Nigerian Environment, in Bamgbose, A., Banjo, A., and Thomas, A. (eds.) New Englishes: A West African Perspective. Ibadan: Mosorupp, 9-26. Crystal, D. (2002). *English as a Global Language.* U.K: Cambridge University Press. Crystal, D. (2002). *The Cambridge Encyclopedia of the English Language.* Yule, G. (2006). *The Study of Language*.
CPD Needs	

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	Historical varieties of English		Lesson Duration	3
Lesson description	This lesson is to help student teachers to explore the historical variety of English.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the foundations of language variety.			
Possible barriers to learning in the lesson	Student teachers may havedifficulty of tracing the historical factors leading to language variety.			

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

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO1: explore the historical and regional varieties of English (NTS3i, p.14).	• Give a historical account of how the English language has developed • Describe the features of the major regional varieties of English • Differentiate between historical and regional varieties of English	• Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Topic: Historical variety of English	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	**Students Activity**
	Introduction to the course	10minutes	• Introduces course to the students and also introduces the learning outcomes and their indicators. Teacher responds to questions about the course	• Student teachers listen to tutor and ask questions for clarification.

	Old English	Stage 1: 60 minutes	• Discusses the concept of Old English with student teachers. • Tasks student teachers to search online for the meaning of Old English and cite examples of words, phrases and sentences.	• Student teachers discuss the concept of Old English with their tutor. • Student teachers search online for the meaning of Old English and they cite examples of words, phrases and sentences of Old English.
	Middle English	Stage : 60minutes	• Discusses the concept of Middle English with student teachers. • Tasks student teachers to search online for the meaning of Middle English and cite examples of words, phrases and sentences. • In pairs, tutor tasks student teachers to compare the words, phrases and sentences of the Old English with those of the Middle English.	• Student teachers discuss the concept of Middle English with their tutor. • Student teachers search online for the meaning of Middle English and they cite examples of words, phrases and sentences of Middle English. • Student teachers make a comparison between the words, phrases and sentences of the Old English with those of the Middle English.
	Present-day English	Stage 2: 40mins	• Discusses the concept of Present-day English with student teachers. • Tasks student teachers to search online for the meaning of Present-day English and cite examples of words, phrases and sentences. • In groups, tutor tasks student teachers to compare the words, phrases and sentences of the Present-day English with those of the Middle English.	• Student teachers discuss the concept of Present-day English with their tutor. • Student teachers search online for the meaning of Present-day English and cite examples of words, phrases and sentences of Present-day English. • In groups, student teachers make a comparison between the words, phrases and sentences of the Present-day English with those of the Middle English.

		Conclusion: 10mins	Summarizes the lesson by relating the content to the learning outcomes and indicators using question and answer technique.	Student teachers reflect on the learning outcomes and indicators as they answer questions and seek clarifications on the lesson.
Which cross cutting issues will be addressed or developed and how	• Digital literacy • Collaboration/ teamwork			
Teaching Learning Resources	• Smartphones • Laptops			
Required Text (core)	Crystal, D. (2002). *English as a Global Language.* U.K: Cambridge University Press. Kachru, B. B. (1992). *The Other Tongue; English across Cultures*. Urbana and Chicago: University of Illinois Press			
Additional Reading List	Bakomba, E. (1983). The Africanization of English, in Kachru, B. (ed.) The Other Tongues: English across Culture. Oxford: Pengason, pp. 210-220 Deterding, D. (2007). Singapore English. Edinburgh: Edinburgh University Press. Jowitt, D. (1991). *Nigerian English Usage: An Introduction*. Ibadan: Hughes, G.A. & Trudgill, P. (1996). *English Accents and Dialects. An Introduction to the social and regional varieties of English on the British Isles* (3rd edition). London: Arnorld Longman. Kachru, B. B. (1992). *The Other Tongue; English across Cultures*. Urbana and Chicago: University of Illinois Press Trudgill, P. (1999). Standard English: What it isn't, in Bex, Tony & Watts, R.J. (eds.) Standard English. The widening debate. London: Routledge (117-128) Wolfman, W. (2004). Social varieties of America English; Language in the U.S.A, theme for the twenty-first century. Cambridge University Press			
CPD Needs				

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	Regional varieties of English		Lesson Duration	3
Lesson description	The lesson introduces student-teachers to the meaning of regional varieties and the rationale behind such varieties.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already learnt about the foundation of language varieties and the historical context of varieties.			
Possible barriers to learning in the lesson	Student teachers may be limited in scope about the causes of regional varieties in language.			

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

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

• **Purpose for the lesson.**	The purpose of the lesson is to explore the factors that lead to regional varieties of language.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO 2: explore the historical and regional varieties of English (NTS3i, p.14).	• give a historical account of how the English language has developed • describe the features of the major regional varieties of English • 2.3 differentiate between historical and regional varieties of English	• It is likely that student teachers may not be able to identify and differentiate between and among the three stages of curriculum.This can be avoided when they have an in depth knowledge in curriculum theory and its design. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Topic: **Regional varieties of English I** ,	**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	**Students Activity**
	Regional varieties of English	Introduction: 10minutes	• Introduces the lesson by reviewingthe previous lessonon historical varieties of language using question and answer technique.	• Student teachers answer questions on historical varieties of language as a way of revising the previous lesson

	Native varieties	Stage 1: 40minutes	• Brainstorms on the concept of native language with students. • Discusses native language varieties of English with student teachers.	• Student teachers brainstorm on the concept of native language. • Student teachers discuss native language varieties.
	British English	Stage 2: 50mins	• Discusses with student teachers who the British are and the language that identifies them. • Writes words (British English, e.g. occu**rr**ed, trave**ll**ed, fav**ou**r, …) on the board and tasks student teachers to come out with similar words. • Constructs sentences peculiar with British English on the board for discussion.	• Student teachers discuss who the British are and the language that identifies them. • Student teachers examine the examples of words on the board and come out with their own similar to what are being written on the board. • Student teachers discuss the sentences constructed on the board.
	American English	Stage 3: 70mins	• Discusses with student teachers who the Americans are and the language that identifies them. • Writes words (American English, e.g. occu**r**ed, trave**l**ed, fav**o**r, …) on the board and tasks student teachers to come out with similar words. • Constructs sentences peculiar with American English on the board for discussion. • Compares the British and American English using words, phrases and sentences.	• Student teachers discuss who the Americans are and the language that identifies them. • Student teachers examine the examples of words on the board and come out with their own similar to what are being written on the board. • Student teachers discuss the sentences constructed on the board. • Student teachers make a comparison between British and American English using words, phrases and sentences.
		Conclusion: 10mins	Summarizes the lesson by relating the it to the lesson's learning outcomes and indicators. Tutor/lecturer does this using question and answer technique to close lesson.	Student teachers reflect on the learning outcomes and indicators as they answer questions and seek clarifications on the lesson.
Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and inclusion • Collaboration/ teamwork			
Teaching Learning Resources	• Smartphones • Laptops			
Required Text (core)	Crystal, D. (2002). *English as a Global Language.* U.K: Cambridge University Press.			

Additional Reading List	Kachru, B. B. (1992). *The Other Tongue; English across Cultures*. Urbana and Chicago: University of Illinois Press Trudgill, P. (1999). Standard English: What it isn't, in Bex, Tony & Watts, R.J. (eds.) *Standard English. The widening debate*. London: Routledge (117-128) Wolfman, W. (2004). *Social varieties of America English; Language in the U.S.A, theme for the twenty-first century*. Cambridge University Press.
CPD Needs	

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	Regional varieties of English II		Lesson Duration	3
Lesson description	The lesson introduces student-teachers to regional varieties and the factors that cause such varieties.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to British and American English and the varieties involved.			
Possible barriers to learning in the lesson	Student teachers may not have any preview of the regional varieties of English.			

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

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

• **Purpose for the lesson.**	The purpose of the lesson is to explain the concept of regional varieties and to explore the rationale behind such varieties.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO2: explore the historical and regional varieties of English (NTS3i, p.14).	Give a historical account of how the English language has developed • describe the features of the major regional varieties of English • differentiate between historical and regional varieties of English	Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy.

Topic: **Regional varieties of English II**	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	**Students Activity**
,	Regional varieties of English	Introduction: 10mins	• Reviews the previous lesson on some aspects of native varieties (British and American English) using question and answer technique.	• Student teachers provide answers to the questions posed by the tutor as a way of revising the previous lesson.
	Australian English	Stage 1: 40mins	• Discusses with student teachers who the Australiansare and the language that identifies them. • Tasks student	• Student teachers discuss who the Australian are and the language that identifies them. • Student teachers search online for examples of

			teachers go online for Australian English words and write them on the board. • Constructs sentences peculiar with AustralianEnglish on the board. • Tasks student teachers to discuss the words and compare them with the British and American English that they have already discussed.	words in Australian English and list them on the board. • Student teachers discuss the sentences constructed on the board and compare them with the British and American English.
	Canadian English	Stage 2: 40mins	• Discusses with student teachers who the Canadians are and the language that identifies them. • Tasks student teachers go online for Canadian English words and write them on the board. • Tasks student teachers to discuss the words and compare them with the Austrian English that they have already discussed. • Discusses with student teachers the causes for the differences.	• Student teachers discuss who the Canadians are and the language that identifies them. • Student teachers search online for examples of words in Canadian English and list them on the board. • Student teachers discuss the sentences constructed on the board and compare them with the Australian English. • Student teachers discuss the factors that led to the difference in the language.
	South African English	Stage 3: 40mins	• Discusses with student teachers who the south Africans are and the language that identifies them. • Tasks student teachers go online for South African English words and write them on the board. • Tasks student teachers to discuss the words and compare them with the any of the English languages that they have already discussed. • Discusses with student teachers the causes for the differences.	• Student teachers discuss who the South Africans are and the language that identifies them. • Student teachers search online for examples of words in South African English and list them on the board. • Student teachers discuss the sentences constructed on the board and compare them with any of the English languages discussed so far. • Student teachers discuss the factors that led to the difference in the language.

	New Zealand English	Stage 4: 40mins	• Discusses with student teachers who the people of New Zealand are and the language that identifies them. • Tasks student teachers go online for English words in New Zealand and write them on the board. • Tasks student teachers to discuss the words and compare them with any of the English languages that they have already discussed. • Discusses with student teachers the causes for the differences.	• Student teachers discuss who the people of New Zealand are and the language that identifies them. • Student teachers search online for examples of words in English used in New Zealand and list them on the board. • Student teachers discuss the words or sentences constructed on the board and compare them with the any of the English languages discussed so far. • Student teachers discuss the factors that led to the difference in the language.
		Conclusion: 10mins	Summarizes the lesson by referring to the lesson's learning outcomes and indicators. Tutor/lecturer does this using question and answer technique to close lesson.	Student teachers reflect on the content and relate it to learning outcomes and indicators while answering questions and seeking clarifications on the lesson.
Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and inclusion • Collaboration/ teamwork			
Teaching Learning Resources	• Smartphones • Laptops			
Required Text (core)	Crystal, D. (2002). *English as a Global Language.* U.K: Cambridge University Press.			
Additional Reading List	Kachru, B. B. (1992). *The Other Tongue; English across Cultures*. Urbana and Chicago: University of Illinois Press Trudgill, P. (1999). Standard English: What it isn't, in Bex, Tony & Watts, R.J. (eds.) *Standard English. The widening debate*. London: Routledge (117-128) Wolfman, W. (2004). *Social varieties of America English; Language in the U.S.A, theme for the twenty-first century*. Cambridge University Press.			
CPD Needs				

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	Regional varieties of English: Non native			Lesson Duration	3
Lesson description	The lesson introduces student-teachers to the language varieties of the non-native speakers of English.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the language varieties in native speakers of the English language.				
Possible barriers to learning in the lesson	Student teachers may not have been well informed about the differences in the non-native speakers of the English language.				

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

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

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Core and transferable skills
	CLO 2: Explore the historical and regional varieties of English (NTS3i, p.14).	• give a historical account of how the English language has developed • describe the features of the major regional varieties of English • differentiate between historical and regional varieties of English.	• Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Topic **Regional varieties of English: Non native** ,	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	**Students Activity**
	Non-native varieties of English	Introduction: 10mins	• Introduces the lesson by reviewing the previous lesson on the native speakers of the English language.	• Student teachers review the previous lesson onto prepare for the current lesson
	Non-native varieties	Stage 1: 40mins	• Brainstorms on the concept of non-native language with students.	• Student teachers brainstorm on the meaning of non-native language.

			• Discusses non-native language varieties of English with student teachers.	• Student teachers discuss with their tutor the non-native varieties of English language.
	African varieties of English	Stage 2: 40mins	• Tasks student teachers to search online for African varieties of English. • Tasks student teachers to explore the causes for the varieties	• Student teachers search online for African varieties of English. • Student teachers explore the causes for the varieties in English.
	Asian varieties of English	Stage 3: 40mins	• Tasks student teachers to search online for Asian varieties of English. • Tasks student teachers to explore the causes for the varieties • Compare the Asian varieties of English with African varieties.	• Student teachers search online for Asian varieties of English. • Student teachers explore the causes of the varieties. • Student teachers make a comparison between the African varieties of English and those of the Asian varieties.
		Conclusion: 10mins	Tutor/lecturer summarizes the lesson by relating it to the lesson's learning outcomes and indicators. This is done using question and answer technique to close lesson.	Student teachers relate the lesson to the learning outcomes and learning indicators. Through questions and answers they seek clarifications on the lesson.
Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and inclusion • Collaboration/ teamwork			
Teaching Learning Resources	• Smartphones • Laptops			
Required Text (core)	Crystal, D. (2002). *English as a Global Language.* U.K: Cambridge University Press.			
Additional Reading List	Kachru, B. B. (1992). *The Other Tongue; English across Cultures*. Urbana and Chicago: University of Illinois Press Trudgill, P. (1999). Standard English: What it isn't, in Bex, Tony & Watts, R.J. (eds.) *Standard English. The widening debate*. London: Routledge (117-128) Wolfman, W. (2004). *Social varieties of America English; Language in the U.S.A, theme for the twenty-first century*. Cambridge University Press.			
CPD Needs				

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	Variety according to Style (formal/informal English)	Lesson Duration	3
Lesson description	The lesson introduces student-teachers to the nature of both formal and informal varieties focusing specifically on the variety according to style.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to native and non-native types of varieties and varieties in some specific countries have been looked at.		
Possible barriers to learning in the lesson	Student teachers may not have had any preview on varieties relating to style in the context of formal and non-formal language usage.		

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

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Core and transferable skills
	CLO3: develop the awareness of the varieties according to style, standard, social status and function (NTS1a, p.12).	• Distinguish between formal English and informal English and explain the different contexts in which each variety is used. • Differentiate between standard varieties and non-standard varieties of English and use these varieties in their right contexts • Identify social varieties of English, e.g. men/women language, youth language in given texts. • Identify and explain the different functions of English in different communities where English is spoken	• Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy, etc.

Topic: Variety according to Style (formal/informal English),	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	**Students Activity**
	Formal and informal varieties	Introduction: 10mins	• Introduces the lesson by revising the previous lesson on the regional varieties of English using question and answer technique. • Introduces briefly the current lesson on formal and informal varieties.	• Student teachers review the basic elements leading to regional varieties of English. They respond to questions posed by the tutor. • Student teachers prepare for the current lesson as it is being introduced.
	Formal English	Stage 1: 40mins	• Brainstorms on the meaning of formal English with student teachers. • Constructs examples of formal English on the board and tasks student teachers to come out with examples of formal English.	• Student teachers brainstorm on the meaning of formal English. • Student teachers reflect on the examples constructed on the board and come out with their own examples for consideration.
	Colloquial, jargons and slangs	Stage 2: 60mins	• Brainstorms with student teachers on the meaning of colloquial, jargon and slang. • Constructs at least three phrases or sentences each of colloquial, jargon and slang on the board by mixing them up. • Tasks student teachers to separate them using a table on the basis of their understanding of the three concepts.	• Student teachers brainstorm on the meaning of colloquial, jargon and slang as varieties of English. • Student teachers reflect on the phrases or sentences the tutor constructs on the board. • Student teachers, on the basis of their understanding of the three concepts, separate them using a table.
	Speech versus writing; registers and accents	Stage 3: 60mins	• In pairs, tutor tasks student teachers to search online for meaning of the four concepts – speech, writing, register and accents. • Tasks student teachers to search for examples of words, phrases or sentences of each of the four concepts. • Tasks student teachers to make oral presentation on the importance of the	• Student teachers, in pairs, search online for the meaning of the four concepts of speech, writing, register and accents. • Student teachers search online again for examples of words, phrases or sentences of each of the four concepts. • Student teachers make oral presentation on the importance of the distinction among the four concepts.

			distinction among them and why they are considered as different styles.	
		Conclusion: 10mins	Summarizes the lesson by relating its content to the lesson's learning outcomes and indicators using question and answer technique to close lesson.	Student teachers recap the lesson by relating the content to the learning outcomes and indicators and through questions and answers they seek for clarification.

Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and inclusion • Collaboration/ teamwork
Teaching Learning Resources	• Smartphones • Laptops
Required Text (core)	Jowitt, D. (1991). *Nigerian English Usage: An Introduction*. Ibadan: Hughes, G.A. & Trudgill, P. (1996). *English Accents and Dialects. An Introduction to the social and regional varieties of English on the British Isles* (3rd edition). London: Arnorld
Additional Reading List	Bamgbose, A. (1995). English in the Nigerian Environment, in Bamgbose, A., Banjo, A., and Thomas, A. (eds.) New Englishes: A West African Perspective. Ibadan: Mosorupp, 9-26. Kachru, B. B. (1992). *The Other Tongue; English across Cultures*. Urbana and Chicago: University of Illinois Press Trudgill, P. (1999). Standard English: What it isn't, in Bex, Tony & Watts, R.J. (eds.) Standard English. The widening debate. London: Routledge (117-128) Wolfman, W. (2004). Social varieties of America English; Language in the U.S.A, theme for the twenty-first century. Cambridge University Press.
CPD Needs	

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

Title of Lesson	Variety according standard and non-standard		Lesson Duration	3
Lesson description	The lesson introduces student-teachers to the standard and non-standard variety of the usage of the English language.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to varieties according to style of speaking, writing, etc.			
Possible barriers to learning in the lesson	Student teachers may not have been introduced to the standard form of varieties of the English language usage.			

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

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

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO3: develop the awareness of the varieties according to style, standard, social status and function (NTS1a, p.12).	• Distinguish between formal English and informal English and explain the different contexts in which each variety is used. • Differentiate between standard varieties and non-standard varieties of English and use these varieties in their right contexts. • Identify social varieties of English, e.g. men/women language, youth language in given texts. • 3.4 Identify and explain the different functions of English in different communities where English is spoken.	• Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Topic: Variety according to standard	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	Students Activity
	Standard and non- standard English	Introduction: 10mins	• Introduces the lesson by reviewing the previous lesson on variety according to style using question and answer technique and link it up with the current lesson on standard and non- standard variety of the English language.	• Student teachers review the lesson on varieties according to style and linking it to the current lesson on standard and non- standard by answering the questions posed by the tutor.
	Standard English	Stage 1: 40mins	• Brainstorms with student teachers on the meaning of Standard English. • Constructs samples of phrases or sentences of Standard English. • Tasks student teachers to find out why Standard English is considered as a variety.	• Student teachers brainstorm on the meaning of Standard English. • Student teachers reflect on the samples of sentence construction by the tutor. • Student teachers search for information on why Standard English is also considered as a variety.
	Non- Standard English	Stage 2: 70mins	• Brainstorms with student teachers on the meaning of non- standard English. • Constructs samples of phrases or sentences of non-standard English. • Tasks student teachers to find out why non- standard English is considered as a variety. • Tasks student teachers to make a comparison between standard and non-standard English.	• Student teachers brainstorm on the meaning of non- standard English. • Student teachers reflect on the samples of sentence construction by the tutor. • Student teachers search for information on why non-standard English is also considered as a variety.
	Sub- standard English	Stage 3: 50mins	• Brainstorms with student teachers on the meaning of sub- standard English. • Constructs samples of phrases or sentences of sub-standard English. • Tasks student teachers to find out why sub- standard English is considered as a variety. • Tasks student teachers	• Student teachers brainstorm on the meaning of sub- standard English. • Student teachers reflect on the samples of sentence construction by the tutor. • Student teachers search for information on why sub-standard English is also considered as a variety.

			to make a simple comparison between and among standard, non-standard and sub-standard English.	
	Conclusion: 10mins	Summarizes the lesson by relating it to the lesson's learning outcomes and indicators using question and answer technique.	Student teachers recap the lesson by reflecting on the learning outcomes and indicators of the lesson.	
Which cross cutting issues will be addressed or developed and how	- Digital literacy - Cultural diversity and inclusion - Collaboration/ teamwork			
Teaching Learning Resources	- Smartphones - Laptops			
Required Text (core)	Jowitt, D. (1991). *Nigerian English Usage: An Introduction*. Ibadan: Hughes, G.A. & Trudgill, P. (1996). *English Accents and Dialects. An Introduction to the social and regional varieties of English on the British Isles* (3rd edition). London: Arnorld			
Additional Reading List	Bamgbose, A. (1995). English in the Nigerian Environment, in Bamgbose, A., Banjo, A., and Thomas, A. (eds.) New Englishes: A West African Perspective. Ibadan: Mosorupp, 9-26. Kachru, B. B. (1992). *The Other Tongue; English across Cultures*. Urbana and Chicago: University of Illinois Press Trudgill, P. (1999). Standard English: What it isn't, in Bex, Tony & Watts, R.J. (eds.) Standard English. The widening debate. London: Routledge (117-128) Wolfman, W. (2004). Social varieties of America English; Language in the U.S.A, theme for the twenty-first century. Cambridge University Press.			
CPD Needs				

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	Social varieties of English		Lesson Duration	3
Lesson description	The lesson introduces student-teachers to varieties of English according to social class and age.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to varieties according to standard, non-standard and sub-standard.			
Possible barriers to learning in the lesson	Student teachers may not have been introduced to social class usage of varieties of English.			

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

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

• Purpose for the lesson.	The purpose of the lesson is to examine the social varieties of the English language according to social class and age.		

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO 3: develop the awareness of the varieties according to style, standard, social status and function (NTS1a, p.12).	• Distinguish between formal English and informal English and explain the different contexts in which each variety is used. • Differentiate between standard varieties and non-standard varieties of English and use these varieties in their right contexts. • Identify social varieties of English, e.g. men/women language, youth language in given texts. • Identify and explain the different functions of English in different communities where English is spoken	• Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy

Topic: Social varieties of English	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	**Students Activity**
,	Social varieties	Introduction: 10mins	• Reviews previous lesson on varieties according to standard and non-standard and relates it to the current lesson on social varieties and its learning outcomes and indicators. This is done through question and answer technique.	• Student teachers review previous lesson by answering questions posed by the tutor.
	Varieties according to social class	Stage 1: 40mins	• Brainstorms with student teachers on the meaning of social class. • Discusses the language that identifies people in certain social classes. • Tasks student teachers to search online for kind of English language used by certain groups of people in the society.	• Student teachers brainstorm on the meaning of social class. • Discuss the language that identifies people in certain social classes. • Student teachers search online for the kind of English language used by certain groups of people in the society.
	Varieties according to age	Stage 2: 70mins	• Brainstorms with student teachers on the range of age level of people in the society, e.g. infant, young, adolescent, and adult. • Discusses the language that identifies people in each age level. • Tasks student teachers to search online for kinds and samples of English language used by each age level	• Student teachers brainstorm on the range of age level of people in the society. • Discuss the language that identifies each age level in the society. • Student teachers search online for the kindsand samples of English language used by each of the age levels.
	Varieties according to class versus age	Stage 3: 50mins	• In pairs, tutor tasks student teachers to make a comparison between varieties according to social class and those according to age. • Tasks them to make	• In pairs, student teachers make a comparison between varieties according to social class and those according to age. • Student teachers make oral presentation on the

			oral presentation of their findings on the differences or otherwise of varieties according to social class and age.	differences or otherwise of varieties according to social class and age.
		Conclusion: 10mins	Summarizes the lesson by relating it to the lesson's learning outcomes and indicators using question and answer technique to close lesson.	Student teachers reflect on the lesson's learning outcomes and indicators as they answer questions and seek clarifications on the lesson.
Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and inclusion • Collaboration/ teamwork			
Teaching Learning Resources	• Smartphones • Laptops			
Required Text (core)	Wolfman, W. (2004). Social varieties of America English; Language in the U.S.A, theme for the twenty-first century. Cambridge University Press.			
Additional Reading List	Bakomba, E. (1983). The Africanization of English, in Kachru, B. (ed.) The Other Tongues: English across Culture. Oxford: Pengason, pp. 210-220 Deterding, D. (2007). Singapore English. Edinburgh: Edinburgh University Press. Jowitt, D. (1991). *Nigerian English Usage: An Introduction*. Ibadan: Hughes, G.A. & Trudgill, P. (1996). *English Accents and Dialects. An Introduction to the social and regional varieties of English on the British Isles* (3rd edition). London: Arnorld Longman. Kachru, B. B. (1992). *The Other Tongue; English across Cultures*. Urbana and Chicago: University of Illinois Press Trudgill, P. (1999). Standard English: What it isn't, in Bex, Tony & Watts, R.J. (eds.) Standard English. The widening debate. London: Routledge (117-128)			
CPD Needs				

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	Social varieties II				Lesson Duration	3
Lesson description	The lesson introduces student-teachers to language usage in terms of social varieties and specifically it relates to gender and profession.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to varieties according to social class and age.					
Possible barriers to learning in the lesson	Student teachers may not have been taught the how to prepare a scheme of work.					
Lesson Delivery – chosen to support students in achieving the outcomes	**Face-to-face**	**Practical Activity**	**Work-Based Learning**	**Seminars**	**Independent Study**	**e-learning opportunities**	**Practicum**
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. **Independent study:** to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes **Seminars:** to generate group and individual creativity, discussion and reflection: student and / or tutor led. **E-learning *opportunities*** – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.						
• **Purpose for the lesson.**	This lesson is a continuation of the previous lesson on varieties according social class and age.The purpose of the lesson is to introduce student teachers to the language varieties according to gender and profession.						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO 3: develop the awareness of the varieties according to style, standard, social status and function (NTS1a, p.12).	• Distinguish between formal English and informal English and explain the different contexts in which each variety is used. • Differentiate between standard varieties and non-standard varieties of English and use these varieties in their right contexts. • Identify social varieties of English, e.g. men/women language, youth language in given texts. • Identify and explain the different functions of English in different communities where English is spoken	• Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Topic: Social varieties II	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	**Students Activity**
,	Social varieties	Introduction: 10mins	• Reviews previous lesson on social varieties according to class and age and relating it to the current lesson and its learning outcomes and indicators.	• Student teachers reflect on the previous lesson and relating it to the current one and its learning outcomes and indicators.
	Varieties according to Gender	Stage 1: 40mins	• Using question and answer technique, tutor finds out from student teachers the meaning of the concept of gender. • Discusses the language that identifies each gender.	• Student teachers brainstorm on the meaning of gender and its classification. • Student teachers discuss the language that identifies each gender.
	Varieties according to profession	Stage 2: 70mins	• Brainstorms with student teachers on the meaning of profession. • Discusses the language that identifies people in each professional level. • Tasks student teachers to search online for kinds and samples of English language used by each professional level	• Student teachers brainstorm on the meaning of profession. • Student teachers discuss the language that identifies people in each professional level. • Student teachers search online for kinds and samples of English language used by each professional level.
	varieties according to gender versus profession	Stage 3: 50mins	• Tasks student teachers to compare varieties according to gender and profession. • Tasks them to make oral presentation on their findings on the differences.	• Student teachers make a comparison between varieties according to gender and profession. • Student teachers make oral presentation on their findings on the differences.
		Conclusion: 10mins	Tutor/lecturer summarizes the lesson by relating it to the lesson's learning outcomes and indicators using question and answer technique to close lesson.	Student teachers reflect on the learning outcomes and indicators by asking questions and seeking clarifications on the lesson.
Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and inclusion • Collaboration/ teamwork			
Teaching Learning Resources	• Smartphones • Laptops			
Required Text (core)	Wolfman, W. (2004). Social varieties of America English; Language in the U.S.A, theme for the twenty-first century. Cambridge University Press.			

Additional Reading List	Bakomba, E. (1983). The Africanization of English, in Kachru, B. (ed.) The Other Tongues: English across Culture. Oxford: Pengason, pp. 210-220 Deterding, D. (2007). Singapore English. Edinburgh: Edinburgh University Press. Jowitt, D. (1991). *Nigerian English Usage: An Introduction*. Ibadan: Hughes, G.A. & Trudgill, P. (1996). *English Accents and Dialects. An Introduction to the social and regional varieties of English on the British Isles* (3rd edition). London: Arnorld Longman. Kachru, B. B. (1992). *The Other Tongue; English across Cultures*. Urbana and Chicago: University of Illinois Press Trudgill, P. (1999). Standard English: What it isn't, in Bex, Tony & Watts, R.J. (eds.) Standard English. The widening debate. London: Routledge (117-128)
CPD Needs	

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

Title of Lesson	Varieties of English according to function		Lesson Duration	3
Lesson description	The lesson introduces student-teachers to theappreciation of the implication of the different varieties of English			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced varieties according to gender and profession.			
Possible barriers to learning in the lesson	Student teachers might not have been previewed to the function of varieties of English.			

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

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

• **Purpose for the lesson.**	The purpose of this lesson is to appreciate the implication of the different varieties of English for teaching and learning of English.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO 4: appreciate the implication of the different varieties of English for teaching and learning English in Ghanaian classroom situation (NTS3a, p.14).	• Identify and provide support for pupils who speak non-standard varieties of English in the classroom.	• It is likely that student teachers may not be able to differentiate between a scheme of work and a lesson plan. This can be avoided when they have an in depth knowledge in both the scheme of work and lesson plan. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy.

Topic: Varieties of English according to function	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	**Students Activity**
,	Variety according function	Introduction: 10mins	• Introduces the lesson by revising the previous lesson on varieties according gender and profession and relating it to the current lesson's learning outcomes and indicators.	• Student teachers review lesson on the varieties according gender and profession by reflecting on the current lesson's learning outcomes and indicators.

	Using English as a Native language	Stage 1: 40mins	• Tasks student teachers to appreciate the implication of using English as a native language. • Discusses with student teachers how the use of English as a native language can be applied to the classroom teaching and learning.	• Student teachers explore means to appreciate the implication of using English as a native language. • Student teachers discuss how the use of English as a native language can be applied to the classroom teaching and learning.
	Using English as an aditional language	Stage 2: 50mins	• Tasks student teachers to appreciate the implication of using English as an additional language. • Discusses with student teachers how the use of English as an additional language can be applied to the classroom teaching and learning.	• Student teachers explore means to appreciate the implication of using English as an additional language. • Student teachers discuss how the use of English as an additional language can be applied to the classroom teaching and learning.
	Using English as native versus additional language	Stage 3: 70mins	• Tasks student teachers to make a comparison between the implication of using English as native and as additional language. • In groups of two (depending on the size of the class), tasks student teachers to work on each of the two – native or additional language – and make a presentation on their findings.	• Student teachers make a comparison between the implication of using English as native and as additional language. • Student teachers form groups to work on both the native and additional language and their implications and make a presentation on their findings.
		Conclusion: 10mins	Summarizes the lesson by referring to the lesson's learning outcomes and indicators using question and answer technique to close lesson.	Student teachers reflect on the content of the lesson and relate it to the lesson's learning outcomes and indicators.
Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and inclusion • Collaboration/ teamwork			
Teaching Learning Resources	• Smartphones • Laptops			
Required Text (core)	Crystal, D. (2002). *English as a Global Language.* U.K: Cambridge University Press.			
Additional Reading List	Bakomba, E. (1983). The Africanization of English, in Kachru, B. (ed.) The Other Tongues: English across Culture. Oxford: Pengason, pp. 210-220 Deterding, D. (2007). Singapore English. Edinburgh: Edinburgh University Press.			

	Jowitt, D. (1991). *Nigerian English Usage: An Introduction*. Ibadan: Hughes, G.A. & Trudgill, P. (1996). *English Accents and Dialects. An Introduction to the social and regional varieties of English on the British Isles* (3rd edition). London: Arnorld Longman. Kachru, B. B. (1992). *The Other Tongue; English across Cultures*. Urbana and Chicago: University of Illinois Press Trudgill, P. (1999). Standard English: What it isn't, in Bex, Tony & Watts, R.J. (eds.) Standard English. The widening debate. London: Routledge (117-128) Wolfman, W. (2004). Social varieties of America English; Language in the U.S.A, theme for the twenty-first century. Cambridge University Press.
CPD Needs	

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	Variety according function II		Lesson Duration	3
Lesson description	The lesson introduces student teachers to functions of varieties English and their implications to the classroom teaching and learning.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been introduced to the function and implication of varieties of English as native and as additional languages and their classroom practices.			
Possible barriers to learning in the lesson	Student teachers might not have an in-depth knowledge in the function and implication of varieties as English as a second language and as a foreign language.			

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

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

• **Purpose for the lesson.**	The purpose of this lesson is to appreciate the implication of the different varieties of English for teaching and learning of English.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Core and transferable skills**
	CLO4: appreciate the implication of the different varieties of English for teaching and learning English in Ghanaian classroom situation (NTS3a, p.14).	• Identify and provide support for pupils who speak non-standard varieties of English in the classroom.	• It is likely that student teachers may not recognize the appropriate tools for assessment. This can be avoided when they have an in depth knowledge in the tools that are used in assessing learners. • Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,

Varieties according to function II	**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	**Students Activity**
	Varieties according function	Introduction: 20mins	• Introduces the lesson by revising the previous lesson on varieties according function (native and additional language) and relating it to the current lesson's learning outcomes and indicators.	• Student teachers reflect on the previous lesson and relate it to the current one and its learning outcomes and indicators.

	Using English as a Second language	Stage 1: 30mins	• Tasks student teachers to appreciate the implication of using English as a second language. • Discusses with student teachers how the use of English as a second language can be applied to the classroom teaching and learning.	• Student teachers appreciate the implication of using English as a second language. • Student teachers discuss how the use of English as a second language can be applied to the classroom teaching and learning.
	Using English as a Foreign language	Stage 2: 70mins	• Tasks student teachers to appreciate the implication of using English as a foreign language. • Discusses with student teachers how the use of English as a foreign language can be applied to the classroom teaching and learning.	• Student teachers appreciate the implication of using English as a foreign language. • Student teachers discuss how the use of English as a foreign language can be applied to the classroom teaching and learning.
	Using English as an International language/Lingua franca	Stage 3: 50mins	• Tasks student teachers to appreciate the implication of using English as an international language or as a lingua franca. • Discusses with student teachers how the use of English as an international language or as a lingua franca can be applied to the classroom teaching and learning.	• Student teachers appreciate the implication of using English as an international language or as a lingua franca. • Student teachers discuss how the use of English as an international language or as a lingua franca can be applied to the classroom teaching and learning.
		Conclusion: 10mins	Summarizes the lesson by relating it to the lesson's learning outcomes and indicators using question and answer technique to close lesson.	Student teachers reflect on the content of the lesson and relate it to the lesson's learning outcomes and indicators.

Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and inclusion • Collaboration/ teamwork
Teaching Learning Resources	• Smartphones • Laptops
Required Text (core)	Wolfman, W. (2004). Social varieties of America English; Language in the U.S.A, theme for the twenty-first century. Cambridge University Press.
Additional Reading List	Bakomba, E. (1983). The Africanization of English, in Kachru, B. (ed.) The Other Tongues: English across Culture. Oxford: Pengason, pp. 210-220 Deterding, D. (2007). Singapore English.

	Edinburgh: Edinburgh University Press.
	Jowitt, D. (1991). *Nigerian English Usage: An Introduction*. Ibadan: Hughes, G.A. & Trudgill, P. (1996). *English Accents and Dialects. An Introduction to the social and regional varieties of English on the British Isles* (3rd edition). London: Arnorld
	Longman.
	Kachru, B. B. (1992). *The Other Tongue; English across Cultures*. Urbana and Chicago: University of Illinois Press
	Trudgill, P. (1999). Standard English: What it isn't, in Bex, Tony & Watts, R.J. (eds.) Standard English. The widening debate. London: Routledge (117-128)
CPD Needs	

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 LessonLesson	Summary of lessons on the varieties of English				Lesson Duration	3
description	The lesson introduces student-teachers to the summary of all the lessons taught so far.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already been taught the concept of varieties of English, its native and non-native conception and its implication for the classroom situation.					
Possible barriers to learning in the lesson	Student teachers may not have grasped the essential information of all the lessons taught so far.					

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

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

• Purpose for the lesson.	The purpose of the lesson is to examine the essential features of the Junior High School English curriculum in the form of a summary. It is to identify the main ideas from the first lesson to the final lesson as a way of recapping the key issues.

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Core and transferable skills
	CLO1 - 4: All the learning outcomes from one to four.	• All the learning indicators from one to four.	• Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy.

Topic: Varieties of English	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	**Students Activity**
	Language variety in English	Introduction: 10mins	• Reviews the lesson on varieties of English using question and answer technique.	• Student teachers respond to the questions posed by the tutor as a way of reviewing the lesson.
	Foundations of varieties	Stage 1: 40mins	• Reviews the lesson on the foundations of varieties of Englishusing question and answer technique.	• Student teachers respond to the questions posed by the tutor as they review the lesson on the foundations of varieties of English.
	Types of varieties	Stage 2: 40mins	• Reviews lesson on the types of varieties – regional, social and style. • Assists student teachers to recall the	• Student teachers answers questions posed by the tutor while revising the lesson on the types of varieties.

			essential features of each of the types.	
	Functions of varieties	Stage 3: 40mins	• Reviews lesson on the functions of varieties of English – using English as a native, non-native, second or foreign language, etc. and their implications. • Tasks student teachers to identify the key features of each and its function and implication for classroom practice.	• Student teachers revise the functions of varieties of English. • Student teachers identify the key features of each of the components and their functions and implications for classroom practice.
		Conclusion: 10mins	Guides student teachers to evaluate the CLOs and the NTS whether they have been achieved.	Student teachers evaluate the CLOs and the NTS to find out what they have achieved so far.
Which cross cutting issues will be addressed or developed and how	• Digital literacy • Cultural diversity and inclusion • Collaboration/ teamwork			
Teaching Learning Resources	• Smartphones • Laptops			
Required Text (core)	NACCA/Ministry of Education (MoE) (2012; 2018). *Teaching syllabus for Junior High School*. Accra.			
Additional Reading List	Alex, M. (2003). *Teaching and Learning: Pedagogy, curriculum and culture*. Routledge Falmer. Glatthorn, A. A., Boschee, F. & Whitehead, M. B. (2006). *Curriculum leadership: Development and imple mentation*. London: Sage Publications Lewy, A. (1991). *The international enclopaedea of curriculum*. New York: Pergamon Press. Marsh, C. J. (1992). *Key concepts for understanding curriculum*. London: The Falmer Press. Mash, C. J. & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues*. New Jersey: Pearson. Ornstein, A. C., & Behar-Horenstein, L. S. (2003). *Contemporary issues in curriculum*. Pearson Education, Inc.			
CPD Needs				