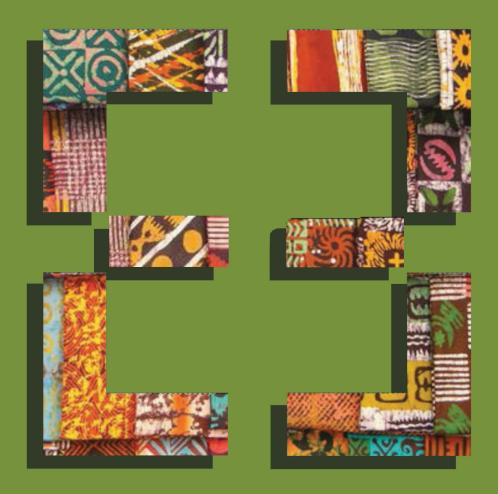
YEAR 4
SEMESTER 2

Four-Year B.Ed. Course Manual

VARIETIES OF ENGLISH









The Government of Ghana









FOREWORD

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

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors and lecturers in delivering a complete B.Ed. course for training student teachers which 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
Dr. Abraham Kwadwo Okrah		Elizabeth Lani Ashong	Vocational
Dr. Sarah Emma Eshun	English Language	Michael Tsorgali	Education and Training
Vivian Acquaye			Trailing
Felix A. Odonkor		Frnacis Donkor	
Dr. Cecilia Esinam Agbeh		Dr. Maxwell Nyatsikor	
Ibrahim Osmanu	French	Prof. Salomey Essuman	
Dr. Kofi Adu-Boahen		Dr. Paul Kwadwo Addo	
Dr. M. Kusimi		Dr. Winston Kwame Abroampa	
Dr. Aboagye Dacosta	_	Mr. Kwaku Esia-Donkoh	
Mr. Alexander Otoo	Geography	Mohammed Z. Abdulmumin	Pedagogy
Dr. Yvonne A.A. Ollennu	Ghanaian	Dr. Mohammed Hafiz	Arabic
Kwasi Adomako	Language	Iddris Mohammed	
Dr. Akwasi Kwarteng Amoako-Gyampah		Mohammed Almu Mahaman	
Anitha Oforiwah 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	people in many differences and language varieties, last skills to conduct reswill also make studenceds of such learn analyses, observation	widely spoken language in the world erent places around the world. This had will examine a range of varieties of Esimilarities among them. Topics to be historical and regional varieties of Encus and function. Student teachers we earch in English to improve English learnt teachers aware of implications of ers are met. The course will be delivered on, etc. Mini research projects, groupes of assessment of, for and as learn	nas resulted in many differnglish from around the ediscussed include four glish, English varieties acill then be equipped with earning and teaching in stinclusion and diversity the presentations and writing and	erent varieties of world, and explore idations of ccording to style, in the necessary schools. The course to ensure that the style, seminars, textual ten examination
Course Learning Outcomes	to:	ourse student teachers should be able knowledge of the foundations of NTS 2c: 13)	teachers should the factor of 1.1 explain the factor	Id be able to: ors that account for e of varieties in lage. ferent varieties in
	CLO 2:explore the English (NTS3i, p.14	historical and regional varieties (ge has developed tures of the major cies of English ween historical and
	-	awareness of the varieties accordin social status and function (NTS1	e, English and inf explain the dif which each va 3.2 Differentiate be varieties and n varieties of En	formal English and ferent contexts in riety is used. etween standard non-standard glish and use these eir right contexts. varieties of English,

		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% overal Selected Items of students work (3 of them – 10! Midterm assessment, - 20% Reflective Journal - 40% Organization of the subject portfolio – 10% (how A written examination to assess student teachers' subject English. Assess learning outcomes (CLO 1) COMPONENT 2: Component 2: Subject Project (30% - over	% each) – 30% vit is presented/organised) and pedagogic knowledge in Varieties of
	 Introduction, a clear statement of aim and purpose Methodology: What the student teacher has doe Substantive or main lesson section 40% Assessment for and as learning (formative) Summary of Aspresentations, 1individual presentations (Core skills target of historical and regional varieties according style, standar Assess learning outcomes (CLO 2, 3) 	ose of the project - 10% ne and the purpose of the project – 10% ssessment Method: 2 Group ted are the exploration and identification
	COMPONENT 3: End of semester exams 40% Individual assignment – Student teachers to write on assest communication, critical thinking, creativity, digital literacy. Assess learning outcomes (CLO 4)	=

Year of B.Ed. 4	Semester	2	Place of	lesson in sem	ester <u>1</u>	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson							Lesson 3 Duration	
Lesson description	varieties and t	to examine omes and in	them in t dicators.	their various co	ntexts. This is o	done in the o	context of the	
Previous student teacher knowledge, prior learning (assumed)	used together	with the lo	cal langu	iages in Ghana.			language which is	
Possible barriers to learning in the lesson	around the w	orld		·			anguage varieties	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Learnin	Seminars	Independent Study	e-learning opportun		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the lesson.	discussion, briteacher led. It Independent promote individual be part of Seminars: to / or tutor led. E-learning op environments delivery mode	ainstorming should not study: to evidual and containing any of the generate ground ties. This can be in its own	, questic usually I nable stu- ollaborate above m oup and - involving e part of right.	ive enquiry, moodes individual crea ing the use of in any of the about	etc. This can be de. ge with relevant ore in-depth an tivity, discussion teractive packa we modes of de	e tutor and / t and approp alysis and do on and reflect ages and virt elivery. It is u	or student oriate materials to evelopment. This etion: student and eval learning	
Learning Outcome for	Learning Outo	comes	Lea	rning Indicators	Cor	e and transf	erable skills	
the lesson, picked and developed from the course specification Learning indicators for each learning outcome	CLO1: demons knowledge of foundations o varieties (NTS	strate the f language 2c: 13)	•	Explain the that account existence of in (English) lan Identify the varieties in Engiven contexts	factors for the varieties guage. different nglish in	Core skills t communica collaboratio and enquire literacy,	rargeted include ation, on, observation y skills, digital	
Topic Varieties of English	Sub topic Foundations of language	Stage/tim	e	depending or	learning to ac delivery mod group work or	e selected. 1	Γeacher led,	
	Introduction to the course	10minutes	3	to the stu and also introduce learning and their	es course udents es the outcomes s. Teacher	Student t tutor and clarificati Student t participa	teachers te by mentioning the English	

			1
		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	SmartphonesLaptops
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 (3 rd 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	

Year of B.Ed. 4	Semester	2	Place of	lesson in semes	ster	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 stu	ıdent teach	ers to explore th	e historic	al variet	y of English.	
Previous student teacher knowledge, prior learning (assumed)	Student teache	Student teachers have already been introduced to the foundations of language variety. Student teachers may havedifficulty of tracing the historical factors leading to language						
Possible barriers to learning in the lesson	Student teach variety.	ers may	havedifficu	lty of tracing t	the histo	rical fac	tors leading t	o language
Lesson Delivery – chosen to support students in achieving the outcomes	face Ac	actical tivity	Work- Based Learning		Independ Study	O	-learning pportunities	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the	discussion, bra led. It should n Independent s promote indivican be part of a Seminars: to g or tutor led. E-learning opper environments. delivery mode	instormir ot usually tudy: to dual and any of the enerate p ortunities This can in its own	ng, question y be the mai enable stud collaborative above mod group and ir s — involving be part of a n right.	ents to engage vere enquiry, more des ndividual creatives the use of inter ny of the above	with relevent in-depth ity, discustractive pa modes of	n be tuto vant and n analysis ssion and nckages a f delivery	appropriate mage and development of reflection: student of the stu	ent teacher aterials to ent. This ident and / ning o be a
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	CLO1: explore thistorical and rivarieties of Engine (NTS3i, p.14).	the egional	 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 				Core and transferable skills Core skills targeted include communication, collaboration, observation and enquiry skills, digital literacy,	
Topic: Historical variety of English	Sub topic	depending on delivery mode selected. Teacher led, collaborative group work or independent study Teacher Activity Students					r led, ly	
	Introduction to the course	10mir	nutes	Introduces students a introduces outcomes indicators responds to about the	and also s the lear and their . Teacher to questic	ning r	Student listen to	teachers tutor and stions for

Old English	Stage 1: 60		Student teachers
	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. 	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
Which cross cutting issues will be addressed or developed and how	Digital I Collabo	l iteracy ration/ teamwork		the lesson.
Teaching Learning Resources	SmartpLaptops			
Required Text (core)		92). The Other Ton	al Language. U.K: Cambridge Univ gue; English across Cultures. Urba	-
Additional Reading List	English across Co Edinburgh: Edinb Jowitt, D. (1991) (1996). English A English on the Bi Longman. Kachru, B. B. (19 University of Illir Trudgill, P. (1999) English. The wide Wolfman, W. (20	ulture. Oxford: Pen ourgh University Pr . Nigerian English U accents and Dialect: ritish Isles (3 rd edition 192). The Other Ton nois Press 19). Standard English ening debate. Lond 1904). Social varietie	cion of English, in Kachru, B. (ed.) T gason, pp. 210-220 Deterding, D. (ess. Usage: An Introduction. Ibadan: Hu s. An Introduction to the social and on). London: Arnorld gue; English across Cultures. Urban : What it isn't, in Bex, Tony & Wat on: Routledge (117-128) s of America English; Language in oridge University Press	(2007). Singapore English. Jughes, G.A. & Trudgill, P. Jughes of regional varieties of na and Chicago: Lts, R.J. (eds.) Standard
CPD Needs				

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Title of Lesson	Regional var	rieties of E	nglish		Le	esson Duration	3	
Lesson description	The lesson introduces student-teachers to the meaning of regional varieties and the rationale behind such varieties.							
Previous student teacher	Student tea	chers have	already le	earnt about	the foundati	on of language vari	eties and the	
knowledge, prior learning	historical co		=					
(assumed)								
Possible barriers to learning in the lesson	Student tead	thers may b	e limited ir	scope about	t the causes o	f regional varieties in	n language.	
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independen	e-learning	Practicum	
support students in	face	Activity	Based		Study	opportunities		
achieving the outcomes			Learning					
Lesson Delivery - main	Face-to-face	: opportu	nity for an	extended and	l coherent lin	e of argument. It incl	udes	
mode of delivery chosen to						n be tutor and / or st		
support student teachers in	led. It should				•	,		
achieving the learning		dependent study: to enable students to engage with relevant and appropriate materials						
outcomes.		comote individual and collaborative enquiry, more in-depth analysis and development. This						
	•				•	,	<u>-</u>	
	-	an be part of any of the above modes eminars: to generate group and individual creativity, discussion and reflection: student and /					student and /	
	or tutor led.							
		i-learning opportunities – involving the use of interactive packages and virtual learning						
				_	-	delivery. It is unlike	_	
	delivery mod		-	arry or the ab	ove modes o	denvery. It is drinke	iy to be a	
Purpose for the lesson.	-		_	lore the fact	ors that lead	o regional varieties	nf language	
Turpose for the lesson.	The purpose	or the less	011 13 to CX	nore the ract	ors that icaa	o regional varieties	or language.	
Learning Outcome for the lesson, picked and	Learning Ou	Learning Outcomes Learning Indicators Core and transferal				nd transferable skills	3	
developed from the	CLO 2: explo	re the	• giv	ve a historical • It is likely that student to			teachers may	
T =	historical and regional		_			t be able to identify	-	
course specification	varieties of E	_		e English			ntiate between and among	
Learning indicators for	(NTS3i, p.14)		language has			the three stages of curriculum.This		
each learning outcome	(**************************************	,-		veloped		n be avoided when the		
				-			-	
		describe the depth knowledge in curriculum features of the theory and its design				ricalani		
		features of the theory and its design.						
		major regional • Core skills targeted include				ra chille targatad inc	luda	
1				-		_		
			va	rieties of Eng	lish co	mmunication, collab	oration,	
			va • 2.3 d	rieties of Eng differentiate	lish co	mmunication, collab servation and enqui	oration,	
			• 2.3 d betv	rieties of Eng differentiate veen historica	lish co	mmunication, collab	oration,	
			• 2.3 d betwand	rieties of Eng differentiate veen historica regional	lish co ok al di	mmunication, collab servation and enqui	oration,	
Tonic	Sub tonic	Stage II	• 2.3 obetve and varies	rieties of Eng differentiate veen historica regional eties of Englis	lish co ok al di	mmunication, collab servation and enqui gital literacy,	oration, ry skills,	
Topic:	Sub topic	Stage/t	• 2.3 obetve and varies	rieties of Eng differentiate veen historica regional eties of Englis Teaching ar	lish co ob al di sh nd learning to	mmunication, collab eservation and enqui gital literacy, achieve learning ou	oration, ry skills, utcomes:	
Regional varieties of	Sub topic	Stage/t	• 2.3 obetve and varies	rieties of Eng differentiate veen historica regional eties of Englis Teaching ar depending	lish co ok al di sh nd learning to on delivery n	mmunication, collab servation and enqui gital literacy, achieve learning ou node selected. Teach	oration, ry skills, utcomes: ner led,	
1 · · · · ·	Sub topic	Stage/t	• 2.3 obetve and varies	rieties of Eng differentiate veen historica regional eties of Englis Teaching ar depending collaborativ	lish co ok al di sh nd learning to on delivery n ve group wor	mmunication, collab servation and enqui gital literacy, achieve learning ou node selected. Teach k or independent stu	oration, ry skills, utcomes: ner led, udy	
Regional varieties of	Sub topic	Stage/t	• 2.3 obetve and varies	rieties of Eng differentiate veen historica regional eties of Englis Teaching ar depending	lish co ok al di sh nd learning to on delivery n ve group wor	mmunication, collab servation and enqui gital literacy, achieve learning ou node selected. Teach k or independent stu	oration, ry skills, utcomes: ner led,	
Regional varieties of	Sub topic Regional	Stage/t	• 2.3 c betw and varie	rieties of Eng differentiate veen historica regional eties of Englis Teaching ar depending collaborativ Teacher Ac	lish co ok al di sh nd learning to on delivery n ve group wor	mmunication, collab servation and enqui gital literacy, achieve learning ou node selected. Teach k or independent stu	oration, ry skills, utcomes: ner led, udy	
Regional varieties of		Introdu	va • 2.3 c betv and varie ime	rieties of Eng differentiate veen historica regional eties of Englis Teaching ar depending collaborativ Teacher Acc	lish co ol al di h nd learning to on delivery n ve group wor tivity	mmunication, collab servation and enqui gital literacy, achieve learning ou node selected. Teach k or independent stu	atcomes: ner led, ady lents Activity	
Regional varieties of	Regional	Introdu	va • 2.3 c betv and varie ime	rieties of Eng differentiate veen historica regional eties of Englis Teaching ar depending collaborativ Teacher Act Introdu by revio	lish co ob al di sh nd learning to on delivery n ve group wor tivity	mmunication, collab iservation and enqui gital literacy, achieve learning out node selected. Teach k or independent stu Student • Student teach questions of	atcomes: ner led, ady lents Activity	
Regional varieties of	Regional varieties o	Introdu	va • 2.3 c betv and varie ime	rieties of Eng differentiate veen historica regional eties of Englis Teaching ar depending collaborativ Teacher Act Introdu by revieus	lish contained to the lesson delivery in the	mmunication, collab eservation and enqui gital literacy, achieve learning out node selected. Teach k or independent stu Student tea questions of varieties of	atcomes: aer led, ady lents Activity achers answer an historical language as a	
Regional varieties of	Regional varieties o	Introdu	va • 2.3 c betv and varie ime	rieties of Eng differentiate veen historica regional eties of Englis Teaching ar depending collaborativ Teacher Acc Introdu by revious historica	lish contains to obtain the contains to on delivery notes the lesson ewing the us lesson on the contains the	mmunication, collab eservation and enqui gital literacy, achieve learning out node selected. Teach k or independent stu Student tea questions of varieties of	atcomes: aer led, ady lents Activity achers answer in historical language as a sing the	
Regional varieties of	Regional varieties o	Introdu	va • 2.3 c betv and varie ime	rieties of Eng differentiate veen historica regional eties of Englis Teaching ar depending collaborativ Teacher Act Introdu by revious historica language	lish od	mmunication, collab iservation and enqui gital literacy, achieve learning or node selected. Teach k or independent str Student tea questions of varieties of way of revis previous les	atcomes: aer led, ady lents Activity achers answer in historical language as a sing the	

	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. occurred, travelled, favour,) 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. occured, traveled, favor,) 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 Teaching Learning Resources	• Cultu • Collal	al literacy ral diversity and incl boration/ teamwork tphones ops		
Required Text (core)			bal Language. U.K: Cambridge	e University Press.

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

Year of B.Ed. 4 Semester	2	Place of lesson in semester	123 4 56789101112
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Title of Lesson	Regional va	rieties of Er	nglish II				Lesson Durat	ion	3		
Lesson description	The lesson i										
Previous student teacher knowledge, prior learning (assumed)	involved.	Student teachers have already been introduced to British and American English and the varieties involved.									
Possible barriers to	Student tea	Student teachers may not have any preview of the regional varieties of English.									
learning in the lesson											
Lesson Delivery – chosen	Face-to-	Practical	Work-	Seminars	Independent		irning	Practi	cum		
to support students in	face	Activity	Based		Study	oppo	ortunities				
achieving the outcomes			Learning								
Lesson Delivery – main			-		d coherent line	_					
mode of delivery chosen				er, etc. This	can be tutor and	d / or s	tudent teache	er led. It	should		
to support student	not usually										
teachers in achieving the					gage with releva						
learning outcomes.	be part of a Seminars: tutor led. E-learning cenvironmer	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									
a Durmana for the	delivery mo			lain the con	cept of regional	Lyariot	ioc and to ove	loro th	2		
Purpose for the	rationale be		-	nam the con	cept of regional	variet	ies and to exp	nore tri	2		
lesson.			1			Cara	and transfera	الناه مادا			
 Learning Outcome for the lesson, 	Learning O	uccomes	Learning I	nuicators		core	and transfera	bie skiii	S		
picked and developed from the course specification • Learning indicators for each learning outcome	CLO2: explo historical ar regional var English (NTS	nd rieties of	the EnglishdescriptionmajorEnglishdifferent	conribe the features of the obsorregional varieties of shortentiate between orical and regional varieties		commobser	skills targeted nunication, co vation and en I literacy.	llaborat	ion,		
Topic:	Sub topic	Stage/tim	ie	_	nd learning to a		_				
Regional varieties of					on delivery mo						
English II				collaborati	ve group work	or inde	-	_			
				Teacher Ad	ctivity		Stude	nts Act	ivity		
,	Regional varieties of English	Introduction: 10mins		lesson aspect varieti Ameri using (vs the previous on some as of native es (British and can English) question and r technique.	•	Student teac answers to the posed by the of revising the lesson.	ne ques tutor a	tions s a way		
	Australian English	Stage 1: 4	0mins	studer the Au and th that id	ses with Int teachers who Istraliansare Istralia	•	Student teac who the Aust the language them. Student teac online for ex	tralian a that id hers sea	are and entifies arch		

		for Australian English words and write them on the board. and list them • Student teach the sentences	s constructed and compare e British and
Canadian English	Stage 2: 40mins	the Canadians are and the language them. 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 the language them. Student teach online for examinating and list them Student teach the sentences on the board them with the English. Student teach the factors the	edians are and that identifies oners search amples of adian English on the board. The second compare is constructed and compare is Australian oners discuss
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 languages that they 	th Africans are large that m. hers search amples of th African st them on the hers discuss s constructed and compare y of the ages discussed hers discuss

	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	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	• Dis	 gital literacy	close lesson.						
issues will be addressed		Itural diversity and incl	usion						
or developed and how		llaboration/ teamwork							
Teaching Learning	_	nartphones							
Resources		ptops							
Required Text (core)	Crystal, D. (2002). English as a Glo	bal Language. U.K: Cambridg	e University Press.					
Additional Reading List	of Illinois Pi Trudgill, P. English. The Wolfman, V	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 wenty-first century. Cambridge University Press.							
CPD Needs									
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Year of B.Ed.	4	Semester	2	Place of	lesson in sem	ester	12345	6789	10 11 12			
Title of Lesson		Regional v	gional varieties of English: Non native Lesson Duration 3									
Lesson description		The lessor of English.		s student-tea	achers to the la	anguage va	arieties of the	non-nativ	e speakers			
Previous student knowledge, prior (assumed)			Student teachers have already been introduced to the language varieties in native speakers of he English language.									
Possible barriers to in the lesson	o learning			y not have l sh language.				nces in th	e non-nativ			
Lesson Delivery – c support students i achieving the outc	n	Face-to- face	Practical Activity	Work- Based Learning		Independe t Study	en e-learni opportu	•	Practicu m			
Lesson Delivery mode of delivery support student t achieving the outcomes.	chosen to	discussion teacher le Independe promote i can be par Seminars: / or tutor E-learning environme	, brainstorn d. It should ent study: ndividual a rt of any of to general led. gopportuni	ming, question in the street of the street o	extended and on and answer be the main mudents to engative enquiry, nodes I individual creases any of the about the	, etc. This ode. age with re nore in-dep ativity, dis	can be tutor a elevant and ap pth analysis and ccussion and re packages and	ond / or st opropriate and develope eflection:	udent materials to pment. This student and arning			

• Purp	ose for the lesson.	The purpose of the lesson is to help the student teacher to examine the key feature English language curriculum.						
Learning Outcome for the lesson, picked and		Learning Outcomes		Learning Ir	ndicators	Coi	re and transferable skills	
cours • Learn	eloped from the se specification ning indicators for learning outcome	CLO 2: Explore historical and regional variet of English (NTS p.14).	ties	Englishdescril regiondiffere	historical account of how the n language has developed the features of the major al varieties of English entiate between historical and al varieties of English.	include r communication, collaboration,		
Topic Regional	varieties of English:	Sub topic	Stage	e/time	Teaching and learning to ach depending on delivery mode	sele	cted. Teacher led,	

Regional varieties of English: Non native			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 theprevious lessonto 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.				

	African S varieties of English	stage 2: 40mins	 Discusses non-native language varieties of English with student teachers. Tasks student teachers to search online for African varieties of English. Tasks student teachers to explore the causes for the varieties 	 Student teachers discuss with their tutor the nonnative varieties of English language. Student teachers search online for African varieties of English. Student teachers explore the causes for the varieties in English.
	Asian S 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: LOmins	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		iteracy I diversity and inc ration/ teamwor		
Teaching Learning	Smartpl			
Resources	Laptops Crustal D (2002)		aballananumaa IIIV. Caral III	a University Dues-
Required Text (core)	Crystai, D. (2002)). English as a Glo	obal Language. U.K: Cambridg	e University Press.
Additional Reading List	University of Illin Trudgill, P. (1999 English. The wide	nois Press 9). Standard Engli ening debate. Lor 104). Social variet		· ·
CPD Needs				

Year of B.Ed.	4	Semester	2	Place of lesson in semester	12345 6 789101112
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Title of Lesson	Variety according to Sty	le (formal/infori	mal English)		Lesson Dura	tion	3				
Previous student teacher knowledge, prior learning	focusing specifically on Student teachers have	The lesson introduces student-teachers to the nature of both formal and informal varieties focusing specifically on the variety according to style. Student teachers have already been introduced to native and non-native types of varieties and varieties in some specific countries have been looked at.									
(assumed) Possible barriers to learning in the lesson Lesson Delivery – chosen to		Student teachers may not have had any preview on varieties relating to style in the context of formal and non-formal language usage. Face-to- Practical Work- Seminars Independent e-learning Practicum									
support students in achieving the outcomes Lesson Delivery - main	Face-to-face: opporture		Stud ded and coher	rent line o							
mode of delivery chosen to support student teachers in achieving the learning outcomes.	discussion, brainstormiled. It should not usuall Independent study: to promote individual and can be part of any of th Seminars: to generate or tutor led. E-learning opportunities environments. This can delivery mode in its ow	y be the main menable students collaborative ereabove modes group and indivious — involving the be part of any o	ode. to engage wi quiry, more indual creativity use of interac	th relevant n-depth an n, discussion ctive packa	t and appropriate malysis and developron and reflection: st	naterials t nent. This udent an ning	to s				
Purpose for the lesson.	The purpose of the less context of formal and in		student teach	ner examin	ie language variety i	n the					
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes CLO3: develop the awareness of the variet according to style, standard, social status a function (NTS1a, p.12).	Learning Disting form informexplate contents each each betwown varies stander their e.g. relanguatexts Identification in difficients in difficements in diffi	Indicators Inguish between al English and mal English and in the different attempt of the service of the servi	en • and nt d. of	and transferable sl Core skills targeted communication, col observation and en digital literacy, etc.	include laboratio					

Topic: Variety according to Style (formal/informal	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
English),			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. 			

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			distinction among	
			them and why they	
			are considered as	
			different styles.	
		Conclusion: 10mins	Summarizes the lesson by	Student teachers recap the
			relating its content to the	lesson by relating the
			lesson's learning	content to the learning
			outcomes and indicators	outcomes and indicators and
			using question and	through questions and
			answer technique to close	answers they seek for
			lesson.	clarification.
Which cross cutting issues	• Dig	ital literacy		
will be addressed or		tural diversity and inclu	ısion	
developed and how		laboration/ teamwork		
Teaching Learning		artphones		
Resources		tops		
Required Text (core)		<u> </u>	Usage: An Introduction. Ibada	n: Hughes G.A. & Trudgill P
nequired rest (core)		, -	s. An Introduction to the socio	
		he British Isles (3 rd editi		and regional varieties of
	English on th	re British isles (5 Cala	on, condon vinona	
Additional Reading List	Bamgbose.	A. (1995). English in the	Nigerian Environment, in Ba	mgbose, A., Banio, A., and
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		, ,	gue; English across Cultures.	• • •
		f Illinois Press	g., o,g.,	- contraction of the contraction
			n: What it isn't, in Bex, Tony &	Watts, R.J. (eds.) Standard
			lon: Routledge (117-128)	(505), 505
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		, ,	bridge University Press.	5
CPD Needs				

Year of B.Ed. 4 Semester 2	Place of lesson in semester	123456789101112
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Title of Lesson	Variety accordi	ng standard ar	nd non-standard		L	esson Durat	ion	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		tudent teachers have already been introduced to varieties according to style of speaking,							
knowledge, prior learning	writing, etc.								
(assumed)									
Possible barriers to learning	Student teache	rs may not h	ave been introd	luced to the sta	andard f	orm of vari	eties of	f the	
in the lesson	English languag	e usage.							
Lesson Delivery – chosen to	Face-to- Pra	ctical Work-	Seminars	Independent	e-learn	ing	Practi	icum	
support students in achieving	face Act	vity Based		Study	opport	unities			
the outcomes		Learni	ng						
Lesson Delivery – main mode			r an extended a		_				
of delivery chosen to support			estion and answ		be tutor	and / or stu	ıdent		
student teachers in achieving			ally be the main						
the learning outcomes.			e students to en						
			laborative enqu	iry, more in-dep	th analy	sis and deve	lopmen	nt.	
	This can be par	-							
	_	enerate group	and individual c	reativity, discus	sion and	reflection:	tudent	and	
	/ or tutor led.								
			olving the use o	-	_		_		
		•	rt of any of the a	above modes of	delivery	. It is unlikel	y to be	a	
	delivery mode i								
Purpose for the lesson.			o introduce stud			ariety accor	ding to		
			ard usage of the						
Learning Outcome for	Learning Outco	mes	Learning Indica	ators (Core and	transferabl	e skills		
the lesson, picked and	CLO3: develop	he	 Distinguish 	hetween	• Core	skills targe	ed incl	uda	
developed from the	awareness of th		formal Eng			munication,		uuc	
course specification	according to sty		informal E			boration, ol		ion	
Learning indicators for	standard, socia		explain the	_		enquiry skill			
each learning outcome	function (NTS1			which each	liter		.,		
	,		variety is u			,,			
				ate between					
			standard v	arieties and					
			non-stand	ard varieties					
			of English	and use					
			these varie	eties in their					
			right conte	exts.					
			 Identify so 	cial					
			varieties o	f English,					
			e.g. men/v	vomen					
			language,	youth					
			language i	n given					
			texts.						
			• 3.4 Identi	fy and					
			explain the	e different					
			functions of	of English in					
1	l		1.00	a m m unitia s					
			different c	ommunicies					
			different c where Eng						

Standard and non- standard English	Introduction: 10mins	Teacher Activity Introduces the lesson by reviewing the Students Activity Students Activity Student teachers review the lesson on
and non- standard		
		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 nonstandard variety of the English language. review the lesson on varieties according to style and linking it to the current lesson on standard and nonstandard and nonstandard variety of the English language.
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 meaning of Standard English. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor.
Non- Standard English	Stage 2: 70mins	 Brainstorms with student teachers on the meaning of nonstandard English. Constructs samples of phrases or sentences of non-standard English. Tasks student teachers to find out why nonstandard English is considered as a variety. Tasks student teachers to make a comparison between standard English. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor.
Sub- standard English	Stage 3: 50mins	 Brainstorms with student teachers on the meaning of substandard English. Constructs samples of phrases or sentences of sub-standard English. Tasks student teachers to find out why substandard English is considered as a variety. Tasks student teachers Tasks student teachers Considered as a variety. Student teachers meaning of substandard English. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor. Student teachers reflect on the samples of sentence construction by the tutor.

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			to make a simple				
			comparison between				
			and among standard,				
			non-standard and sub-				
			standard English.				
		Conclusion:	Summarizes the lesson by	Student teachers recap the			
		10mins	relating it to the lesson's	lesson by reflecting on the			
			learning outcomes and	learning outcomes and			
			indicators using question	indicators of the lesson.			
			and answer technique.				
Which cross cutting issues	• Digit	tal literacy	•				
will be addressed or	_	ural diversity and in	nclusion				
developed and how		aboration/ teamwo					
Teaching Learning Resources	Smartphones						
	• Lapt	•					
Required Text (core)	·	•	sh Usage: An Introduction. Ibad	an: Hughes, G.A. & Trudgill, P.			
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			dition). London: Arnorld				
			,				
Additional Reading List	Bamgbose, A	. (1995). English in	the Nigerian Environment, in Ba	amgbose, A., Banjo, A., and			
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		,	Tongue; English across Cultures.	• • •			
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			lish: What it isn't, in Bex, Tony	& Watts, R.J. (eds.) Standard			
			ondon: Routledge (117-128)	a 11 a 110) 1 1101 (0 a 0 1) 0 ta 11 a a 1			
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CPD Needs			1. 22				

Year of B.Ed.	4	Semester	2	Place of lesson in semester	1234567 8 9101112
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Title of Lesson	Social varieties of Engli	sh			Lesson	Duration	3		
Lesson description	The lesson introduces sage.	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 standard and sub-stand	dard.							
Possible barriers to learning in the lesson	Student teachers may i	not have	been introdu	iced to so	ocial class	s usage of varieti	es of English.		
Lesson Delivery – chosen to support students in achieving the outcomes	to-face Activity B	Vork- Based earnin	Seminars	Indeper Study	ndent	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 less according to social clas			social var	rieties of	the English langu	ıage		
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	CLO 3: develop the awareness of the varies according to style, standard, social status function (NTS1a, p.12).	• ties	Distinguis formal En informal E explain th contexts i variety is Differenti standard non-stand English ar varieties i contexts. Identify s English, e language, in given to Identify a different English in communi English is	h between glish and English are e different warieties dard varieties ocial varieties. The exts. The exts of the explaint functions different ties where	een eties of ese ght eties of vomen nguage of the	collaborat	targeted mmunication, ion, on and enquiry		

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 nonstandard 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	differences or otherwise
			their findings on the	of varieties according to
			differences or	social class and age.
			otherwise of	_
			varieties according	
			to social class and	
			age.	
		Conclusion:	Summarizes the lesson	Student teachers reflect on
		10mins	by relating it to the	the lesson's learning
			lesson's learning	outcomes and indicators as
			outcomes and indicators	they answer questions and
			using question and	seek clarifications on the
			answer technique to	lesson.
			close lesson.	
Which cross cutting issues	Digital I	iteracy		
will be addressed or	 Cultura 	diversity and incl	usion	
developed and how	 Collabo 	ration/ teamwork		
Teaching Learning	• Smartpl	hones		
Resources	 Laptops 	3		
Required Text (core)	Wolfman, W. (20	004). Social varieti	es of America English; Lang	uage in the U.S.A, theme for
	·		ge University Press.	
Additional Reading List		•	ation of English, in Kachru, E	, ,
	_		ngason, pp. 210-220 Deterd	ing, D. (2007). Singapore
	•	gh: Edinburgh Uni		
			=	dan: Hughes, G.A. & Trudgill, P.
				ocial and regional varieties of
	_	ritish Isles (3°° edit	ion). London: Arnorld	
	Longman.	00) = 0.1 =	5 11 0 11	
	-	•	ngue; English across Culture	rs. Urbana and Chicago:
	University of Illin		b. Miles is incle in De . T	. 0 \\/-++- D / - \ C+
				y & Watts, R.J. (eds.) Standard
	English. The wide	ening depate. Lon	don: Routledge (117-128)	
CPD Needs				

Year of B.Ed. 4	Semester	2	Place of lesson in semester			12345678 9 101112		
Title of Lesson	Social variet	ios II	1	Lesson Duration	3			
Title of Lesson	Social variet	ies ii					Lesson Duration	3
Lesson description	specifically i	t relates to	gender and	profession.			ns of social varietie	
Previous student teacher	Student tead	chers have a	already bee	n introduced	to varieties	accor	ding to social class	and age.
knowledge, prior learning								
(assumed) Possible barriers to	Student tea	charc may n	ot have he	an taught the	how to pro	nare a	scheme of work.	
learning in the lesson	Student teat	chers may n	ot nave be	en taugnt til	tiow to prep	pare a	scheme of work.	
Lesson Delivery – chosen	Face-to-	Practical	Work-	Seminars	Independe	nt	e-learning	Practicum
to support students in	face	Activity	Based		Study		opportunities	
achieving the outcomes			Learning					
Lesson Delivery – main			-				rgument. It includ	
mode of delivery chosen	led. It should				r, etc. This ca	n be t	utor and / or stude	ent teacher
to support student teachers in achieving the			•		age with rele	vant a	and appropriate ma	aterials to
learning outcomes.							ysis and developm	
	can be part				•			
	Seminars: t	o generate	group and i	ndividual cre	eativity, discu	ıssion	and reflection: stu	dent and /
	or tutor led.							
							es and virtual learr	
	delivery mod		-	any of the ab	ove modes o	or deliv	very. It is unlikely t	о ре а
Purpose for the	-		_	previous les	son on variet	ies ac	cording social class	s and
lesson.							the language varie	
	according to	-					0 0	
Learning Outcome	Learning Ou	tcomes	Lear	ning Indicato	ors	Core	and transferable	skills
for the lesson, picked and developed from	CLO 3: devel	lop the	•	Distinguish b	etween	•	Core skills targete	d include
the course	awareness o	=		formal Englis			communication,	
specification	according to	-		informal Eng			collaboration, obs	ervation
Learning indicators	standard, so			explain the d			and enquiry skills,	digital
for each learning	function (NT	S1a, p.12).		contexts in w			literacy,	
outcome				variety is use Differentiate				
				standard vari				
				non-standard				
				of English an				
				these varietie	es in their			
				right context				
				Identify socia				
				of English, e.	_			
				men/women youth langua				
				youtii laligua texts.	Pc PIACII			
				Identify and	explain the			
				different fun	-			
				English in dif				
				communities				
				English is spo	ken			

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 Teaching Learning Resources	• Cul • Col • Sm	ital literacy tural diversity and included laboration/ teamwork artphones otops					
Required Text (core)	Wolfman, W	•	es of America English; Languag niversity Press.	e in the U.S.A, theme for the			

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 (3 rd 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	

Year of B.Ed. 4 Semester 2 Place of lesson in semester 123456789 10 11 12

Title of Lesson	Varieties of I	English according	Lesson Dura	tion 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		actical Work- tivity Based Learnin	Seminars	Independen t Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the	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. The purpose of this lesson is to appreciate the implication of the different varieties of English for										
Learning Outcome	Learning Ou	d learning of Engl tcomes	Learning	Core	and transferable	skills					
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	varieties of E teaching and in Ghanaian situation (NT	of the different English for d learning English classroom FS3a, p.14).	Indicators Identify and provide support for pupils who speak nonstandard varieties of English in the classroom. It is likely that student teachers monot be able to differentiate betwee scheme of work and a lesson plan. This can be avoided when they had an in depth knowledge in both the scheme of work and lesson plan. Core skills targeted include communication, collaboration, observation and enquiry skills, digniteracy.								
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										
,	Variety according function	Introduction: 10mins	Introde by revious varieting gender profes relatin curren	by revising the previous lesson on varieties according gender and profession and relating it to the current lesson's learning outcomes		dents Activity achers review lesson eties according d profession by on the current arning outcomes and					

	Using English asa 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 asan 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	 Digital 	literacy						
issues will be addressed		l diversity and i						
or developed and how		oration/ teamw	ork					
Teaching Learning Resources	Smartp							
Required Text (core)	• Laptops 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.							

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

Year of B.Ed.	4 Semester	2	Place of lesson in semester	12345678910 11 12
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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	Student teachers might not have an in-depth knowledge in the function and implication of										
learning in the lesson	varieties as English	n as a second	language	and as a fore	eign language.						
Lesson Delivery – chosen	Face-to-face	Practical 1	Work-	Seminars	Independent	e-learning	Practicum				
to support students in		Activity	Based		Study	opportunities					
achieving the outcomes			earning.								
Lesson Delivery - main	Face-to-face: opp	ortunity for	an extend	ed and cohe	rent line of argu	ment. It includes	discussion,				
mode of delivery chosen	brainstorming, qu	estion and an	swer, etc.	This can be	tutor and / or st	udent teacher le	ed. It should				
to support student	not usually be the	main mode.									
teachers in achieving the	Independent stud	y: to enable	students t	o engage wi	th relevant and	appropriate mat	erials to				
learning outcomes.	promote individua	al and collabo	rative enq	uiry, more ir	n-depth analysis	and developme	nt. This can				
	be part of any of t	he above mo	des		-	-					
	Seminars: to gene	erate group a	nd individ	ual creativity	, discussion and	reflection: stud	ent and / or				
	tutor led.										
	E-learning opport	<i>unities</i> – invo	lving the ι	use of interac	ctive packages a	nd virtual learnii	ng				
	environments. Thi	s can be part	of any of	the above m	odes of delivery	. It is unlikely to	be a				
	delivery mode in i	ts own right.									
Purpose for the lesson.	The purpose of the teaching and learn			e the implica	ation of the diffe	erent varieties of	English for				
Learning Outcome	Learning Outcome			ng Indicator	s Core a	and transferable skills					
for the lesson,											
picked and	CLO4: appreciate			entify and p		s likely that student					
developed from the	implication of the		pport for pu		achers may not recognize						
course specification	varieties of English	_		ho speak noi		e appropriate to					
 Learning indicators 	and learning Englis			andard varie		sessment. This c					
for each learning	Ghanaian classroo	m situation		nglish in the		oided when the					
outcome	(NTS3a, p.14).		Cl	assroom.		epth knowledge i					
						at are used in as	sessing				
						arners.					
						ore skills targete	d include				
						ommunication,	_				
						ollaboration, obs					
						nd enquiry skills,	digital				
						teracy,					
Varieties according to	Sub topic	Stage/time				chieve learning					
function II					-	de selected. Tea					
				collaborati	ve group work	or independent	-				
	Teacher Activity Studen Activity Activity										
	Varieties	Introduction		المسلمانية	uces the lesson	1	•				
	according	20mins	1.			Student to reflect on					
	function	20111113		-	ising the	previous l					
	Tunction			previous lesson varieties accordi		·-	the current				
					on (native and	one and it					
							_				
		additional language) outcomes and									
				and re	lating it to the	indicators					
				and re curren	lating it to the t lesson's						
				and re curren learnir	lating it to the						

	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	rela lea ind and	mmarizes the lesson by ating it to the lesson's rning outcomes and licators using question d answer technique to se lesson.	on less less	ident teachers reflect the content of the son and relate it to the son's learning tcomes and indicators.
Which cross cutting issues will be addressed or developed and how Teaching Learning		liversity and inclusion tion/ teamwork				
Resources	 Laptops 					
Required Text (core)		14). Social varieties of A ry. Cambridge Universi		ca English; Language in t ess.	he L	J.S.A, theme for the
Additional Reading List	Bakomba, E. (1983	3). The Africanization o	f Eng	lish, in Kachru, B. (ed.) T O Deterding, D. (2007). S		

	Edinburgh: Edinburgh University Press. Jowitt, D. (1991). <i>Nigerian English Usage: An Introduction</i> . Ibadan: Hughes, G.A. & Trudgill, P. (1996). <i>English Accents and Dialects. An Introduction to the social and regional varieties of English on the British Isles</i> (3 rd edition). London: Arnorld Longman. Kachru, B. B. (1992). <i>The Other Tongue; English across Cultures</i> . 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	

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 o	of lessons or	n the variet	ies of English	1		Lesson Durat	ion	3			
description	The lesson	The lesson introduces student-teachers to the summary of all the lessons taught so far.										
Previous student teacher knowledge, prior learning (assumed) Possible barriers to	non-native	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. Student teachers may not have grasped the essential information of all the lessons taught so										
learning in the lesson		far.										
Lesson Delivery – chosen to	Face-to-											
support students in	face	Activity	Based		Study		opportunities	11000				
achieving the outcomes		,	Learning		,		••					
Lesson Delivery – main	Face-to-fac	e: opportu	nity for an	extended and	d coheren	t line of	argument. It inc	ludes				
mode of delivery chosen to	discussion,	brainstormi	ing, questio	n and answe	r, etc. This	s can be	tutor and / or st	udent t	eacher			
support student teachers in		ld not usual	-									
achieving the learning	-	=		_	-		and appropriate					
outcomes.	-				more in-d	epth ana	alysis and develo	pment.	This			
	•	of any of th										
	or tutor led		group and	individual cr	eativity, d	iscussioi	n and reflection:	student	and /			
			es – involvir	ng the use of	interactiv	e nacka	ges and virtual le	arning				
	_			_		-	livery. It is unlike	_	а			
		ode in its ow	-	any or the ax	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	25 01 40	iivery. ie is armike	.,	ű			
Purpose for the lesson.				amine the es	sential fea	tures of	the Junior High	School I	English			
	curriculum	in the form	of a summa	ary. It is to id	entify the	main id	eas from the firs	t lesson	to the			
	final lesson	as a way of	recapping	the key issue	S.							
 Learning Outcome for 	Learning O	utcomes		Learning In	dicators	Core a	nd transferable	skills				
the lesson, picked and	CLO1 4: A	II the learnin	20	• All +bo			ara skille targete	d includ	lo.			
developed from the		II the learnir from one to		 All the learning 			ore skills targete ommunication, c					
course specification	Outcomes	Tom one to	ioui.	indicat	_		bservation and ϵ					
Learning indicators for				from o			igital literacy.	inquiry s	JKIII3,			
each learning outcome				four.			5 ,					
Topic:	Sub topic	Stage/tim	е	Teaching a	nd learnir	g to acl	hieve learning o	utcomes	s:			
Varieties of English							e selected. Teacl					
				collaborati	ve group	work or	independent st					
				Teacher Ac	tivity		Stud	lents Ac	tivity			
	Language	Introduction	on:	5 .			Student tea	chers				
	variety in	10mins			vs the less		respond to	the que	stions			
	English				ieties of E question a	_	posed by th	e tutor	as a			
					r techniqu		way of revi	ewing th	ne			
							lesson.					
	Foundati	Stage 1: 40	Omins		vs the less		Student tea		-4:			
	ons of varieties			on the	foundation	ons of	respond to posed by th					
	varieties					stion						
	Englishusing question they review the lesson and answer the foundations of								3011 011			
				techni			varieties of					
								_				
	Types of	Stage 2: 40	Omins	Reviev	vs lesson o	on	Student tea	chers				
	varieties				oes of vari		answers qu		posed			
				_	nal, socia	l and	by the tuto					
				style.			revising the		on the			
					s student	II +b a	types of va	ieties.				
				teache	rs to reca	ii tne						

			essential features of						
	Functions of varieties	Stage 3: 40mins	each of the types. 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	• Di	gital literacy	nave been demeved.	Tur.					
will be addressed or		iltural diversity and inc	lusion						
developed and how		ollaboration/ teamwork							
Teaching Learning		nartphones							
Resources		ptops							
Required Text (core)			DE) (2012; 2018). Teaching syli	labus for Junior High School.					
Additional Reading List	Accra. 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								
			enclopaedea of curriculum. N for understanding curriculum.	_					
	iviai Sii, C. J	. (1332). Ney Concepts J	or understanding curriculum.	London. The Failler P1855.					
	Mash, C. J. Pearson.	& Willis, G. (2007). <i>Cur</i>	riculum: Alternative approach	nes, ongoing issues. New Jersey:					
	Ornstein, A Pearson Education,	C., & Behar-Horenste	in, L. S. (2003). Contempo	orary issues in curriculum.					
CPD Needs									

