



الجامعة العربية المفتوحة
Arab Open University

TUTOR GUIDE 2004/2005

U210B - The English Language: past, present, and future part II

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1. Introduction

U210B The English Language: past, present, and future Part II is the second 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.

Whenever and wherever we find ourselves across time and space, we are struck by the very rapid and on-going spread of English in the World and by its many varieties and functions whether acquired and used as a mother tongue or a second language.

This course focuses on learning/acquiring English in mother tongue, bilingual, and multilingual contexts drawing on examples from a multitude of social and academic settings in many parts of the world where English is acquired under diverse conditions for different purposes. It examines the influence of modern communications technology on English and the way people communicate across time and space, and also addresses economic, cultural and political issues arising from globalization and the spread of English in the world.

2. Course components

U210B is made up of the following components:

- (i) **Two course books co-published by UKOU and Routledge:**
 - *Learning English: development and diversity*
(edited by Neil Mercer and Joan Swann)
 - *Redesigning English: new texts, new identities*
(edited by Sharon Goodman and David Graddol)
- (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 5:* Early acquisition of English, later developments, telling jokes and giving directions, children's use of language varieties, and influences on children's English
 - *Audiocassette 6:* Policies and practices of English language teaching as expressed by people actively involved in education and policy making, different varieties of English taught around the world, the way English teaching has changed and is changing over time and space.
 - *Audiocassette 7:* How people's use of English is changing, the development of new technologies, i.e. terrestrial and satellite television, and the internet, the relationship between the visual and the verbal, the relationship between English and other national

languages, and how new communications media are affecting the spread of English.

- *Audiocassette 8*: The global spread of English, the twentieth century story of English, the role of English in newly industrialized countries, the ongoing struggle between the major languages of Europe, the mix of history, economics and technology, and the new world role of English in the twenty-first century.

(iv) **One thirty minute video (VC2):**

- This video focuses on examples of language use where it is particularly helpful to see contextualised information or non-verbal features. It deals with the following topics:
 - Learning and teaching English
 - Children's use of language
 - Multimodal texts and media English.

(v) **Four television programmes:**

- *TV 5 – 'The Golden Thread: English and other languages'*: This programme surveys and explores the use of English by children growing up bilingual or multilingual in two contrasting linguistic contexts, Singapore and Wales. We hear children and adults talk about the circumstances in which they learnt English and for what purposes they use it. It also documents the fact that most people and nations of the world use two or more languages. (cf **Study Guide 1**, p. 9, and p. 31.)
- *TV 6 – 'An English Education'*: This programme is a case study of English-medium education in South India. It provides arguments for and against using English as a medium of teaching and learning in Bangalore, the capital city of the state of Karnataka. We hear people who support using English as a medium of education, and activists who are against it. We also hear parents, pupils and others express their attitudes and views concerning both negative and positive values attached to English and its effect on national identity and cultural life in India (cf **Study Guide 2**, p.9, and pp. 33-34).
- *TV 7 – 'News Stories'*: This programme is about the use of verbal and visual communication techniques in TV news reporting. It highlights a group of BBC trainees learning to write appropriate scripts for TV news broadcasts...and "a BBC TV comedy series, *The Day Today*,...because it caricatures and parodies the methods of genuine news broadcasting". Its main speakers are:

Ronal Christie	Head of BBC Journalist Training
Rich Thompson	Head of news gathering, BBC World Service Television
Andrew Gillman	Director, <i>The Day Today</i>
David Fairhead	Editor, <i>The Day Today</i>
Russell Hilliard	Graphic designers who worked on <i>The Day Today</i>
Richard Norley	

Rebecca Front

Actor who appears in the extracts from
The Day Today

(cf **Study Guide 3**, p. 9, and p. 24)

- *TV8 – 'English Everywhere'*: This programme is about the use of English in a global context. You will see examples of codeswitching, which is partly the outcome of global movement...and examples of English in education worldwide, both as a medium and as a target for learning". You will also see examples of people who support the spread of English, and of others who see this as a serious threat to their local languages, national identity and culture.

(cf **Study Guide 4**, pp.18-19)

(vi) **One Course Guide**

(vii) **One Tutor Guide**

(viii) **Four Study Guides**

(ix) **One Supplementary material pamphlet: complementary Study: Readings**

(x) **One Study Calendar**

(xi) **One TMA-Assignment Booklet**

3. Course structure

The course is divided into four major blocks corresponding to the four topics the course explores and investigates, i.e. how children learn English at home and at school, how English is taught at different levels of education, how English is used in the media, and how globalization technologies and policies affected the spread of English in the World. It also discusses the development of English as an international language.

The four **Study Guides** that accompany the other course components give detailed and easy-to-follow guidelines which you should find very helpful in presenting the teaching material in a simple, well-organized, and integrated manner.

Each study guide deals with one major block of the course. It specifies its components, major themes, and questions it answers. It also presents its content in an effective multi-modal approach.

Block 7, for example, contains the following components:

- Course book *Redesigning English: new texts, new identities*
Chapters 1-4
- Set book *Describing Language*, sections
3.3,3.4,4.2,4.3,4.4,6.2,6.3,7.3,7.4
- TV7 News Stories
- Audio cassette 7 Bands 1-6
- Video cassette 2 Bands 10
- TMA 03

(cf **Study Guide 3** p.7; U210B Calendar)

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/or 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 into practice by doing a good number of activities directly related to the objectives and themes of the block.

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 2* 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 6 of U210B:

- Achieving things in English
- 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
A History of English Teaching	1. How was 'English' defined as a subject before the nineteenth century, and what methods were used to teach it?	<i>Achieving things in English; changing English; status and meaning of English</i>
	2. What motivation lay behind the teaching and learning of English in nineteenth-century schools, in England and elsewhere?	<i>Achieving things in English; changing English; status and meaning of English</i>
	3. How did English develop as an academic subject in higher education?	<i>Status and meaning of English; discourses about English</i>
	4. What factors have affected the teaching and learning of English in the twentieth century?	<i>Regulating English; achieving things in English; English and identity</i>
Issues in English Teaching	1. How have education systems attempted to cope with language diversity? How far can, and should, a standard variety of English be taught to all pupils?	<i>Varieties of English; English and identity</i>
	2. In debates about teaching reading, how do 'phonics' and 'real books' approaches differ in regard to the nature of written English?	<i>English in context</i>
	3. How do 'genre' and 'process' approaches differ in the context of what children need to learn about writing in English?	<i>Varieties of English; status and meaning of English</i>
	4. What kinds of broader issues (e.g. about the nature of language learning and the learning of certain social values) have been seen as relevant in debates about English teaching?	<i>Achieving things in English; status and meaning of English; regulating English; discourses about English</i>
English for Speakers of Other Languages	1. For what differing purposes do speakers of other languages learn English?	<i>Achieving things in English; English in context</i>
	2. What varieties of English are seen as appropriate for speakers of other languages?	<i>Varieties of English; status and meaning of English</i>
	3. What methods are used to teach English, and to what effect?	<i>Achieving things in English</i>
	4. How do different textbooks and teaching approaches position learners?	<i>English and identity; English in context</i>
	5. What social and cultural problems have been associated with the teaching of English to speakers of other languages? Can these be resolved?	<i>Discourses about English; English in context; English and identity</i>
English in the Academic World	1. What are some of the features of English as used for academic purposes? How far is there a universally accepted academic style?	<i>Varieties of English; regulating English</i>
	2. What difficulties face non-native speakers in working out what is required in academic English? How far are these related to cultural factors?	<i>English in context; achieving things in English; status and meaning of English</i>

Figure 1

Study Guide 2: Units of study, study questions, and related block and course themes, pp. 7-8, p. 12, p. 19, pp. 28-29 respectively.

4. Assessment & Marking Criteria

A. 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. Please 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 essential 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.

B. Marking Criteria*

The detailed marking scheme for this course is as indicated below.

	<i>Criteria Mark/Band</i>	<i>Relevance to question</i>	<i>Knowledge and understanding of course material</i>	<i>Approach to alternative explanations and arguments</i>	<i>Construction of argument</i>	<i>Clear expression and use of academic conventions</i>	<i>Approach to language data (where appropriate)</i>
F	0<35 Fail	None or slight	Very little from course/fundamental misunderstandings	None or with no support from course	Slight	Expression and sentence structure needs attention/insufficient referencing	Slight
	35<50 Bare Fail (F)	Some relevant material but failure to address question	Little appreciation of main idea or inadequate knowledge/insufficient reading	No evidence of critical thinking	Lack of organization	Deficiencies	Insufficient/not enough detailed discussion of data
D	50< 70 Satisfactory	Some ability to identify main issues	Very basic understanding of course material/substantial omissions and/or misunderstandings	Lacking /heavily descriptive	Lines of arguments may be clear for short sections but not sustained or developed	Bare bones of structure/coherent expression/attempts at referencing	Analysis barely appropriate /related to course. Interpretations barely justified
C C+	70<80 Good	Clear evidence of understanding question and overall direction of answer	Effective drawing on evidence/ideas/concepts and arguments central to the course	Recognition and limited discussion of competing explanations for linguistic events/processes	Clear, sustained argument	Good structure/ expression/referencing	Analysis barely appropriate/ related to course. Interpretations justified
B B+	80<90 Very Good	Utilizes a wide range of relevant and contemporary material to produce a cogent and insightful argument	Comprehensive and judicious use of relevant literature	Good discussion of competing explanations and arguments	Assertions are made with evaluated evidence; all sections contributing	Very good structure, expression and ability to employ sources appropriately	Very good analysis. Judicious interpretations.
A	90-100 Excellent	Creative /original relevant stance	Excellent knowledge and understanding	Critical approach	Cohesive/and original/creative	Excellent structure, expression and use of evidence	Excellent analysis/ interpretations

*These marking criteria are informed by and mostly extracted from the UKOU U210A Assignment Booklet 2004 (p. 30). They are to be used as general guidelines for marking TMAs, tests, and the final examination as long as they do not violate criteria and marking standards set by AOU including the marking and grading system indicated in the U210B Assignment Booklet 2003/2004 under "University Marking and Grading" and also on page 12 of this guide. They are also subject to any changes AOU might deem necessary.

5. U210B 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. In addition to dealing with the material set in the Study Calendar, it should pay special attention to:

- 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
- 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 U210B calendar. In presenting the material, discussing assignments, preparing the students for doing the TMAs, and providing them with the necessary feedback, you should focus on:

- Explaining linguistic concepts and terminology in the set book *Describing Language*.
- 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.
- 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.

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 letter grades and performance standards 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 U210B

Part B: Tutoring the Blocks of U210 of Tutoring U210 The English Language: past, present, and future: a guide for associate lecturers (pp. 8-29) prepared by Diana Honeybone, with Sharon Goodman is an integral component of both U210A and U210B 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.