

U210B website

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Course Description

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-gong 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.

Some Questions the Course Answers

- Are patterns of acquisition identical in all languages, or are there any that are specific to English? (*U210B Study Guide 1, p. 7*).
- How do social and cultural contexts influence children's learning and use of more than one language? (*U210B Study Guide 1, p. 13*).
- In what ways are children exposed to literacy practices before they are formally taught to read and write? (*U210B Study Guide 1, p. 17*).
- What motivations lay behind the teaching and learning of English in nineteenth-century schools, in England and elsewhere? (*U210B Study Guide 2, p. 7*).

- What social and cultural problems have been associated with the teaching of English to speakers of other languages? Can these be resolved? (*U210B Study Guide 2, p. 19*).
- How has the teaching of academic English been approached? How effective are different approaches, and what are the implications of their use? (*U210B Study Guide 2, p. 29*).
- How do the verbal and visual elements of a text interact to complement or contradict each other? (*U210B Study Guide 3, p.11*).
- How have new telecommunications media such as the Internet affected the spread of English across the world? What new forms of English have been generated by the use of these media? (*U210B Study Guide 3, p.15*).
- In what ways is a work of literary art influenced by the context in which it is created and how far is its meaning constructed by the context in which it is received by its audience? (*U210B Study Guide 4, p. 7*).
- How do children and adults learn English, in monolingual and bilingual contexts? (*U210 Handout*)
- People in many countries complain of declining standards of English. Should we do more to teach 'standard English' or 'correct grammar'? (*U210 Handout*)
- English is the main language of global communication networks. How have new technologies affected the forms and the uses of English? (*U210 Handout*)
- Is English simply a useful international *lingua franca*, or is it inevitably bound up with cultural and linguistic imperialism? (*U210 Handout*)

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*
(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.

(Course Guide p.8)

U210B: The breakdown of bands and topics dealt with in each audiocassette is as follows:

AC5

- Side 1:**
- Band 1 Early acquisition
 - Band 2 Later development
 - Band 3 Telling jokes and giving directions
 - Band 4 Children's use of language varieties
 - Band 5 Influences on children's English
- Side 2:**
- Band 5 Continued
 - Band 6 Children's awareness of language varieties
 - Band 7 An interview with Shirley Brice Heath
 - Band 8 Classroom discourse

AC6

- Side 1:**
- Band 1 Introduction
 - Band 2 English in school during the 1930s and 1940s
 - Band 3 Interview with Beverley Bryan
 - Band 4 Teaching English in Singapore primary schools
 - Band 5 Indian English as a model for teaching and learning in India
- Side 2:**
- Band 5 continued
 - Band 6 Second language learning in California
 - Band 7 English language teaching in China
 - Band 8 Essay writing skills

AC7

- Side 1:**
- Band 1 Introduction
 - Band 2 Television commentary
 - Band 3 Multi-modal English
- Side 2:**
- Band 4 Satellite television in Europe
 - Band 5 Communication on the Internet
 - Band 6 Sales English

AC8

Side 1:	Band 1 Introduction David Graddol Band 2 English 2000 – Caroline Moore, John Whitehead Band 3 Big languages, little languages – R. Phillipson Band 4 English in the media – J. Hartley, S. Nicholls
Side 2:	Band 5 English and the global economy – Gus Hooke Band 6 Losing languages – Mari Rhydwen

(iv) One thirty minute video:

- This video focuses on examples of language use where it is particularly helpful to see contextual information or nonverbal features. Topics include:
 - Learning and teaching English
 - Children's use of language
 - Multimodal texts and media English.

(Course Guide p.9)

(v) Four television programmes:

- TV 5 – *'The Golden Thread: English and other languages'*
- TV 6 – *'An English Education'*
- TV 7 – *'News Stories'*
- TV 8 – *'English Everywhere'*

(Course Guide p.10)

(vi) Four study guides: one guide for each block

(vii) One study calendar

(viii) One Assignment Booklet

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 Band 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.

Tutorial / Study Week*	Course books, study guides, set books, and other texts	TV programmes	ACs and VCs	Assignments Cut-off date		
1	<p>Block 5: Learning English</p> <ul style="list-style-type: none"> ■ <i>Learning English: development and diversity</i> Ch. 1: 'English as a First Language' ■ <i>Study Guide 1</i> ■ <i>Describing Language</i>, relevant sections of Chapters 2,3,4,6,7 <p>Readings: A: Cross Linguistic and cross cultural aspects of language addressed to children B: The child's expanding social world</p>	TV5: The Golden Thread: English and other Languages	AC5: Bands 1-3			
2	<ul style="list-style-type: none"> ■ <i>Learning English</i>, Ch. 2: 'English in the repertoire' <p>Readings: A: Raising our twins bilingually</p>	TV5: The Golden Thread: English and other Languages	AC5: Bands 4-6 VC2: Band 5			
3	<ul style="list-style-type: none"> ■ <i>Learning English</i>, Ch. 3: 'Learning to read and write English' ■ <i>Describing Language</i>, 7.2, 3.3, 5.2, 5.3 <p>Readings: A: Lessons learnt at bedtime B: The centrality of literacy</p>		AC5: Band 7			
4	<ul style="list-style-type: none"> ■ <i>Learning English</i>, Ch. 4: 'English as a classroom language' ■ <i>Describing Language</i>, 7.4 <p>Readings: A: One cup of newspaper and one cup of tea B: Arguments for and against English as a medium of instruction C: Teaching Writing: Process or genre?</p>		AC5: Band 8 VC2: Band 6			
5	<p>Block 6: Teaching English</p> <ul style="list-style-type: none"> ■ <i>Learning English</i>, Ch. 5: 'A history of English teaching' ■ <i>Study Guide 2</i> <p>Readings: A: English and Empire: teaching English in nineteenth century India B: The Corresponding Societies: working-class literacy and political reform C: The development of a 'national curriculum' for English in England and Wales</p>	TV6: An English Education	AC6: Bands 1-2	TMA1	(by the end of the week)	
6	<ul style="list-style-type: none"> ■ <i>Learning English</i>, Ch. 6: 'Issues in English teaching' <p>Readings: A: Different voices in the English classroom B: Reading: an infant school's perspective C: Learning written genres</p>		AC6: Bands 3-4 VC2: Band 7			Quiz 1
7	<ul style="list-style-type: none"> ■ <i>Learning English</i>, Ch. 7: 'English for speakers of other languages' ■ <i>Describing Language</i>, 7.4 <p>Readings: A: English for speakers of other languages: which varieties of English for which group learners?</p>		AC6: Bands 5-7 VC2			

	B: Dilemmas of a textbook writer		Band 8			
* Weeks 1-15 correspond to weeks 18-32 in the four study guides.						
	Readings: A: Culture in material styles: conchavo motors and world Englishes B: Some language problems faced by overseas students in British Universities		AC6: Band 8 VC2: Band 9			
9	Block 7: English and technology <ul style="list-style-type: none"> ■ <i>Redesigning English: New texts, new identities Ch.1: 'Text, time and technology in news English'</i> ■ <i>Describing Language, 7.4</i> ■ <i>Study Guide 3</i> Readings: A and B: Extracts 1 and 2 from 'When? Deadlines, datelines and history' C: Why and how: the dark continent of American journalism D: Time, space and television commentary	TV7: News Stories	AC7: Bands 1-2	TMA 2	(by the end of the week)	
10	<ul style="list-style-type: none"> ■ <i>Redesigning English Ch. 2: 'Visual English'</i> ■ <i>Describing Language, 3.3, 3.4, 4.2, 4.4, 6.2</i> Readings: A: Extracts from 'Label literacy: factors affecting the understanding and assessment of baby food labels'	TV7: News Stories	AC7: Band 3 VC2: Band 10			
11	<ul style="list-style-type: none"> ■ <i>Redesigning English Ch. 3: 'English in Cyberspace'</i> Readings: A: I fell into the safety net B: All the news that fits on the screen C: Communication and new subjects		AC7: Bands 4-5			
12	<ul style="list-style-type: none"> ■ <i>Redesigning English Ch. 4: 'Market forces speak English'</i> ■ <i>Describing Language, 4.2, 4.3, 6.2, 6.3, 7.3</i> Readings: A: Extract from <i>Verbal Hygiene</i> B: Selling in Singapore C: The marketization of public discourse: the universities		AC7: Band 6			Quiz 2
13	Block 8: Global English <ul style="list-style-type: none"> ■ <i>Redesigning English Ch. 5: 'Global English, global culture?'</i> ■ <i>Study Guide 4</i> Readings: A: Language loss in Australian Aboriginal languages B: The products of English-medium education in Papua New Guinea C: Canada and the streaming of immigrants D: The new space of global media E: English in Sweden in the age of satellite television	TV8: English, English Everywhere	AC8: Bands 1,2,3,4	TMA 3	(by the end of the week)	
14	<ul style="list-style-type: none"> ■ Complementary Study Readings: Readings from <i>Complementary Study</i>		AC8, Bands 5-6			
15	REVISION WEEK ----- SPECIMEN EXAMINATION PAPER					

16	FINAL EXAMINATION					
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Assessment Strategy

Continuous assessment : TMAs 1-3 one equally weighted and constitute 70% of this component.

Two equally weighted quizzes constitute the remaining 30% of this component.

Examinable component: The final examination constitutes 100% of this component.

The passing grade is 50/100. To be sure of a pass result, you also need to achieve a minimum of 50% in the examinable component.

Course Tutoring

This course has a total of (32) 50-minute contact sessions divided into (15) two fifty-minute tutorials, and a three-hour final examination. These tutorials are intended to help you realize the learning outcomes of the course as well as the cognitive, and communication skills necessary for studying and understanding the U210B material.

Tutorials also give the opportunity of having direct contact with both your tutor, and classmates. Your tutor will explain, expand, and illustrate the major themes of the course and its blocks. Together, you and your tutor will discuss controversial issues such as 'good English' and 'bad English', 'standard English' and non-standard English. You will also have the opportunity to discuss and illustrate the global context of the course, and receive practical training in language analysis and problem solving. Furthermore, your tutor will answer any questions you may have concerning TMAs, quizzes, and the final examination. If you need help and support in the areas of study and communication skills, your tutor will be ready to help during the tutorials and office hours.

Course Assessment

You 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. Your tutor will grade the final examination paper, and all elements of the continuous assessment component with special emphasis on grading the TMAs.

When grading the TMAs, your tutor will make important written comments on the quality of your work. His/her comments will help you reinforce your understanding of major concepts and ideas your essay should address, and improve your writing and argumentation skills and strategies. Your tutor-marked TMAs will be returned to you for further discussion and review either on an individual basis, or during the first tutorial after the TMA. Please make sure you submit your TMAs by their specified cut-off dates and accompanied by their PT3 forms, which your tutor will use to keep a record of your progress throughout the course.

Marking Criteria

Your tutor will primarily make use of the following criteria in deciding what mark to give your assignment.

- *The relevance of your answer to the question as set*
Your tutor will look for evidence that you have clearly understood the question and directed your answer accordingly.
- *Your knowledge and understanding of the course material*
Your tutor will look for evidence that you have understood and can draw effectively on research evidence, ideas, concepts and arguments that are central to the course.
- *Your ability to discuss and evaluate alternative explanations and arguments*

Researchers and other commentators may provide different (and sometimes competing) explanations for linguistic events and processes. Your tutor will look to see whether you are able to discuss these, and evaluate any arguments put forward in support of a particular viewpoint.

- *The ability to present and pursue an argument*
Your tutor will examine the structure of your answer to assess how well you can put together the material you use to sustain and support an argument.
- *The ability to express yourself clearly using academic conventions as appropriate*
Your tutor will look for clarity in your work, in the way you make points, present research findings and make critical comments. You are not expected to make extensive use of technical vocabulary, but you should be able to refer to key terms and concepts from the course materials. You should also acknowledge clearly any sources you have drawn on.

For assignments that include practical work with language data, your tutor will take into account:

- *Your ability to make a clear analysis and interpretation of language data as specified in the assignment*
Your tutor will look to see whether your analysis is appropriate, whether it draws on relevant ideas and concepts from the course, and whether any interpretation you give is justified by reference to relevant aspects of the data.

The marking scheme for U210B will be as follows:

Marking Criteria*

	<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 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

*These marking criteria are informed by and mostly extracted from the UKOU U210B 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 on page 20 of the U210B Assignment Booklet 2003/2004. They are also subject to any changes AOU might deem necessary.

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

The comments from your tutor should explain why you received the marks given. They will cover the content of your assignment (e.g. your understanding of key issues, the argument you have constructed). Comments may also include teaching points about aspects of your work which could have been strengthened or extended. In addition, they may suggest ways of improving your performance in future assignments.

Policy of Attendance

Absence from tutorials is governed by the following stipulations:

- a) It must be with an acceptable excuse.
- b) It shall not exceed 25% of the total number of tutorials set for the course.
- c) Students shall be notified of their absence.
- d) Students who exceed the 25% limit by one absence shall receive a written warning.
- e) Students who exceed the 25% limit by two or more absences shall not be allowed to take the final examination, and shall be considered to have withdrawn from the course.
- f) Students whose absence falls within the 25% limit shall be required to compensate for their absence by attending tutorials in other sections of the same course, or by doing additional study tasks set and monitored by the relevant tutor(s).



U210B/SEP

SPECIMEN

Second Level Course Examination

The English Language: past, present and future: Part II

*Special edition licensed for use by the Arab Open University
(slightly modified to go with AOU U210B Calendar)*

U210B Specimen examination paper and notes

U210B Specimen Paper

Time allowed: 3 hours

There are **FOUR** questions in this paper: you should answer **any three of these**.

We expect you to divide your time equally between the **three** answers.

Each answer carries one third of the total marks.*

You can answer the questions in any order. Write your answers in the answer book(s) provided. You should write *only* on the examination paper provided. Cross out any rough notes you make which you do not wish to be considered. All rough notes must be handed in.

At the end of the examination

If you have used more than one answer book, fasten them all together with the rosette clip provided.

Check that you have written your personal identifier and examination number on **each** answer book used. **Failure to do so will mean that your work cannot be identified.**

* These three questions are assigned different weights in the Final Examination Paper. The question on Block 8 is assigned 20 marks, while the remaining two questions are allocated 15 marks each.

Answer **three** questions from the list below. Each question carries one third of the total marks.

The questions relate to Blocks 5-8 of U210B respectively: however, in your answer you may draw on relevant material from other blocks.

Question 1 Discuss the ways in which children's learning of English is 'a collaborative venture' start with an analysis of the following extract from a conversation between a three-year-old child and his mother.

Julian, aged three, and his mother are reading a picture book, 'The Farm'.

Mother Tom has got a fork.

Child Yes.

Mother He's busy fetching hay to feed the animals, this is what the animals eat.

Child Yes. Horsey can eat them hay.

Mother The horsey eats the hay.

Child Yes ... and goats eat grasses.

Mother And goats eat grass. Yes. [Yes] Look what these little goats are doing. What is Sally doing? She's making a seesaw for the goats. [Um] Is it a seesaw or is it a ramp?

Child No, it's a seesaw... There's the nother one.

Mother Yes.

Child The nother one. What's the sheeps doing?

Mother The sheep are eating grass.

(Audiocassette 5 Band 4, extract 1, transcribed in U210B *Study Guide 1*, p. 44.)

Question 2 How do you think English teaching can take account of the different languages, and language varieties, spoken by students?

Question 3 Do new forms of communication, and new uses of English, require us to redefine what we have come to accept as English?

Question 4 Who is advantaged, and who is disadvantaged, by the global spread of English?

[END OF U210B QUESTION PAPER]

Notes on the U210B Specimen Examination Paper

Introduction

The specimen examination paper is designed to be an important part of your revision. It illustrates the format and organization of the actual U210B examination paper. You may use the specimen paper:

- to read through in order to gain an understanding of the format and general requirements of the examination;
- to study in more detail, using it together with these guidance notes to work out the types of questions you will be asked and your own strategies for answering them;
- to help you plan your revision and determine which sections of the course should be the main focus of your revision;
- finally, and vitally, as a means of gaining practice in planning and writing examination answers.

The Examination

U210B has a **three**-hour examination. As you can see from the specimen paper, you need to answer **three** questions in total. This gives you one hour per question. (Try to allow about **15** minutes to read through the whole paper and make an appropriate selection of questions.)

Each of the questions relates mainly to one block of the course (i.e. Question 1 to Block 5, Question 2 to Block 6, and so on). You may, therefore, answer any question on the basis of your study of just one block. However, you may also draw on relevant material from any block in answering questions. There are two key points to bear in mind:

1. The material you draw on must be relevant to the specific question set.
2. You should not substantially repeat material in different answers.

Types of questions

Two question formats are used in the examination. These are:

- conventional ‘essay-type’ questions (e.g. Questions 2, 3 and 4 in the specimen paper);
- questions that begin with an extract of data (e.g. Question 1 in the specimen paper).

You should be familiar with these formats from writing TMAs. The ‘data’ questions require you to relate an analysis of a piece of data to discussion of more general issues you will have encountered in your study. This data extract may come from course materials (including audiovisual material and the study guides); however, even if it does not, it should still be a *type* of data with which you are familiar. You may choose to carry out a detailed analysis of the data, followed by a brief discussion of more general issues; or you may refer to the data extract more briefly, and use this as a springboard for a more general essay. This is illustrated in the guidance notes on specific questions (see below).

Please note: any of Questions 1–4 may be asked in either format in the actual examination paper, and this will vary from year to year. For instance, although in the specimen paper

Question 1 begins with a data extract, in the actual paper it may require a straightforward essay; or while Question 2 is an essay-type question in the specimen paper, it could include a text in the exam paper proper.

The study notes in the final week in *Study Guide 4* of U210B suggest ways of revising material for the examination.

Question notes

Question 1

This question relates to Block 5, ‘Learning English’; the course book for this part of the course is *Learning English: development and diversity*. Your analysis could focus on how this kind of interaction might support a young child’s language development. (There is relevant material in weeks 18 and 19, including the audiocassette bands.) You may want to refer to aspects of Julian’s language which seem not to derive directly from collaboration (e.g. forms such as ‘grasses’ and ‘sheeps’, which he is unlikely to have encountered in interaction with others). You could also focus on that interaction as a way into the world of reading and books (see week 20, including Reading A).*

In extending your analysis, you could relate this to other examples of interaction between children and caregivers in weeks 18–20, and perhaps also mention the importance of peer interaction. Good answers would refer to the ways in which theoretical explanations of the process of language development have changed in recent years to take account of the role of caregivers and other interlocutors.

Question 2

This question relates to Block 6, ‘Teaching English’; the course book is *Learning English: development and diversity*. Language variation and diversity have been discussed in several parts of the course, and your essay will probably take account of your study of earlier blocks (Blocks 2 and 3 in particular). However, you do not need to refer explicitly to material outside Block 6.

Within Block 6, TV6 is clearly relevant. Most of your discussion, however, is likely to draw on your study of weeks 23 and 24: Chapters 6 and 7 of the course book and Audiocassette 6 Bands 3–7 contain useful material. In constructing your answer, you should review some of the approaches to language diversity discussed during these weeks: for example, the place of nonstandard varieties in the English curriculum; debates about teaching children Standard English and how this relates to their home varieties (week 23); the use of local varieties of English in bilingual or multilingual contexts; or the relationship between English and other languages spoken by students (week 24). Ensure that you cover both aspects of the question, i.e. that you refer to different varieties of English *and* to other languages spoken alongside English. You should also try to evaluate different approaches. It is probably best to give your own views on language diversity and English teaching towards the end of your essay, so that you can relate these to the examples and arguments you have already presented.

Question 3

This question relates to Block 7, ‘English and technology’; the course book for this part of the course is *Redesigning English: new texts, new identities*. You are required to draw mainly

*Week reference, wherever it occurs in these questions notes, is as given in the *U210B Study Guides*.

on material in weeks 27 and 28; you will also find relevant material in TV7 and in Audiocassette 7 Band 3.

You could include technological developments for producing new kinds of texts, as well as tools for distributing them. You should consider the ‘new uses of English’ that these forms of communication are bringing about. For instance, you could discuss how English is increasingly used for global communications (although you should probably note how other languages are also being used) and how English texts are becoming increasingly oriented towards visual presentation. This would then lead you to the main point of your answer, which is whether or not we are required to redefine what we have come to accept as English. Here you could discuss what counts as ‘English’ in a modern text. What are the arguments for and against including these elements in definitions of ‘English’? How convincing do you think those arguments are?

Note: in responding to this question, you would not be expected to reach a firm conclusion on ‘what counts as English’ in multimodal texts. The people marking your essay will be looking for evidence that you understand the complexity of the relationship between visual and verbal modes of communication. In a question of this sort, you will be permitted to draw rough sketches if they will help you to explain your arguments.

Question 4

This question relates primarily to Block 8, ‘Global English’; the course book is *Redesigning English: new texts, new identities*. Much of the material in week 30 (Chapter 5, TV8 and Audiocassette 8) is clearly relevant. You could also draw on readings in the *Complementary Study* material from week 31.

You may want to consider, as a starting point, the respects in which English may be considered a global language; and then some implications of the spread of English in different parts of the world. The question asks you who is advantaged and who is disadvantaged by this spread; but, as you have seen in your study of Block 8, the picture is actually rather complex. The spread of English may bring both costs and benefits to the same group of speakers, or even the same individual. A good answer will try to give an indication of some of this complexity. If you wish to attempt a more broadly based answer, there is plenty of material you could include from earlier blocks: for example, the use of English in many parts of the world as a language of education (Block 6).

[END OF NOTES FOR U210B SPECIMEN EXAMINATION PAPER]

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U210B Learning English: development and diversity

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English Today

ELT Journal

International Journal of Bilingualism

International Journal of Bilingual Education and Bilingualism

Journal of Child Language

Journal of Multilingual and Multicultural Development

Language and Education

TESOL Quarterly

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Tutor Views on U210B**Student Views on U210B**



ASSIGNMENT BOOKLET 2004-2005

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



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

U210B

ASSIGNMENT BOOKLET 2004/2005

(including TMAs 01-03)*

Completing and sending in your assignments

When writing your assignment:

- put your name, and the assignment number at the top of every sheet.

When you have finished your assignment:

- fill in Section 1 of the PT3 form, taking care to enter your personal identifier and the assignment number correctly

Cut-off dates

TMA 01	end of week 5
TMA 02	end of week 9
TMA 03	end of week 13

* Material given on pp. 4-12 is taken from *Assignment Book 2002* by Diana Honeybone, pp. 4-11, The Open University. Material was modified in order to take AOU examination and assessment regulations into consideration. The three TMAs were prepared by Michael Hughes, reviewed and approved by Mohammad Awwad. Layout by Safinaz Shariff.

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Introduction

There are three tutor-marked assignments (TMAs) for the course, each related to one of Blocks 5-7.

The *Study Calendar* shows the distribution of TMAs and gives the cut-off dates for their submission. There is no TMA associated with Block 8. This is due only to time limitations and scheduling constraints: during the three study weeks allocated for studying the material, related readings and activities comprising the Block, you are also required to send/hand in TMA3, get your tutor's feedback on it, and prepare for the final examination. As an important component of the course, Block 8 requires careful study, analysis, understanding and assessments of all material it covers. **Therefore, the final examination will include a compulsory question assessing your understanding of its major themes and arguments.** The TMAs are equally weighted, and you should attempt each one. Your course result will depend upon your achievement in the two components of assessment. The TMAs and quizzes constitute 100 per cent of the Continuous Assessment Component, and the final examination constitutes 100% of the Examinable Component. You must obtain at least 50 per cent in the Examinable Component to be certain of obtaining a pass result. (Please refer to the *Study Calendar* for further information.)

As well as contributing to the overall assessment of the course, the TMAs will help to consolidate your work on each block, and your grade will give some indication of how well you are doing. Your tutor's comments will explain the grade more fully and provide guidance on becoming more proficient at setting out your ideas and arguments in writing – an important skill in studying at university level. You will also find the TMAs helpful in pacing your work over the semester.

We recommend that you keep a copy of each assignment for reference and as a safeguard against the unlikely event that your submitted TMA is lost.

You should hand in or mail your assignments to your tutor to arrive by the cut-off date. A set of TMA forms, coded PT3, is included in your course package. Attach one of these to each TMA you submit. Please ensure that the PT3 form is completed correctly.

If you think you may be late with an assignment, consult your tutor as soon as you can (and, in any case, before the submission date). The University's policy on late submission is set out in the *AOU Examination Bylaws*)

Learning Outcomes

The TMAs will take account of the learning outcomes drawn up for the course. Learning outcomes are what you can expect to achieve if you take full advantage of the learning opportunities provided. They include knowledge and understanding of the ideas and issues discussed in the course materials, along with certain skills (e.g. skills to do with discussing ideas and evaluating arguments). Set out below are the learning outcomes particularly relevant to your study of the course.

Knowledge and understanding

- how English is learnt, monolingually and bilingually, in different cultural contexts (Block 5);
- pedagogical, cultural and political issues surrounding the teaching of English in different parts of the world and different times in history (Block 6);
- how new communications technologies and textual forms may be affecting the use of English (Block 7);
- contemporary debate surrounding the position of English as a global language (Block 8);
- how English works, and how it may be described and analysed (parts of each block; *Describing Language*)
- the nature of linguistic evidence, and different methods used in the collection and analysis of language data (parts of each block; *Describing Language*)
- how your learning in different parts of the course may be integrated according to the course themes: varieties of English; changing English; English in context; status and meaning of English; English and identity; achieving things in English; regulating English; discourses about English (review of each block and particularly Block 8)

Cognitive skills

To be successful in your study of this course, you are expected to:

- identify and summarize the main points in an academic argument;
- critically evaluate alternative explanations and arguments;
- interpret and evaluate linguistic evidence;
- learn and use appropriate terminology for the study of language;
- apply the knowledge and understanding acquired from the course to the analysis of spoken, written and multimodal texts in English.

Communication skills

To be successful in your study of this course, you are expected to:

- identify the purpose of an academic assignment, and plan a strategy for tackling it;
- identify and evaluate the relevance of information from a variety of sources;
- identify the view points of authors of source material;
- synthesize and organize information from a range of sources;
- construct a coherent argument, supported by evidence and clearly focused on the topic under discussion;
- present the argument clearly and in an appropriate academic style and format;
- provide appropriate academic references to the sources used in preparing written work;
- respond to feedback about improving the effectiveness of written communication for academic purposes.

These learning outcomes are reflected in the assessment criteria that your tutor will take into account when marking your TMA (cf marking criteria on p. 11-13).

In addition to these outcomes, you can expect to acquire other 'generic' skills that would apply to many second level courses. These would include practical skills such as managing substantial amounts of information and organizing time effectively.

Types of assignments

Assignments include:

- general essays in which, for instance, you are asked to respond to a question, or discuss and evaluate a statement – such essays normally relate to more than one study week;
- assignments based more narrowly on particular course materials – for instance, you may be asked to review a course reading, or compare the position taken in different readings;
- assignments that take as their stimulus a piece of data such as a transcript, newspaper cutting, audiocassette extract or short piece of written text, which you are asked to analyse or discuss.

Assignments may also contain a mixture of these elements. Across the course as a whole you will have a choice from a wide range of topics and between different types of assignment.

In devising assignments we have tried to observe the following principles:

- the assignment should be unambiguous (i.e. the wording should be clear, and the task you are required to do should be clearly explained);
- the assignment should relate in a straightforward way to the course materials (i.e. the questions should be consistent with the study questions and study guidance for each block – there should be no unpleasant surprises!).

We provide notes to help you in tackling the assignment and to help your tutor in marking it (there are no separate notes for tutors). These notes give fairly full advice on how to structure your answer. We give slightly less help towards the end of the course, because you will need some practice in more independent writing for the course examination. Please note that the guidance is meant to assist you and not be a rigid prescription that you must follow, so you should not feel constrained by these suggestions if you prefer an alternative structure for your essay. You should consult your tutor if you are in any doubt.

The notes below give advice on planning and writing assignments. Some of this may be familiar to you if you have previously studied courses in related areas. If you have had limited experience of essay writing, you should pay particular attention to the advice given here and, if necessary, ask your tutor for help in putting it into practice. A useful additional source of help is *The Arts Good Study Guide* by Ellie Chambers and Andrew Northedge (1997, The Open University).

Planning your work for the assignments

When you come to write your assignment, it is useful first of all to remind yourself of the general criteria for marking assignments (see p. 11-13). Then you should assemble the material you have been collecting for doing the assignment, check through the question wording and notes, and draw up a plan of what you intend to cover.

You could begin with a series of subheadings based on the TMA notes, gathering under each subheading your own list of the points you wish to make and the information or evidence you have collected in support of each point.

The total length of each assignment should be 1,500-2,000 words (excluding the words in any cuttings you may be using). It is a good idea to indicate on your plan the (approximate) number of words you intend to devote to each section. Normally you should allocate a small

number of words to your introduction (say, 150-200 words) and maybe a few more to your conclusion, with the bulk of the word allowance divided between your major sections.

When you have completed your plan, look carefully through it and check it against the assignment question. Does it contain enough material to enable you to answer the question? Does all the material seem relevant? Can you think of any additional evidence or information? Within and between each heading, is the material in an appropriate order? Does it allow you to build up an argument, moving logically from one point to the next?

Writing up your assignments

Length

Each TMA should be 1,500-2,000 words. Refer back to your plan to remind yourself of how you are apportioning your total allowance. You do not need to supply an accurate word count, but you must take care not to go significantly under or over length. In a very short essay you will not be able to cover sufficient material in enough depth, while an overlong essay usually means that you are not selecting and editing your material properly. A long answer will use up more of your study time, for which you will gain no extra credit. You may also be tempted to include irrelevant material that could detract from your answer and/or make it more difficult for your tutor to follow your argument.

References and quotations within your essay will be considered part of the total length, so must be kept concise. Bibliographies are not included in the word count.

Structure and presentation

If you have drawn up your plan carefully, writing your assignment should flow more easily: you are simply writing out, in continuous prose, the notes you made under each heading of your plan. The following suggestions may help:

- Some people find it easier to write their introduction last of all, when they know what it is they are introducing! Others prefer to write their introduction first, outlining what they are going to do in their essay, and then refer back to it when writing the rest of their answer.
- Ideally, type or word-process your answer; but, if this is not possible, write it as clearly as you can. It can be very difficult for a tutor to make a fair assessment of work that is hard to read.
- Make sure you leave sufficient space on each page (e.g. wide margins) for your tutor to make comments.
- Do not be afraid to use subheadings in the final version if you want to. This maybe a departure from conventions you are used to – you may feel that essays should be a seamless whole. However, headings can help you to structure your argument and to see more clearly where you are in danger of including irrelevant material. Alternatively, and especially if you are word-processing, you may prefer to include subheadings in the earlier drafts of your answer and then remove them in the final version.
- Try to include signposts to help your reader along (e.g. draw points together at the end of a section, then indicate how you are going to follow on from these in the next section.)
- For some TMAs there maybe a wide range of material to draw on. You must try to select the most relevant material for your purpose: *you are **not** required to use every suggestion provided in this booklet.* Your tutor will not expect you to cram in every possible detail, and if you attempt to do so you run the risk of failing to cover anything in sufficient depth. Select the material you want to use, set it out in your introduction and then follow

this plan in your essay. The guidance on structure for each TMA in this booklet will help you to plan and structure your work, but you may use an alternative framework if you wish.

- If you are unsure about your writing style, you could ask a friend or colleague to read through a draft and tell you of any points that are unclear. (The course materials themselves provide examples of appropriate writing styles, such as the notes on chapters in the course books, which are in the study guides to Week 1 and Block 5.)
- When you have finished your assignment, read it through carefully. Check that it is clear and provides a full answer to the question. At this point you should also check aspects of presentation (spelling, punctuation, etc.)

If you feel that you need additional support with academic writing, or if you have any specific difficulties (e.g. with handwriting or spelling), you should discuss this with your tutor early on in the course and try to work out a way of minimizing any problems.

Referring to the course material and other sources

Your assignment is meant to provide evidence that you have read and understood the course materials. You may refer briefly to other sources of evidence if you wish, but *your assignments will be assessed primarily on your understanding and use of the course materials*. Whatever the source of your evidence, remember that it is not sufficient simply to *reproduce* it – you need to use it to advance your argument.

Citing material from the course

When you are reporting a piece of research or an argument, you should make it clear where this comes from. The course chapters provide examples of the usual academic conventions for doing this (e.g. 'Quirk (1986) claimed that ...'). Since you and your tutor have access to the same course material, you can, if you wish, use a form of reference such as: 'In Chapter 1 Reading A, Randolph Quirk claimed that ...'; or 'On Audiocassette 1 Band 3, Dick Leith suggested ..' The main thing is to make it clear which piece of work you are drawing on. Wherever possible, give precise page references: this not only makes it easier for your tutor to check the evidence you are drawing on; it also helps you trace your sources when you come to revise.

You may wish to include brief quotations from the course materials. In this case, they should be clearly set out as quotations, and the source should be given. Otherwise, if you are discussing ideas from the course, try to read and absorb these, then write what you think about them in your own words. It is particularly important, when setting out your own ideas or arguments, that you do not reproduce long extracts from the course (or from other sources) with little or no change, as this gives the impression that you are trying to pass off someone else's ideas as your own. This could constitute plagiarism, which is treated as a very serious offence by the University. Below is an extract from a chapter on plagiarism, which you may find helpful.

What is plagiarism?

Plagiarism is the *theft* of other people's words and ideas. Plagiarism happens when you claim (or *appear* to claim) that an idea, or the expression of it, is your own when in fact it is someone else's. Deliberate plagiarism usually takes the form of either getting someone else to write your essay for you and then saying it's yours, or copying chunks of text out of a book with the deliberate intent of deceiving the reader into thinking they are in your own words. Accidental plagiarism, which most institutions are obliged to penalize

equally heavily, is achieved by oversight and/or lack of skill in manipulating information. Here are some examples of how it can happen:

- You make notes from a book, copying out lots of relevant passages and then, when you come to write the essay, you copy your notes into it, forgetting that they were copied in the first place.
- You use a book which covers exactly the area you are dealing with; you are aware that you mustn't copy it out, so you deftly rephrase little bits, by replacing 'small' with 'little', 'major differences' by 'main differences' and by swapping over the order of two halves of a sentence. *You* think that this is now legitimate, but your assessors do not.
- You use entirely your own words, but you don't acknowledge the source of your information.
- You draw from notes you made or were given for some previous course of study, without realizing that these were copied or adapted from some other source.

A reader will assume that any idea not referenced is your own, and that any passage not in quote marks is in your own words. This is a contract of trust which you must respect.

How to avoid accidental plagiarism: some strategies

Expect to acknowledge everything you've got from a source other than your own head. The things that don't need referencing are your own ideas and common or uncontroversial knowledge (*English is a Germanic Language*, for example). If in doubt, err on the side of *over*—referencing, until you get the knack. Having too many references in a text breaks up the flow of your writing, but that is the lesser of two evils. To avoid too much repetition, you may be able to say at the beginning of a section or paragraph: *The following is a summary of information given in Smith (1994)*. Note, however, that it is *not* sufficient to give one vague reference to your source somewhere, and then draw directly from it for page after page.

Rather than just summarizing what you are reading for the sake of it, make notes relevant to the task in hand and identify the major points that relate to your purpose. Make the notes under headings; you can then write out your own version based on those points. When making notes, use your own words wherever possible. Never copy anything out without putting it in inverted commas and putting a page reference next to it. Always keep the full reference details for any source you draw on, as you will need them later. These details should be integral to your notes, so that you can easily see where an idea or quote has come from. Where your source text gives examples of a phenomenon under discussion, try to think of some examples of your own (or look them up in a dictionary or another book). This is in any case a good way of ensuring that you understand what you are writing about. However, if you are in doubt about whether your example is valid (e.g. where the examples have been drawn from a particular source that you cannot access), quote the ones you have been given and acknowledge them appropriately. If there is any terminology you don't understand, look it up [or ask your tutor for advice], don't just copy it out.

(Wray *et al*, 1998)

Listing your sources in a bibliography

At the end of your assignment, you should list the sources to which you have referred. The course books illustrate the conventional layout for different types of reference (see examples in the box below). When referring to course materials, you do not need to give such full sources (you could simply list materials as '*Describing Language*, Chapter 1' or 'Audiocassette 2 Band 2 Indian English', etc.). The important thing is that your tutor should be clear about material you have drawn on.

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

Book

TRUDGILL, P. and HANNAH, J. (1994, 3rd edn) *International English*, London, Edward Arnold.

Chapter/extract from an edited collection

HARRIS, J. (1993) 'The grammar of Irish English' in MILROY, J. and MILROY, L. (eds) *Real English: the grammar of English dialects in the British Isles*, London, Longman.

Paper in a journal or magazine

WALES, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no. 3, pp. 3-10.

Some frequently asked questions

Here we offer some guidance on some of the dilemmas that occur regularly when preparing to answer a TMA.

What should I do if the question is not clear or seems ambiguous?

As mentioned above, we try to ensure this will not be a problem. However, if you feel a question is unclear, you should contact your tutor in the first instance: he or she should be able to help you sort out any confusion. Failing that, you should state in your introduction how you are interpreting the question (together with whatever justification you think is necessary) and then proceed to answer it on those terms.

What should I do if I disagree with the arguments being put in the course material?

You are not expected to agree with everything that is said in the course book or audiovisual material. Indeed, we hope that you will engage in a critical dialogue with the analysis and arguments you encounter.

However, any criticism you offer should be based on sound knowledge and understanding of the ideas and information presented in that part of the course, and your reservations should be supported by relevant argument and information either from the course material or another source that is fully acknowledged and referenced.

Should I include personal experience and material from other sources?

You are often asked, as part of your study, to relate ideas in the course to your own experiences of English. It is also suggested that you collect your own examples of material to put in a 'cuttings file'. Examples might be newspaper articles dealing with any aspect of English, advertisements, letters, business cards, and so on. You may also like to jot down examples of English that you hear around you or which your children use. Some TMAs may refer directly to the cuttings file, with suggestions on how this may be used. Where TMAs do not do this, you may still feel that you have examples which are relevant. In this case, ensure that any examples you include can be related to the question; try to use them to illustrate or address points from the course; and select a small number of examples so that you have enough space to deal with ideas and evidence discussed in the course materials. Please remember to acknowledge your source. Extensive analyses should be accompanied by a photocopy of the original wherever possible.

Marking criteria

Your tutor will primarily make use of the following criteria in deciding what mark to give your assignment.

- *The relevance of your answer to the question as set*
Your tutor will look for evidence that you have clearly understood the question and directed your answer accordingly.
- *Your knowledge and understanding of the course material*
Your tutor will look for evidence that you have understood and can draw effectively on research evidence, ideas, concepts and arguments that are central to the course.
- *Your ability to discuss and evaluate alternative explanations and arguments*
Researchers and other commentators may provide different (and sometimes competing) explanations for linguistic events and processes. Your tutor will look to see whether you are able to discuss these, and evaluate any arguments put forward in support of a particular viewpoint.
- *The ability to present and pursue an argument*
Your tutor will examine the structure of your answer to assess how well you can put together the material you use to sustain and support an argument.
- *The ability to express yourself clearly using academic conventions as appropriate*
Your tutor will look for clarity in your work, in the way you make points, present research findings and make critical comments. You are not expected to make extensive use of technical vocabulary, but you should be able to refer to key terms and concepts from the course materials. You should also acknowledge clearly any sources you have drawn on.

For assignments that include practical work with language data, your tutor will take into account:

- *Your ability to make a clear analysis and interpretation of language data as specified in the assignment*
Your tutor will look to see whether your analysis is appropriate, whether it draws on relevant ideas and concepts from the course, and whether any interpretation you give is justified by reference to relevant aspects of the data.

The comments from your tutor should explain why you received the marks given. They will cover the content of your assignment (e.g. your understanding of key issues, the argument you have constructed). Comments may also include teaching points about aspects of your work which could have been strengthened or extended. In addition, they may suggest ways of improving your performance in future assignments.

The detailed marking criteria your tutor will use in marking both your TMAs, and final examination paper are as indicated on the following page.

The marking scheme for this course will be as follows:

Marking Criteria*

	<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 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 on the last page of this Assignment Booklet. They are also subject to any changes AOU might deem necessary.

TMA 01

Please return your completed assignment to your tutor to arrive by the end of week 5.

This assignment covers your study of Block 5 (Weeks 1-4). Your answer should be about 1,500-2,000 words in length.

TMA 01

Making particular reference to Chapters 1 and 2 of Block 5, *Learning English: development and diversity*, together with audiocassette and video materials found in Study Guide 5, discuss the ways in which young children, monolingual and bilingual, learn to use spoken English.

Notes

Before beginning your assignment, you should refer to the general guidance on essay writing at the beginning of this booklet.

Essentially this question invites you to investigate the process of language acquisition from early infancy as it affects all children, examining the extent to which, in the first instance, social and cultural contexts have any or no significance. Set against this you need to explore the nature of bilingualism, what it signifies and how it is achieved by the young learner.

Block 5 provides a fair amount of material – and there is practical opportunity for you to focus, for example, on Bands 1 and 2 of audiocassette 5, perhaps transcribing given sections to reinforce theoretical comment; similarly VC2, Band 5 on *Learning English bilingually* and TV 5, will yield relevant evidence. Important material will also be found in:

- Chapter 1 of Block 5 and its theories relating to early acquisition, caregivers and models of instruction.
- Chapter 2 of the same Block and its ideas on monolingual/bilingual learning, including Reading A [Drummonds on raising twins bilingually].
- Chapter 3 of the same course book and issues of the influence of context on children's use of English.

Structuring Your Essay

There is plenty of material to draw from but you need to be selective and follow a clear line of discussion. You might begin with a brief introduction to theories on early acquisition explored in Chapter 1, reinforced by transcribed small sections of bands 1 and 2, audio-cassette 5.

Basic principles established, you might examine how social and cultural contexts begin to “work” on the infant learner, noting, for example, comments on code-switching and other relevant issues found in Chapter 2. This could lead naturally into reflections on the nature of bilingualism, how it is achieved, where advantages and disadvantages may lie etc. [VC2, Band 5; TV 5; audiocassette 5, Bands 3,4 and 6 might well be relevant here]

A conclusion could pick up notions of linguistic and communicative competence, discussing children's varying abilities to perceive appropriateness in different forms and varieties of spoken English, also looking for similarities and differences attached to monolingual and bilingual learning, where “problems” lie and how they may be resolved.

TMA 02

Please return your completed assignment by the end of week 9.

The assignment covers your study of block 6 (weeks 5-8). Your answer should be about 1,500-2,000 words.

TMA 02

What do you understand to be the function of “academic English” as discussed in Chapter 8 of Block 6, *Learning English: development and diversity* ? Comment on points raised in that chapter and reflect upon problems which the phenomena may present to those learning English as a second language.

Notes

Before beginning your assignment, you should refer to the general guidance on essay writing at the beginning of this booklet.

This question asks you to focus in a quite straightforward way on the distinctive forms and functions of English as an academic language. You should particularly consider higher education but should also make reference to other experiences of the use of this form and function in school where appropriate. In addition to Chapter 8, relevant material will be found in:

- Reading B of Chapter 8 of Block 6, discussing language problems faced by overseas students in British Universities.
- Chapter 7 of the same Block and its Readings.
- VC2, Band 9.
- Audio-cassette 6, Band 8 which helps give initial focus.
- Relevant examples from your cuttings file and/or other personal experience.

Structuring Your Essay

As indicated in the Notes above, this invites an uncomplicated account of “academic English”. Hence your introduction might give a clear definition of what the term means and how it operates in spoken and written forms. The discussion between students on Band 8 of audiocassette 6 might give a reasonable platform on which to base your commentary, leading into other reflections on the nature of difficulties faced by both first- and second- language speakers of English. Note here Reading B of Chapter 8 and VC2, Band 9.

You may then wish to focus more specifically on given examples; by all means bring in your own experience, providing it is directly relevant and contributes soundly to your argument. Whilst higher education needs to be the main platform for your discussion, you may wish to consider where and how earlier access in schools to “academic language” could be useful preparation for those who seek to advance further in their personal education.

Illustrative material, as from your cuttings file, could provide very useful reinforcement and could be placed in an Appendix to your answer.

TMA 03

The assignment covers your study of block 7 (weeks 9-12).

Please return your completed assignment to arrive to your tutor by the end of week 13. Your answer should be around 1,500-2,000 words.

TMA 03

Do new forms of communication and new uses of English require us to redefine what we have come to accept as English? Support your answer by reference to Chapters 2, 3 and 4 of Block 7, *Redesigning English: new texts, new identities*.

Notes

Before beginning your assignment, you should refer to the general guidance on essay writing at the beginning of this booklet.

Essential material for this answer lies in Block 7 of the course, inviting you to consider the extent to which technological developments for producing new kinds of text as well as tools for distributing these texts have variously contributed to “new uses of English”. Amongst other things you might consider the ways in which English texts are becoming increasingly orientated towards visual presentation. In addition to the chapters indicated in the title of the question, you should find ideas in:

- Readings B and C of Chapter 3, dealing with various aspects of modern electronic communication.
- Reading B of Chapter 4, examining multimodality in advertising amongst other things.
- Audiocassette 7, bands 2 and 3 [the latter is particularly useful for its discussion of multimodal English].
- TV 7 on verbal/non-verbal aspects of newscasting.
- VC2, band 10 on multimodal texts.

Structuring Your Essay

There is no shortage of material for this answer and you should feel free to use evidence from your cuttings file and/or other personal experience, providing it is relevant and supportive of the points you are making.

An introduction might set up a clear definition of how English has historically and traditionally been viewed and utilized before innovative technological activities assisted the “new uses” of English as a lingua franca, especially relating to demands for its usage in the field of global communications. Reasons for such expansion in the applied use of English would be helpful, with some reference to key historical moments in its evolution.

Broad opening comments, as signalled above, might be followed through with some more specific discussion of how “new” usage is achieved. There might also be references to visual literacy, to multimodality, to cultural implications [as in Singapore] where there may be a need for a variety of forms to suit a given audience or readership. A conclusion should glance back at the wording of the question, and, on the basis of your evidence, consider how far the issue of “redefinition” is true or not.

University marking and grading

In addition to doing the three TMAs, you are also required to take two quizzes. Together, the TMAs, and quizzes constitute 100% of the Continuous Assessment Component of the course. The weighing and allocation of marks (out of a 100) is as follows:

Three TMAs 35 marks
Two quizzes 15 marks

The AOU standard scale of performance for the course is as follows:

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