



الجامعة العربية المفتوحة  
Arab Open University

## **TUTOR GUIDE 2004/2005**

### **U210A - The English Language: past, present, and future part I**

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## 1. Introduction

**U210A The English Language: past, present, and future Part I** is the first of two connected courses, U210A and U210B. Together, the two courses provide a detailed discussion and presentation of the historical development of English from its early beginnings to the present; the different registers of English; English in a social context; the relationship between English, culture and national identity; the influence of modern technology on English and the way it is used; and economic, cultural, and political issues arising from the spread of English in the world.

U210A looks at the historical development of English from a language first spoken by a group of mercenaries off the shores of continental Europe into an international language now used by over a billion people; the different contemporary varieties of English; how English is used in different social and cultural contexts; and how it is used creatively, i.e. in works of literature. It is offered for students specializing in English and studying towards a B.A. Hons in English Language and Literature. It is allocated eight-credit-hours, and offered over one semester. For a student to register in it, he/she should have successfully completed EL112.

## 2. Course components

**U210A** is made up of the following components:

- (i) **Two course books co-published by UKOU and Routledge:**
  - *English: history, diversity, and change*  
(edited by David Graddol, Dick Leith and Joan Swann)
  - *Using English: from conversation to canon*  
(edited by Janet Maybin and Neil Mercer)
- (ii) **One set book published by UKOU:**
  - *Describing Language*
  - (written by David Graddol, Jenny Cheshire and Joan Swann)
- (iii) **Four 60-minute audio cassettes:**
  - *Audiocassette 1:* history and change in English - what early varieties of English may have sounded like, and the development of different Englishes in different parts of the world.
  - *Audiocassette 2:* some linguistic characteristics of contemporary varieties of English, and how individual speakers continually vary the way they speak.
  - *Audiocassette 3:* the use of English in various contexts – everyday conversations and letter writing; English in industry and commerce; 'legalese'; public speaking in English.
  - *Audiocassette 4:* creative uses of English, from popular music to the literature canon; writers talking about their own language and cultural backgrounds, and how these have influenced their work.

(Course Guide p.8)



- TV3 'English Only' in America
- TMA 03 options (a) and (b)

(*Study Guide 3 p.6*)

The above components, as you must have noticed, underpin the philosophy of the teaching learning process adopted in this course. The students are first introduced to the material in writing, i.e. they read in order to understand. They can then listen to or view relevant material recorded on audio and video cassettes. In many cases the audio and video cassette bands they are required to listen to or view are recordings of authors expanding, explaining, and highlighting points they presented in the chapters they wrote. Students are finally required to put theory to practice by doing a good number of activities directly related to the objectives and themes of the block.

Also notice that the TMAs are considered an integral part of the block. This is due to the fact that your students should know the tasks they are expected to complete for each TMA so that they give special attention to assembling relevant material for answering their preferred option.

Another important feature that underpins the sound strategy of presenting and learning the material, as reflected in the study guides, has to do with the way the general themes of the course are presented and used as a point of reference and convergence in the four blocks. The main study questions that appear at the very beginning of the study units (one-week study units) are almost always directly related to the major themes of the course. They should be used to focus your students' attention on the major ideas of the study unit (and how they relate to the themes of the course), and to help them review the material at the end of each study unit, during end-of block review, and TMA and final examination review.

Figure (1) below shows how the main study questions at the beginning of each study unit in *Study Guide 1* relate to the following major themes of the block which, as stated in the *Study Guide*, run through the course as a whole:

**Major themes of Block 1 of U210A:**

- Varieties of English
- Changing English
- English in Context
- Status and meaning of English
- English and identity
- Discourses about English
- Regulating English

Unit of Study	Study Questions	Related Block and Course Themes
<b>English Voices</b>	1. In what respects is English 'highly variable and continually changing'?	Varieties of English / Changing English
	2. Why is it difficult to estimate how many people speak English?	Varieties of English / English in Context
	3. What does English mean to its speakers in different parts of the world?	Status and meaning of English / English in context
	4. What are the arguments for and against a 'single monochrome standard' in English? Can you evaluate these?	All themes
<b>English Manuscripts: The Emergence of a Visual Identity</b>	1. Where did the English language come from?	Changing English
	2. What are usually taken to be the major landmarks in the history of English?	Changing English
	3. What did English look like in earlier periods of its history?	Changing English
	4. In what ways does the changing look of English reflect the changing cultural context in which it was used?	English in Context
<b>The Origins of English</b>	1. How was the development of English affected by the complex pattern of cultural and linguistic contact?	Changing English / English in Context
	2. What are the main differences between Old English and modern English?	Changing English
	3. How did English vary regionally and stylistically at different periods in its history?	Varieties of English
	4. What problems are there of evidence and interpretation?	Discourses about English
<b>Modernity and English as a National Language</b>	1. How was English transformed from a vernacular into a 'national language'?	Status and Meaning of English
	2. What were the major linguistic changes in English after 1500?	Changing English
	3. What processes are involved in standardization?	Regulating English
	4. What ideas about English and national identity were current in different centuries?	Discourses about English / English and Identity
<b>English: Colonial to Post Colonial</b>	1. What forms of colonial activity took English to territories outside England?	English in Context
	2. How did different colonial contexts, including patterns of contact with other languages, lead to the creation of new forms of English?	Changing English
	3. What symbolic roles have forms of English played in the construction of national identities outside England?	Discourses about English / English and Identity

**Figure 1**

*Study Guide 1:* Units of study, study questions, and related block and course themes.

#### 4. Assessment

Students are required to do three TMAs, take two quizzes, and sit for a three-hour final examination. The weighting and allocation of marks (out of a 100) is as follows:

Three TMAs	→	35 marks
Two quizzes	→	15 marks (7 ½ marks each)
Final examination	→	50 marks

The three TMAs and two quizzes constitute 100% of the continuous assessment component of the course, and the final examination constitutes 100% of the assessment of the examinable component. As a tutor, you are responsible for grading all elements of the continuous assessment component with special emphasis on grading the TMAs.

When grading the TMAs you should bear in mind that your comments are an important and integral part of the teaching process. Make sure you inform your students that the TMAs must be sent/given to you by the cut-off dates specified in the study calendar, and that they must be accompanied by a PT3 form, which you will use to record their grades and your general comments on their progress throughout the course. Also inform the students that the marked TMAs together with your comments will be returned to them in preparation for further discussion and review either on an individual basis, or to be discussed during the first tutorial after the TMA.

For you to do a very good job tutoring your students and grading their TMAs properly, please bear the following in mind:

- Your first task is to make sure that you fully understand the material you are going to teach. This includes printed material in the two course books, the four study guides, the set book, and AV material. Special attention must be given to the set book *Describing Language* for two reasons. It is an integral component of the teaching material, and it needs special effort on your part in making the grammatical concepts it presents and the terminology it uses easily accessible to your students. You might even want to produce a glossary in which you give, define, and illustrate all such terms, with which the book abounds.
- Tutorials are intended for you to acquaint the students with the structure of the course, its major themes, and how the study questions of the different blocks and block components relate to these major themes. You can also use tutorials to discuss important themes of the course, elucidate difficult concepts, analyze linguistic data, help students prepare their TMAs, discuss student feedback on the marked TMAs, review work done in each block, and help students prepare for the final examination.
- Much of your teaching will be through your written comments on your students' work.
- When making comments on your students' work, due consideration must be given to both their emotional, and intellectual chemistry. Your comments must always carry a positive and constructive message. Always take the students needs and feelings into consideration without compromising the integrity or objectivity of the assessment process.

- Students' marked TMAs must be returned promptly. Remember that the course material is presented in a well-organized hierarchic structure. This means that students must understand the material they have been assessed on before they embark on studying new related material. They cannot do this until they have received their marked TMAs.
- If you notice some of your students need extra help in the correct use of grammar, and/or in writing, refer them to well-written and easily accessible sources, send them to your center's writing clinic if there is one, or meet with them yourself (during your office hours) and provide them with the assistance and tutoring they might need.

## 5. U210A Tutorials

Tutorials allocated for this course constitute 25% of its eight credit hours. This means that it must have a total of 32 contact hours to be divided into (15) two-hour tutorials, and a three-hour final examination.

The first tutorial should be scheduled sometime during the first week of the study calendar. It should aim at the following:

- Acquainting the students with the components and structure of the course, and with the criteria for marking TMAs, quizzes, and the final examination.
- Introducing the students to each other, and forming self study groups.
- Pointing out and illustrating the importance of the set book *Describing Language* to the course.
- Going over TMA 01 (both options (a) and (b)).
- Outlining the general themes of the course.
- Illustrating the direct relationship between the study questions before each unit of study, and the general objectives and themes of the course.

Half of the last tutorial (tutorial 15) should be dedicated to studying and analyzing the specimen Examination Paper, and reviewing the course material.

Material covered in the remaining thirteen two-hour tutorials is as stated in the U210A calendar. In presenting the material, discussing assignments, preparing the students for doing the TMAs, and providing them with the necessary feedback, you should pay special attention to:

- Explaining linguistic concepts and terminology in the set book *Describing Language*.
- Giving extra help in phonetics.
- Solving linguistic problems.
- Pointing out the importance and use of cuttings files for different uses of English.
- Getting acquainted with student needs in the areas of study and communication skills and then directing them to the relevant references such as the *Effective Use of English* (prepared by UKOU) and *The Arts Good Study Guide* by Andrew Northedge, published in 1997.

- Explaining, expanding, and illustrating major themes of the course and its blocks.
- Debating controversial issues such as good English and bad English; standard English and non-standard English.
- Discussing and illustrating the global context of the course.
- Having the students listen to, and recognize different varieties of English. AC and AV material is best suited for this kind of activity.
- Comparing and analyzing texts from different periods of English (OE, ME, Shakespeare's (Early Modern) English, and present day English) with the aim of providing students with the proper training in linguistic analysis.

## 6. Quality of Teaching, and Course Evaluation

Part of AOU's quality assurance has to do with the effectiveness of its tutors' teaching. Therefore, a number of your marked TMAs will be sent to the AOU headquarters to be reviewed by course chairs and experts in order to ensure that your teaching, as reflected in your comments on your students' TMAs, is of high quality and reflects your understanding of the material and the needs of your students. Furthermore, reviewing different tutors' work and marking schemes contributes to ensuring that tutors are consistent in their grading of their students' work.

The course chair, and the course team welcome your comments and suggestions concerning the content, and teaching strategies adopted in the study guides. Your reactions, and those of your students, concerning the suitability of the teaching material, its ease or difficulty, its organization, and methods of testing and evaluation will be given due consideration.

The allocation of marks to the different evaluation instruments (TMAs, quizzes, and the final examination) is as outlined in the assessment section of this document. AOU has also decided to use the following scheme of assigning grades to its courses:

Letter Grade	Performance standard
A	Excellent
B+	Very good
B	
C+	Good
C	
D	Pass
F	Fail

## 7. Student support and tutoring the four blocks of U210A

*Part B: Tutoring the Blocks of U210 of Tutoring U210 The English Language: past, present, and future: a guide for associate lecturers* (pp. 8-20) prepared by Diana Honeybone, with Sharon Goodman is an integral component of U210A, and must be read carefully by all tutors. Although prepared for associate tutors in the UK and for a UK student body, the issues it raises, the methods it adopts, and the guidance it offers are relevant and most helpful.