



## **The English B.A. Programme Validation Submission Document**

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*Prepared by*

**Mohammad Awwad  
Dean of FLS**

*Submitted by*

**The Faculty of Language Studies (FLS)**

**The Arab Open University**

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## I. Factual Page

*Title of the programme: B.A. in English Language and Literature (ELL)*

- ♣ **Awards being sought : BA Hons**
  - UKOU BA Hons in (ELL)
  - AOU BA Hons in (ELL)
  
- ♣ **Duration of Programme and mode of study:**
  - The programme will continue for (5) years.
  - The mode of study comprises both distance learning and direct student-tutor tuition. The direct student-tutor contact hours account for 25% of the total credit points, i.e. 90 credit points of the 360 credit points required for receiving the BA.
  
- ♣ **Confirmation of programme**
  - The programme has been approved by the AOU Board of Trustees, and the AOU Task force.
  
- ♣ **Sites where the programme will be delivered**
  - At AOU Headquarters in Kuwait.
  - At AOU branches in Bahrain, Egypt, Jordan, Lebanon, and the Kingdom of Saudi Arabia (KSA).

## II. Introduction

### II.1. Rationale for validation

The rationale for the validation of the BA Hons in (ELL) Programme offered by the Faculty of Language Studies is to establish and launch a strong well-integrated ELL programme that will enhance the academic integrity and reputation of the Arab Open University (AOU) as an academic institution of higher education able to provide high quality instruction and professional training informed by the most recent technological developments that will contribute to its becoming a leader in the competitive world of higher education both in the Arab World and the world at large.

FLS believes that validation of a strong and viable BA Hons Programme in (ELL) will help AOU realize its mission in:

- Promoting a high-quality system of distance learning.
- Providing students with distance learning programmes that address their academic and vocational needs.
- Fostering an open and equal opportunity environment conducive to intellectual development, and to both theoretical and applied research.
- Preparing students for further and more advanced study.
- Preparing and qualifying students for employment in a global market.

## **II.2. Market research and demand for the (ELL) Programme**

A study carried out by the Jordan University for Science and Technology for Arthur Anderson explored potential students' needs, and employers' requirements with regard to academic disciplines, and language preference. The study revealed that "the majority of the students and employers would favor the following specialties:

- Business Administration
- Computer Science and Information Technology
- Accounting
- English Language
- Education
- Law

*(Arthur Anderson Report, p. 33)*

The same study showed that 69% of the students preferred Arabic as the medium of instruction, while 52% of the employers preferred English to be the medium of instruction. Those results are a direct reflection of the importance of English in the local, regional, and global markets, and of the need for innovative and attractive English language teaching and learning programmes and strategies that will make learning English enjoyable and easily accessible to Middle Eastern students.

A sample of 4656 high school students placed English among the five more highly demanded programmes, the other four programmes being business administration, computer science and information technology, accounting, and education.

## **II.3. Approval presently sought and future plans for course development**

- FLS seeks approval by OUVS for its core curriculum comprising a total of 360 credit points, as well as approval for its curriculum comprising both the 360 credit points of UKOU core courses and an additional total of 120 credit points of non-UKOU courses comprising the AOU's University Requirement of mandatory and optional courses.
- FLS intends to develop its own course material for its communication skills courses English (111) and English (112), Arabic (111) and Arabic (112) in accordance with distance education delivery and learning methodologies, and language learning strategies.

## **II.4. Professional recognition or validation of the Programme**

The only requirement needed by prospective employers of AOU graduates holding the BA Hons in ELL is that the degree is officially recognized by the competent authorities in the Arab countries where the AOU branch is located.

### **III. Critical Review of the Programme**

Although the programme was launched on October 5, 2002, most core programme UKOU courses will be offered a year later (in the academic year 2003/2004) which means that critical review will have to be deferred until just before the start of academic year 2003/2004.

### **IV. External Relationships**

- As indicated in the Arthur Anderson survey 52% of employers prefer University graduates with a high command of English. The FLS BA Hons programme in (ELL) aims at providing both private and government employers with candidates who are not only competent in their academic and professional training, but also in their command of English, which will give them a competitive edge in the local and global markets especially that the bulk of academic, professional, and technological advances is available in English both in book form and on the internet.
- The FLS BA Hons Programme with its emphasis on communication skills development whether this is done formally in its English Communication Skills and ESP Courses, or through reading, discussing, and reviewing scores of books written in English provides the student with one of the most important prerequisites for acquiring up-to-date relevant information not only in humanities and the social science, but also in science and technology.
- The FLS BA Hons Programme core content of courses dealing with language use, linguistics, literature and the theatre is much more demanding than many if not all B.A. programme in ELL at Arab and Middle Eastern institutions of higher education. As a matter of fact, it compares favorably with (ELL) B.A. programme offered by prestigious European and American Universities. All core courses of the Programme have been selected from among a larger set of courses designed and used by the UKOU in accordance with the most stringent standards of excellence. Their delivery is also informed by maintaining the academic and professional integrity of the course and by providing the students with the right academic atmosphere and all support services necessary for successful learning.

### **V. General Aims of the Programme**

- To provide students with high quality instruction and training in English Language and Literature.

- To offer a programme of distance learning that addresses the academic and vocational needs of students in language communication and literary appreciation.
- To provide the right environment for students to develop sound and long-lasting theoretical, practical, and analytic competencies and strategies that will help them in their on-going quest for new developments in their field of specialization.
- To develop creative and critical thinking in students as well as appropriate communication skills in writing, oral presentations, and performance.
- To prepare students for further and more advanced study.
- To prepare and qualify students for employment in a global environment.
- To develop in the students "a range of specific and transferable skills, including high-order conceptual, literacy and communication skills of value in graduate employment "\*.
- To relate and integrate both language and literature material they studied across the range of genres, time, and place.
- To provide an objective, independent and critical evaluation of both language and literature texts.

## **VI. Specific objectives of the Programme**

On successful completion of the Programme, students are able to:

- Read, understand, discuss, and evaluate literary works comprising essays, poems, novels, and plays.
- Express themselves orally and in writing on issues pertaining to different modes of language use, and literary analysis.
- Read extended language and literature material, distinguish facts from opinions, and both analyze and evaluate different genres of literary works.
- Write high quality reports and articles of publishable quality.
- Show a sound understanding of the scientific structure of language, language variation, and language use.
- Show a solid knowledge of and familiarity with English prose, poetry, fiction, and drama masterpieces, and some knowledge of the most outstanding non-western masterpieces in literature and the arts.
- Communicate in English with ease and confidence on everyday matters, as well as on matters relating to their university education.

## **VII. Role and assessment of key transferable cognitive and practical and/or professional skills.**

We can consider an academic programme such as our ELL Programme successful if it provides the graduates with the following key transferable cognitive and professional skills, which play a vital role in determining the success or failure of the graduates in their future careers. These skills are given together with their teaching, learning and assessment methods:

\* Extracted from the English benchmarking statement published by "Quality Assurance Agency for Higher Education 2000.

Key/transferable skills	Teaching, learning and assessment methods
<p><b>A. Key academic skills - be able to:</b></p> <ul style="list-style-type: none"> <li>• Read and analyze English language and literature texts closely and critically.</li> <li>• Articulate and understand recent theories of language analysis and literary appreciation and criticism.</li> <li>• Exhibit knowledge of a broad range of general and specialized vocabulary.</li> <li>• Use language creatively with sensitivity to its affective power.</li> <li>• Do research in accordance with established research methodology including accurate documentation.</li> </ul> <p><b>B. Practical and/or professional skills - be able to:</b></p> <ul style="list-style-type: none"> <li>• Access electronic data.</li> <li>• "Plan and present conclusions effectively."*</li> <li>• "Handle information and argument in a self-reflective manner."*</li> <li>• Study language critically both synchronically and diachronically.</li> <li>• Provide creative analyses of different genres of literature.</li> </ul>	<p>1. <i>Teaching and learning</i></p> <ul style="list-style-type: none"> <li>• Home assignments and activities</li> <li>• Tutorials</li> <li>• Workshops/ writing clinics</li> </ul> <p>2. <i>Assessment</i></p> <ul style="list-style-type: none"> <li>• TMAs</li> <li>• Projects</li> <li>• Examinations</li> </ul> <p>1. <i>Teaching and learning</i></p> <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Workshops</li> <li>• Practice sessions</li> </ul> <p>2. <i>Assessment</i></p> <ul style="list-style-type: none"> <li>• Oral Assessment</li> <li>• Written examinations</li> <li>• Written reports</li> </ul>

Both support communication skills courses (English 111 and English 112), and core programme specialized courses emphasize the cognitive and practical transferable skills.

As outlined in the attached syllabus for English 111 and English 112 (appendix 1) emphasis is on upgrading the students' competence in the functional use of English so that they can:

1. express themselves with ease and confidence both on general and specialized topics of interest

\*Extracted from the English Benchmarking statement published by Quality Assurance Agency for Higher Education 2000.

2. read extended material and understand both general and implied ideas, distinguish facts from opinions, and provide an informed critical evaluation of what they study
3. read rapidly, and critically
4. communicate their ideas logically and convincingly both orally and in writing
5. access and use on-line information using the internet, and multi-media packages.

This induction and training is meant to prepare the students for negotiating the much more advanced core course material in the teaching of which emphasis is on the use of written texts, audio visual materials, TV programmes, and more importantly, on tutorials which allow students to "engage in dialogue, and develop and negotiate conclusions with others, which is a key component in the acquisition of both subject matter and transferable skills."\* Furthermore, tutorials provide a platform for academic instruction and supervision and are essential for providing the students with high quality instruction and training that will help them acquire the key transferable cognitive and professional skills outlined above. Among the more important aims of tutorials are the following:

1. Discussing course assignments and feedback on students' work as reflected in TMAs, quizzes, CMAs, and other types of assignments.
2. Consolidating students' communication skills and understanding of course material.
3. Providing an environment conducive to interactive learning.
4. Reviewing taught material, highlighting key points, and introducing new material.
5. Training the students in the writing skills they need for producing better TMAs and thematic projects.
6. Reviewing course material and providing the students with the support necessary for exam and TMA preparation, and for report writing.
7. Using materials and learning strategies already absorbed by the students to develop their analytical faculties and critical thinking.

## **VIII. Structure of the Programme**

- The Programme consists of foundation courses (FCs), i.e. The University Requirement of mandatory and elective courses adding up to a total of 120 credit points, and core courses (CCs) adding up to a total of 360 credit units (see appendices 2 & 3). FCs consist of language skills courses, information technology, study skills, and social science and humanities courses. A good number of these courses have been designed, and/or adopted with some modification from among the United Kingdom Open University (UKOU) course offerings so that they meet the needs of AOU students. Although first year courses,

*\*Extracted from the English Benchmarking statement published by Quality Assurance Agency for Higher Education 2000.*



they are of high quality and value; they train students in proper communication, critical thinking and analysis, the proper and relevant use of information technology, doing research, and developing study skills. The English Communication skills courses aim at improving students' language competence and helping them read and understand core language and literature material intended for native speakers of English.

All core courses have been selected from UKOU course offerings. They are advanced language, linguistics, and literature courses intended for British students. When a student successfully completes these courses he/she will have acquired a sound grasp of the structure of English, language variation, and language use. He/She will have also been introduced to English and world literature, and will have developed the skills of analysis and critical evaluation through the careful study of classical, and contemporary literary works in prose, poetry and drama.

- The courses of the core programme are almost evenly divided between literature and linguistics, as indicated in **Table 1** below. The non-UKOU courses are given in **Table 2** below.

**Table 1** : Core Programme Courses (360 credit points)

<b>Course Number and Title</b>	<b>Credit points</b>
DD121- An Introduction to the Social Sciences I	30
DD122- An Introduction to the Social Sciences II	30
U210A- The English Language: Past, Present and Future I	30
U210B- The English Language: Past, Present and Future II	30
A210- Approaching Literature	60
E300- English Language and Literacy	60
A319- Literature in the Modern World	60
EZD303 (previously E3XXX)- Modern English	60
<b>Total</b>	<b>360</b>

**Table 2** : Non-UKOU non-core Programme courses (120 credit points)

**A. The following six courses comprising the mandatory University Requirement**

<b>Course Number and Title</b>	<b>Credit points</b>
GR101- Independent Study Skills	8
TU170- Learning on Line	10
AR111- Arabic Communication Skills I	10
AR112- Arabic Communication Skills II	10
ENG111- English Communication Skills I	10
ENG112- English Communication Skills II	10
<b>Total</b>	<b>58</b>

**B. 62 credit points from the following list of University electives**

<b>Course Number and Title</b>	<b>Credit points</b>
GR111 – Arab Islamic Civilization	10
MU120 – Open Mathematics	30
MST121 - Using Mathematics	30
T172 – Working With Our Environment	30
T173 – Engineering the Future	30
GR131 – General Branch Requirement	10

- The number of contact hours assigned to tutorials, practice session, and seminars for each core course is equal to the number of (cuts) allotted to it. A 30-point course, for example, will have (30) one-hour tutorials or (16) two-hour tutorials. Students are also expected to put in eight hours of home study and preparation for each credit unit.

The breakdown of course credit points, contact hours, and home study hours is as indicated in **Table 3** below.

**Table 3:** Breakdown of credit points, contact hours, and home study hours for the BA Hons Programme in (ELL)

<b>Serial no.</b>	<b>Course Number and Title</b>	<b>Credit points</b>	<b>Contact hours</b>	<b>Study hours</b>
<b>1</b>	DD121- An Introduction to the Social Sciences I	30	30	240
<b>2</b>	DD122- An Introduction to the Social Sciences II	30	30	240
<b>3</b>	U210A- The English Language: Past, Present and Future I	30	30	240
<b>4</b>	U210B- The English Language: Past, Present and Future II	30	30	240
<b>5</b>	A210- Approaching Literature	60	60	480
<b>6</b>	E300- English Language and Literacy	60	60	480
<b>7</b>	A319- Literature in the Modern World	60	60	480
<b>8</b>	EZD303 (previously E3XXX)- Modern English	60	60	480
<b>Total</b>		<b>360</b>	<b>360</b>	<b>2,880</b>

- Part of the time allocated for tutorials will be dedicated to helping the students develop and enhance their English language communication skills, and to providing them with ample opportunities for the study and analysis of data, and for writing reports and research papers that express

their understanding of the major blocks they are studying and how the themes of these blocks relate to the themes of other blocks, and to the general and specific aims of the course.

## **IX. Detailed syllabuses for each course unit**

All core courses are selected from among courses designed by the UKOU. Their aims, content, learning outcomes, pre-requisites, teaching and assessment strategies and criteria are informed by the relevant current practice at the UKOU. For more information about teaching learning and assessment strategies, see items (XII) and (XIII) below.

## **X. Rationale for selecting the core courses for BAELL**

AOU's decision to select the UKOU courses stated in Table 1 above is informed by the general aims and specific objectives it has agreed for its BAELL Programme, and also by the philosophy of distance learning it has adopted.

Not unlike many effective BA Programmes in English Language and Literature offered by reputable English Departments and Arts faculties, AOU's Faculty of Language Studies BAELL Programme aims at providing students with sound up-to-date theoretical knowledge, and practical training in both language and literature across time and space. It also introduces them to the scientific study and analysis of language structure, as well as to literary criticism, creative writing, and the proper use of English.

After reviewing all relevant literature about distance learning strategies the UKOU has developed and implemented together with the high quality materials (main textbooks, study guides, tutor guides, complementary study material, material recorded on ACs and VCs, and TV programmes) it has produced for its English Language and Literature courses, AOU decided to select from among these courses three language courses (**U210**: 'The English Language: past, present, and future'; later split into U210A and U210B), **E300**: 'English Language and Literacy', and **EZD303**: 'Modern English'), and three literature courses (**A103**: 'An Introduction to the Humanities' (later replaced by **DD121**: 'An Introduction to the Social Sciences I' and **DD122**: 'An Introduction to the Social Sciences II', **A210** 'Approaching Literature', and **A319**: 'Literature in the Modern World')

As stated in the UKOU's pamphlet entitled *Teaching With the Open University and Course Information*, published in 2001, the course descriptions of U210 (now U210A and U210B), and E300 reflect the direct relationship between the aims and objectives of BAELL, and the content of these two courses.

U210 is a foundation course that provides the students with a critical survey of the historical development of English (Old English, Middle English, Early Modern English, and Present-Day English) with emphasis on who speaks it, what purposes it is used for, how and why it has changed through the centuries, its role as an international language, and its many different registers and varieties (Englishes). It

also provides practical training in the methodology and practical analysis of English phonology and morphology.

(*Teaching With the Open University and Course Information*, p. 78).

E300 "English Language and Literacy", a more advanced and linguistically oriented course, studies English from a social perspective and addresses "the social, cultural, and political processes behind its use...[it] also introduces research into language and literacy and helps students develop a critical appreciation of different approaches, explores the implications of recent research and theory for students' own experience and use of language and literacy, and gives them opportunities to try out analytical approaches." (IBID, p. 56).

**E303 – Modern English** – As outlined in its synopsis, this 3<sup>rd</sup> year advanced English grammar course provides a mix of grammatical description-based around one of the recent corpus based grammars of English such as *Longman Grammar of Spoken and Written English* or possibly *Collins Cobuild Grammar Patterns*—with demonstrations of how such analytical techniques can be applied to real world data and problems. It caters for the needs and expectations of native speakers and non-native speakers of English, and employs recent developments in the application of ICT to the analysis of English.

It addresses, among other things, the following topics:

◆Kinds of grammar (pedagogic, descriptive, theoretical.) ◆Varieties of English (geographical, register) ◆Corpus-based approaches to English grammar  
◆Collocation, modality and transitivity. ◆Differences between spoken and written English ◆Variation across genres (such as academic English, news and fiction)

It emphasizes the case studies approach, and derives its case studies from learner corpora, forensic linguistics, teaching English, and literary studies and critical linguistics

With regard to the outcomes of the literature component of (BAELL), AOU's original choice of A103 was due to the fact that it would have provided the students with a sound and solid grounding in "art history, literature, music, philosophy, classical studies, history, religious studies, and history of science", the understanding of which is prerequisite for studying advanced literature courses albeit to varying degrees. However, both UKOU and AOU competent authorities decided not to adopt the course (due to its including culturally objectionable material in many of its components) and opted for using DD100, which was later split into two courses: DD121 and DD122. Although these two courses contribute to improving the student's skills of reading, analysis, and writing, they address issues that are not directly related to literature. Therefore, both AOU and UKOU are considering the option of producing a special hybrid/course comprising material from A103 and A102 to replace one or both courses.

The remaining two literature courses provide the students with the knowledge and training AOU believes they must acquire in order to graduate after fulfilling the specific objectives of the Programme as stated in (VI) above. A210 "Approaching Literature" introduces students to romantic writings, realist novels, and Shakespearean plays. It gives special attention to understanding, critical analysis, performance, and the theatre.

While A210 is a specialized English Literature Survey and foundation course, A319 "Literature in the Modern World" is a more advanced and focused course. "Through a wide selection of texts, students study aspects of the cultural change through which 'English Literature' has become 'Literature in English'. Students develop an awareness of the relationship of literary texts to their cultural context, and relevance of literary study in the modern world. The course includes sections on the influence of modernism, Englishness, literature and ideology, end of empire, new writings in English, language and gender, and literature and history." (IBID, p. 19).

## **XI. Admission Requirements**

For a student to be admitted to the Programme, he/she must hold the national high school diploma or an equivalent thereof. Students with additional more advanced qualifications can apply for credit to be awarded for course work completed at other recognized institutions of higher education. The number of transferred credit units that can be awarded shall not exceed 240 out of the 480 units required for completing the Programme.

- All students must sit for an English Placement Test, and an Arabic Placement Test, and are awarded (10) credit units for passing each test.
- If available human and financial resources do not allow the admission of all applicants, the selection process will be made solely on academic merit and potential.

## **XII. Teaching and Learning Strategies**

### **XII.1. In delivering the Programme, FLS will be guided by the following principles and strategies:**

- Students are the focus of the teaching learning process. Every effort is made to help them learn how to learn, and how to negotiate study material objectively and critically.
- Written, recorded, and video material the students are required to study is presented in a hierarchic and well-integrated manner.
- Important concepts are reinforced in more than one modality. Students encounter them in written text, listen to them on ACs, and watch them on TV programmes.
- Highly qualified and competent course chairs and staff tutors prepare support material and monitor the outcomes of the teaching learning process

- Students have access to support material on the internet and in multimedia labs
- TMAs are considered important tools of the teaching learning process. Students are introduced to the important themes of a block and to the important issues they will address in the TMAs which they submit to the tutors whose thorough and precise comments on the TMAs play a vital role in imparting knowledge to the students in a meaningful and well structured way.
- Students are encouraged to survey, study, analyze and make use of ideas and contributions of others as long as credit is given and standard research documentation and methodology are adhered to.
- In the tutorials tutors provide the students with enough practice and training in brainstorming, discussion and analysis of data, and in debating issues objectively and logically. They also provide important support during the office hours they must keep for each course.

## **XII.2. Overall Resources for delivering the Programme**

- Three professors specialized in Linguistics. The Dean is the director of the Programme. The remaining two professors are course chairs and will be responsible for one core course each.
- Three staff tutors at the associate and assistant professor level
- Seven full time and about twenty part-time tutors holding the Master's degree in English language and literature and/or TEFL or TESOL.
- Three multimedia labs: one at each AOU branch in Jordan, Kuwait, and Lebanon.

## **XIII. Assessment**

- Assessment devices include TMAs, quizzes, short reports, oral presentation, projects, and final examinations.
- Assessment devices especially TMAs and quizzes are treated not only as assessment devices of ongoing achievement but also as tools of identifying and then addressing learning problems the students may have.
- Summative assessment in the form of final examinations and projects submitted at the end of the course will also be studied and analyzed in order to find out whether the students' performance reflects their understanding of the material they have been studying. The analysis will focus on the problematic issues and areas faced by the students in order to make the necessary changes, and devise the right strategies necessary for delivering the course in a more effective way.
- The breakdown of marks for each course is as follows:
  - 50% of the total grade is allocated to TMAs and/or CMAs, quizzes, short reports and presentations. The TMAs will be given 35 marks, and the quizzes and/or short reports and presentations 15 marks.
  - The final examination will be allocated the remaining 50% of the grade.

- All AOU students at the Headquarters in Kuwait, and the different branches in the Arab World will be required to hand in the same TMAs, and to sit for the same final examination, which will be prepared by the FLS course chairs and the examinations committee.
- The passing grade for any of the Programme's courses is 50 out of a hundred. For a student to pass the course he/she must pass the final examination with a score of 25/50.
- AOU Examinations Regulations provide detailed conditions and provisions for condonment, redemption of initial failure, absence from final examinations, failure to submit TMAs on time, and intentional and non-intentional cases of plagiarism. They also provide provisions for student appeals, and for the responsibilities and right of external examiners.
- Students will always be provided with feedback on their assessed work. TMAs will be returned to them with detailed feedback. The final examination and/or project is also returned to them with relevant comments. Feedback on on-going evaluation is also discussed in tutorials and office hours.
- Students will be provided with samples of old final examinations.
- Tutors will be provided with answer keys for the TMAs and for the final examination.
- External examiners will take part in the preparation of final examinations.

*For detailed information about assessment, condonment, redemption of initial failure, examinations and appeals boards and/or committees, provisions for student appeals and complaints, mechanism for the provision of feedback to the students, measures for dealing with plagiarism, impartial competent and fair general strategies and regulations for assessing learning, and the role, responsibilities and rights of external assessors, please refer to the provisions of the attached AOU Examinations Regulations, referred to here as appendix (4).*

#### **XIV. Course Management and Quality Assurance**

- The AOU Quality Assurance Committee works closely with the AOU faculties of Computer Science and Information Technology, Business Studies, Language Studies, and Education.
- The Programme is managed and delivered by highly competent academic and professional staff:
  - The Dean is a professor of Linguistics with a specialization in English syntax, and with experience and expertise in course design and delivery.
  - The course chairs are highly qualified professors of Linguistics with experience and expertise in course design, delivery, and evaluation.
  - The staff tutors at the different AOU branches are also highly qualified and competent associate and assistant professors.
  - Tutors and associate tutors hold the Master's degree in English, TEFL, or TESOL, and have practical experience in teaching English as a Foreign Language.

- The Dean, the course chairs, the staff tutors, the tutors, and the associate tutors have attended workshops and seminars where they were introduced to principles and practices of distance learning teaching and evaluation methods and methodologies.
- The Programme makes use of excellent UKOU teaching materials, and FLS has made the following provisions for their evaluation, development and quality control:
  - Involving the students in the evaluation process by asking them to fill out questionnaires about the level of difficulty, effectiveness and value of the material and the manner in which it was delivered by the tutors.
  - Involving the tutors as regards the quality of the teaching material, its relevance to the general and specific aims of the course, and how it was received by the students
  - Involving the staff tutors in maintaining the quality of both teaching and content by observing tutorials conducted by tutors and associate tutors, and by interviewing students and reviewing representative samples of their TMAs and examinations.
  - Using the final examination as a means of measuring the success of delivering the course and finding out whether its major themes have been realized
  - Involving external examiners in the design and analysis of evaluation surveys and questionnaires
  - Evaluating tutors' competence in the light of the quality of their comments on students TMAs
  - Involving employers in the evaluation process by monitoring the performance and success of the graduates of the AOU BA Programme in ELL.
  - Updating the content of courses in the light of recent developments and breakthroughs.

## **XV. Learning and Other Resources**

- AOU will provide both traditional and on-line library services and resources comprising general and specialized books, journals, and references. On-line library materials and services will be provided in cooperation with the UKOU.
- FLS has available for use by its students multimedia labs with relevant material recorded on both audio and video cassettes. Students can also avail themselves of the computing and internet services and thus use CD-ROMs, e-mail services, and relevant websites.
- Workshops will be used for training students in phonetics, and the theatre.
- The Programme's capital and revenue budgets are available and will be detailed by the AOU Finance Department.



## **XVI. Staffing**

- Full-time staff now involved with managing and teaching the Programme:
  1. Professor Mohammad Awwad, Dean (Kuwait Headquarters)
  2. Professor Lewis Mukattash, Professor of Linguistics (Kuwait Headquarters)
  3. Professor Najeeb al-Shehabi, Professor of Linguistics (Kuwait Headquarters)
  4. Dr. Hanan Ibrahim, Assistant Professor of Literature (Jordan Branch)
  5. Dr. Zeina Abu Shaqra, Assistant Professor of Linguistics (Lebanon Branch)
  6. Mrs. Hayat El-Khatib, MA, Applied Linguistics (Lebanon Branch)
  7. Ms. Marwa Hussein Mousa, MA, Linguistics (Egypt Branch)
  8. Ms. Rita Emil El-Meouchy, MA, TEFL (Lebanon Branch)
  9. Ms. Mirna Abd al-Malak, MA, TEFL (Lebanon Branch)
  10. Al-Assad Abdel-Rahim Omar, MA, English Literature (Kuwait Branch)
  11. Masha'el Hamad al-Hamad, BA, English; MA Foundations of Education (Kuwait Branch)
  12. Nadia Shaiji, MA, TESOL (Kuwait Branch)
  13. Dima Tahboub, MA, Translation and Interpretation (Jordan Branch)
  14. Lana Oweidat, B.A., English Language and Literature (Jordan Branch)
  - The first five professors are involved in the planning and management of the programme. Some of them will be course chairs and/or coordinators; others will be staff tutors whose duties will be to supervise the delivery of courses as well as to provide tuition.
  
- Part-time staff now involved with teaching the Programme:
  1. Dr. Adnan Georges, B.A.: English Language and Literature, University of Aleppo, Syria (1980), M.A.: General Linguistics, University of Manchester, UK (1986), Ph.D.: Syntax & Morphology (1991). (Kuwait Branch).
  2. Dr. Ismail Safieh, B.A.: English Language and Literature, Damascus University, Syria (1983), M.A.: Linguistics and Applied Linguistics, University of Illinois, USA (1989), Ph.D.: Linguistics, University of Illinois, USA (1992). (Kuwait Branch).
  3. Dr. Kamil Shahrstan, B.A.: Aleppo University, Syria, (1981), M.A.: Linguistics, The Victoria University of Manchester, UK (1988), Ph.D.: Linguistics (Syntax), University of Wales, UK (1992). (Kuwait Branch).
  4. Dr. Rafe Zaabalawi, B.A.: English Language, Damascus University, Syria, (1984), M.A.: Applied Linguistics, University

- of East Anglia, Britain, (1988), Ph.D.: Applied Linguistics, University of East Anglia, Britain, (1992). (Kuwait Branch).
5. Dr. Imad Hussein Dorra, B.A.: English Language and Literature, University of Aleppo, Syria, (1983), Postgraduate Diploma in English Studies, University of Strathdyde, UK,(1986), Ph.D.: Syntax, University of Strathdyde, UK (1991). (Kuwait Branch).
  6. Nay Hannawi, B.A. : English Language, American University of Beirut (1996), M.A.: Literary Translation, University of Arkansas, USA (1999). (Kuwait Branch).
  7. Fiodhna Hyland, B.A. : Education, University of Limerick, Ireland, (1994), M.A.: Education, University of Limerick, Ireland, (2002). (Kuwait Branch).
  8. Chekra Allani, B.A.: English Literature, University of Sana'a, Yemen, (1996), M.A.: English Literature, University of Sana'a, Yemen, (2000). (Kuwait Branch).
  9. Mrs. Hiam Ali Abboud Muhaydli, M.A.: English Literature, American University of Beirut, (1996). (Lebanon Branch).
  10. Mrs. Rima Merhi Daouk, M.A.: Educational Administration and TEFL, American University of Beirut, (2002). (Lebanon Branch).
  11. Ms. Jocelyn Lahhoud Gerges, M.A.: Foreign Languages and Translation, McGill, Canada, (2001). (Lebanon Branch).

- Brief curriculum vitae of teaching staff are attached. (See appendix 5).

## **XVII. Staff Development and Research**

- The AOU Regulations for Faculty Members stipulate that promotion to a higher rank is determined by the number and quality of research papers published in recognized, refereed, and specialized journals. Article (26) of the AOU Faculty Members By-law provides for faculty members to apply for a sabbatical year at the end of every six years of service with the AOU, or for one semester at the end of every three years of service, so that they can conduct research relevant to the academic needs of the Faculty. Faculty members on sabbatical are entitled to their full salaries during the whole sabbatical year or semester provided that they submit a report about the research they did to be reviewed and evaluated by the AOU Academic Committee.

**APPENDIX 1 – EL111/112 SYLLABUS****I. Assumptions**

1. Learning and using a foreign language well is not possible without knowing its underlying culture.
2. Learning a foreign language involves mastering the four basic skills of listening, speaking, reading, and writing.
3. Foreign language learning is enhanced by the learner's motivation, and the relevance of the teaching material to his/her interests and needs.
4. English is rightly considered a lingua franca nowadays as a wealth of up-to-date knowledge in science, technology, and the humanities is disseminated in English.
5. Selection of authentic teaching materials takes into consideration the language proficiency of learners and their specialization.
6. Teaching materials comprise printed text, video and audiocassette material in addition to TV programmes and the internet.
7. Learning English for academic study requires practice and training in understanding text structure, and in developing the skills of skimming, scanning, and reading for the details. It also involves the skill of taking and making notes when listening to the foreign language or reading it.
8. In order for the language learning process to be successful it must be meaningful, i.e. new information is always related to and integrated into the learner's knowledge structure.
9. Preparing learners for the twenty-first century requires them to study the language in as many registers as possible, and to develop the skills of locating, organizing, analyzing, synthesizing, and using information. This requires training them in using different sources and references such as anthologies, books, periodicals, newspapers, magazines, biographies, maps, charts, figures, graphs, dictionaries, encyclopedias, and the internet.
10. Very important component of successful global communication requires experience and expertise in exploring, organizing developing and expressing new ideas in a logical, well-organized and convincing manner in the form of reports and oral presentations.

**II. General Objectives**

1. To improve the learner's oral competence by increasing their accuracy of pronunciation at the segmental and suprasegmental level with special emphasis on stress and intonation.
2. To review the major syntactic structures together with their functions, taking into consideration the various relationships between the different forms of language structure and their used in everyday written and oral communication.
3. To provide functional training and practice in the four basic language skills with emphasis on listening comprehension, reading comprehension, note-taking and making, and writing at the level of the sentence (simple, compound, complex, and compound-complex), the paragraph, the essay, the report (general and technical), and the research paper.

4. To develop the learners' ability to infer, generalize, outline, edit and evaluate information they read or hear.
5. To prepare students to read college level materials rapidly, naturally and critically with emphasis on understanding and evaluating what they read and/or hear and on effectively communicating their ideas, and expressing themselves logically and convincingly.
6. To train the learners in locating references and source materials and in accessing and using information on-line, using software, CD-ROMS, and multi-media packages.
7. To develop in the learners the ability to skim, scan, and read for the details.

### III. Specific Objectives

#### 1. Pronunciation and expression

On successful completion of the course, students:

- ✓ Can recognize all vowel contrasts of English, and are able to produce them in isolation, and in words and word groups. Among such contrasts are the following:

- [ɪ] vs [i:] as in sit [sɪt] and seat [si:t]
- [ɪ] vs [e] as in sit [sɪt] and set [set]
- [ɪ] vs [æ] as in tin [tɪn] and tan [tæn]
- [e] vs [æ] as in pet [pet] and pat [pæt]
- [ʊ] vs [u:] as in boat [bɔt] and bought [bɔ:t]
- [u:] vs [ʊ] as in too [tu:] and tour [tʊ(r)]
- [ɪ] vs [eɪ] as in here [hɪ(r)] and hair [heɪ(r)]
- [aɪ] vs [aʊ] as in fire [faɪ(r)] and hour [aʊ(r)]
- [aɪ] vs [aʊ] as in buy [baɪ] and bow [baʊ]
- [aʊ] vs [ɪ] as in bow [baʊ] and boy [bɔɪ]
- [eɪ] vs [ɜ:] as in rare [reɪ(r)] and fur [fɜ:(r)]

- ✓ Can recognize and produce all consonant contrasts including the following sets of English sounds:

- [p] vs [b] as in pay [peɪ] and bay [beɪ]
- [ʃ] vs [tʃ] as in shin [ʃɪn] and chin [tʃɪn]
- [t] vs [tʃ] as in cat [kæt] and catch [kætʃ]
- [k] vs [g] as in coat [kɔt] and goat [gɔt]
- [f] vs [v] as in fat [fæt] and vat [væt]
- [n] vs [ŋ] as in sin [sɪn] and sing [sɪŋ]
- [tʃ] vs [dʒ] as in batch [bætʃ] and badge [bædʒ]
- [dʒ] vs [ʒ] as in vigil [vɪdʒɪl] and vision [vɪʒn]

- ✓ Can produce the most commonly used consonant clusters in word initial, medial, and final position.

- ✓ Can recognize and use the major stress, and intonation patterns of English: primary, secondary, tertiary, and weak stress, rising intonation, falling intonation and rising-falling intonation.
- ✓ Can recognize and use weak forms of auxiliary verbs, modals, pronoun, determiners, and prepositions.
- ✓ Can transcribe written or spoken English into phonetic script and vice versa.
- ✓ Can participate in dialogues, and debates on relevant academic issues.
- ✓ Can use the major grammatical structures of English in oral communication for the effective realization of the following functions:
  - Introducing oneself to, and taking leave from, others.
  - Advising, recommending, and warning.
  - Requesting, asking, ordering, and giving permissions.
  - Congratulating and expressing sympathy.
  - Expressing hopes, wishes, approval, disapproval, and regrets.
  - Talking about necessity and obligation.
  - Describing present situations and talking about past events.
  - Expressing likes and dislikes.
  - Comparing and contrasting.
  - Making statements and asking questions.
  - Apologizing and accepting or refusing apologies.
  - Expressing willingness, satisfaction, and dissatisfaction
  - Approving and disapproving.
  - Inviting and accepting invitations.
  - Initiating and concluding conversations.
  - Arguing for and/or against an issue.
  - Talking about conditions and their realization.

## 2. Grammatical Structure

On successful completion of the course, students can recognize, understand, and use the following types of grammatical structure and processes in communicative situations:

- ✓ Simple, compound, complex, and compound-complex sentences.
- ✓ Coordinate and subordinate structures.
- ✓ Structures expressing English tense and aspect.
- ✓ Restrictive and non-restrictive relative clauses, and relative clause reduction.
- ✓ Number and gender agreement, and the assignment of case.
- ✓ Prepositional phrases, phrasal verbs, and idioms.
- ✓ Conditional clauses.
- ✓ Adverbial clauses of purpose, and result
- ✓ **Yes-No** questions, **wh**-questions, and **tag**-questions.
- ✓ Complementation of verbs, nouns, adjectives, prepositions, and adverbs.
- ✓ Noun clauses as complements of **hope** and **wish**.
- ✓ Active and passive sentences.
- ✓ Noun phrases as complements of verbs and adjectives of urgency.
- ✓ Unreal conditions and noun phrases after **wish**.
- ✓ Gerund phrases vs. participial phrases.

- ✓ Participial and infinitive phrases.
- ✓ Absolute constructions and run-on sentences.
- ✓ Direct, and reported speech.

### 3. Reading and Listening Comprehension

On successful completion of the course, students are able to:

- ✓ Recognize, understand, and use reasoning strategies and textual coherence devices of academic English.
- ✓ Recognize and understand the use of different marker phrases of addition, contrast, cause and effect, time and place in comprehending written, aural, and videotaped English. Among the set of such marker phrases are the following:
  - For instance
  - Therefore
  - Now
  - However
  - In addition to that
  - Though, and although
  - But
  - On condition that, and providing/provided that
  - In the light of
  - Unless
  - Otherwise
  - In as much as
  - On account of
  - Not only but also
- ✓ Use anaphoric and cataphoric reference, substitution, and ellipsis as aids to the proper understanding of the flow of thought units and the relationships between sentences and paragraphs.
- ✓ Guess the meaning of new words from the context, with the help of grammatical structure, and by recognizing and utilizing the morphemic structure of such words in terms of roots, prefixes and suffixes as most long words can be easily understood once the roots and affixes used are recognized. This entails a good knowledge of derivational and inflectional morphology with emphasis on Greek and Latin roots, which account for the majority of English word stems.
- ✓ Distinguish main ideas from supporting details, and supporting details from less important information.
- ✓ Comprehend and engage extended written, spoken, recorded, and videotaped academic English, and reflect their comprehension in the form of well-organized notes and outlines using their own words, and organization strategies, and critical reasoning.
- ✓ Participate in discussions, make oral presentations, and written reports about material they have read, viewed, or listened to.
- ✓ Skim, scan, and read for details academic texts covering the different registers of the varied uses of English in the modern world.

#### 4. Writing

On successful completion of the course, students are able to:

- ✓ Write simple, compound, complex, and compound-complex sentences free from spelling, structure, and punctuation errors.
- ✓ Write short paragraphs of definition, description, analysis, comparison and contrast, and analogy paying special attention to topic sentences, and supporting details.
- ✓ Locate, collate, and organize information in order to write reports and make presentations.
- ✓ Write formal and informal letters and technical and non-technical reports.
- ✓ Write well developed essays using the following steps:
  - Assembling facts and ideas.
  - Organizing the material they have assembled.
  - Selecting the relevant ideas.
  - Reexamining the selection they have made.
  - Arranging the ideas.
  - Making an outline.
  - Writing the rough draft.
  - Paragraphing the essay in accordance with the outline.
  - Using the appropriate cohesion, and coherence devices.
  - Revising the rough draft checking for errors of grammar awkward word phrasing, smoothness of transition, and clarity of development.
- ✓ Can write short reports and research papers in accordance with accepted research methodology.

#### 5. University Study Skills

On successful completion of the course students can:

- ✓ Use dictionaries to check the spelling, pronunciation and meaning of words.
- ✓ Use computer software in the areas of word processing, on-line grammar and dictionaries.
- ✓ Locate sources of information, find the relevant data, organize it, make good use of it, relate it to their developing thought and information network, and use it for effective intercommunication.
- ✓ Learn independently, think for themselves, and find well-thought up answers for the *why* and *how* questions.
- ✓ Use the library with emphasis on reference works such as encyclopedias, specialized dictionaries, biographies, atlases, yearbooks, and indices of art, science, technology, and book-review digests.
- ✓ Manage themselves, their time, and study activities in a systematic and analytical manner in allocating their time and in preparing and executing their short-term and long-term study plans.
- ✓ Prepare themselves for taking exams academically, and emotionally.

## **APPENDIX 2 - FOUNDATION COURSES**

**UKOU and Non-UKOU** University Required Courses (Optional and Obligatory) adding up to a total of 120 credit units.

### **AR111 – Arabic Communication Skills I – 10 points**

This course aims at consolidating the students' skills and competence in listening comprehension, reading comprehension, and writing. It also aims at introducing the students to the basics of Arabic syntax, and literary appreciation.

### **AR112 – Arabic Communication Skills II – 10 points**

This course builds on and extends the knowledge and skills developed in AR111, and introduces the students to different aspects of Arab culture as reflected in the writings of leading figures both old and new. It also trains the students in research methodology, and report writing.

### **EL111 – English Communication Skills I – 10 points**

This is a theme-based integrated skills course which aims to upgrade the student's proficiency level to the extent that he/she can communicate with ease and confidence and utilize English in pursuing his/her university education.

### **EL112 – English Communication Skills II – 10 points**

This course complements and builds upon English 111. It particularly seeks to develop the reading, writing, listening, and study skills which students need in order to meet the demands of distance learning university education.

### **GR111 – Arab Islamic Civilization - 10 points**

*(under preparation)*

### **GR131 – General Branch Requirement - 10 points**

*(under preparation)*

### **GR101 – Independent Study Skills – 8 points**

This course aims at helping students develop a wide range of effective study techniques and strategies necessary to help them succeed in their university studies. It focuses on note-taking and making use of different study media, writing reports, using study resource materials and references and preparing for examinations.

### **TU170 – Learning On-Line: Computing with Confidence – 10 points**

This is a 12-week course that provides an introduction to computing and the on-line world. Students learn about software applications such as word processing, databases and electronic mail. They take part in on-line discussions, search the web and author simple web pages using HTML. This course is taught entirely on-line. The total teaching and assessment material is published on the course web site, to which only registered students have access. Students work both individually and in groups with fellow students on collaborative projects, supported by a personal tutor.



**MU120 – Open Mathematics – 30 points**

This course builds students' confidence and helps them to incorporate mathematical thinking into their everyday life. It looks mathematically at matters of general interest including prices, earnings, health, music, art, maps, motion and rainbows. It develops the key skills of communication as well as students' own learning and performance. Students will cover statistical, graphical, algebraic and numerical concepts and techniques. In addition, they will be introduced to iteration and mathematical modeling, as well as being able to interpret slopes of graphs. Students will also learn how to use a graphing calculator. Formal calculus is not included.

**T172 – Working With Our Environment: Technology for a Sustainable Future – 30 points**

This course is an introduction to environmental issues and the role of technology in today's fast paced computer world. It will suit the needs of students whether they intend to study technology or if they have a general interest in learning how to shape a sustainable future. It takes students progressively from environmental impacts of their lifestyle to the global issues of technological and economic development. They will also learn general skills such as basic numeracy, critical reading, report and essay writing. This course introduces more specific skills and knowledge required for higher-level environment or technology courses. The themes are: You and the Environment, Travelling Light, Food Chains, and Thinking Globally; supported by files on Energy, Resources, and Human and Ecosystem Health. The course also includes computer-based activities.

**T173 – Engineering the Future – 30 points**

From design concepts to the manufacturing of products, this course examines the range of human activity that is 'engineering'. It introduces the context of how engineers operate, including issues such as risk assessment and patented law. It looks at current engineering practice and at some of the developments in engineering methods and applications that will shape the future. It offers a general introduction both for those who simply have an interest in what engineering is and how it is practiced in modern society, and for those who are considering engineering at higher level of study.

**GR131 – General Branch Requirement - 10 points**  
(under preparation)**MST121 - Using Mathematics – 30 points**

This course covers a broad introduction to the nature of mathematics and its uses in the modern world. This course shows how mathematics can be used to investigate and answer questions from science, technology and everyday life using a range of fundamental techniques, in particular, discrete mathematics (including matrices), calculus and statistics. Use of computer software (MathCAD) is part of the course. The skills of communicating results and defining problems are also developed. This course will give students a complete foundation for higher-level mathematics and physics.

### **APPENDIX 3 - CORE COURSES FOR FACULTY OF LANGUAGE STUDIES BAELL PROGRAMME**

#### **A210 – Approaching Literature – 60 points**

This course is a literary study and analysis of the realist novel, romantic writings, literature and gender, as well as Shakespeare, Aphra Behn and the Canon.

#### **U210A – The English Language: Past, Present and Future (Part I) – 30 points**

This course is about the history of English, structural differences between varieties of English in current use and the use of English in everyday speech and writing, and in a range of specific contexts from the workplace to literature.

#### **U210B – The English Language: Past, Present and Future (Part II) – 30 points**

This course investigates the acquisition of English in monolingual and bilingual contexts, English in the education system as a first language or a foreign language, English in relation to new communications technology, and English as a global language.

#### **E300 – English Language and Literacy – 60 points**

This course provides a conceptual framework for understanding the nature of oral and written English, and the social, cultural, and political processes behind its use. It also introduces research into language and literacy.

#### **A319 – Literature in the Modern World – 60 points**

The course focuses on the study of aspects of cultural change through which ‘English Literature’ has become ‘literature in English’, and includes sections on Modernism, Englishness, literature and ideology, language and gender and literature and history.

#### **EZD303 (previously E3XXX) – Modern English - 60 points**

This course provides a broad understanding of the major characteristics of English grammar and introduces students to a range of theoretical models including Universal Grammar without trying to turn them into theoretical grammarians. It also fosters a concern for understanding the nature of different forms of English.

#### **DD121 – An Introduction to the Social Sciences (Part I) - 30 points**

This course is about people and how they act individually and collectively. It deals with three major topics: questioning identity, interaction between the worlds of the natural and the social, and the ordering of lives.

#### **DD122 – An Introduction to the Social Sciences (Part II) – 30 points**

This course is about understanding more key debates, ideas and arguments about the contemporary social sciences, race and ethnicity, the city and globalization, the city and knowledge and communication. It also deals with the relationship between structure and agency and focuses on uncertainty and diversity in the post-war and analyses the consequences of globalizing world on culture, economics and politics.

## APPENDIX 4 – AOU Examinations Regulations

### " مشروع لائحة الامتحانات "

صادرة عن مجلس الجامعة بموجب المادة (28)

من النظام الأساسي للجامعة العربية المفتوحة

### أولاً : تعريفات

**المادة (1):** تسمى هذه اللائحة " لائحة الامتحانات في الجامعة العربية المفتوحة" ويعمل بها اعتباراً من بدء العام الجامعي 2002 – 2003.

**المادة (2):** يكون للمفردات التالية المعاني المبينة إزاءها ما لم تدل القرينة على خلاف ذلك:

الجامعة: الجامعة العربية المفتوحة.

المدير: مدير الجامعة.

العمادة: أي عمادة من عمادات الدراسات في الجامعة.

العميد: عميد الدراسات التي تقدم البرنامج الملتحق به الطالب.

عضو هيئة التدريس المختص: عضو هيئة التدريس المسؤول عن المعيدين لأي من مقررات البرامج التي تقدمها العمادة.

المشرف الأكاديمي / المعيد: مدرس المادة Tutor.

الفرع: فرع الجامعة في الدولة العربية التي للجامعة فرع فيها.

مركز التعلّم: أي مركز تعليمي/ تعلمي تابع لأي فرع من فروع الجامعة.

اللجنة: لجنة الامتحانات والتقييم.

المجلس: مجلس الامتحانات والتقييم.

القبول والتسجيل: إدارة القبول والتسجيل

### ثانياً : الامتحانات والتقييم

**المادة (3):** أ- العلامة النهائية لكل مقرر هي مجموع علامات الامتحان النهائي وعلامات الأعمال الفصلية/ السنوية.

ب- تتكون الأعمال الفصلية للمقررات مما يلي:

- (4-2) واجبات دراسية واختبار واحد للمقرر من فئة (2-4) ساعات معتمدة.

- (6-4) واجبات دراسية واختباران للمقرر من فئة (8-10) ساعات معتمدة.

- (8-6) واجبات دراسية وثلاثة اختبارات للمقرر من فئة (16) ساعة معتمدة.

ويخصص لها جميعاً خمسون علامة موزعة كما يلي:

- (35) علامة للواجبات الدراسية.

- (15) علامة للاختبار أو الاختبارات.

ج- يخصص للامتحان النهائي خمسون علامة ويكون الامتحان كتابياً وشاملاً للمادة.

**المادة (4):** مع مراعاة أحكام المادة (3) أعلاه فإن نجاح الطالب في المقرر لا يتحقق إلا بنجاحه في

الامتحان النهائي، مع مراعاة أن علامة النجاح هي 50% (خمسون من مئة) وبالتالي

تكون علامة النجاح في الامتحان النهائي 50/25 (خمساً وعشرين من خمسين).

**المادة (5)** أ- تكون أساليب تقييم الأعمال الفصلية السنوية للمقرر الواحد موحدة في جميع فروع

الجامعة، ويكون الامتحان النهائي في المقرر الواحد موحداً لجميع الشعب وفي جميع

الفروع، وعلى الطالب إبراز البطاقة الجامعية للدخول إلى قاعة الامتحانات.

ب- يتمّ تصحيح أوراق الامتحانات النهائية للمقررات، في مقرّ الفرع وبإشراف العمادة في

المقر الرئيسي للجامعة في دولة الكويت.

ج- يتمّ تصحيح أوراق الامتحانات النهائية، دون معرفة أسماء الطلبة التي يجب إزالتها

والاستعاضة عنها بأرقام محددة.

**المادة (6)** أ- يجب أن تبيّن ورقة الامتحان الأوزان المخصصة لكل سؤال والوقت المقترح للإجابة

عنه.

ب- يجب أن تراعي الامتحانات النهائية مبدأً أن تكون بعض الأسئلة اختيارية، إلا في

حالاتٍ استثنائية على اللجنة تبريرها للمجلس.

ج- توضع خطة لتصحيح الامتحان النهائي، يكون فيها دور للممتحن الخارجي

المادة (7) يجرى حساب العلامات النهائية لكل مقرر وتسجيلها بالحروف والأرقام المقابلة لها كما يلي:

العلامات النهائية بالحروف

A	أ	100 - 90
B+	ب+	90 > - 85
B	ب	85 > - 80
C+	ج+	80 > - 75
C	ج	75 > - 70
D+	د+	70 > - 60
D	د	60 > - 50
F	هـ	50 > - 0

المادة (8)

تراعى الحالات التالية فيما يتعلق بعدم إمكانية التقدّم للامتحان النهائي في الوقت المحدد له.  
أ- في الحالات المرضية أو الحوادث الطارئة يمكن أن تعطى الامتحانات النهائية في الأوقات المحدد لها في المستشفى إن كان وضع الطالب يسمح بذلك، وفي الحالات التي لا يستطيع فيها الطالب أخذ الامتحان (بسبب سوء حالته وهو في المستشفى) فيمكن أن يأخذه في وقت لاحق شريطة أن يتقدّم بجميع الأوراق الثبوتية فيما يتعلق بالمرض أو الحادث والإقامة في المستشفى.

ب- على كل من لا يتمكن من التقدّم للامتحان النهائي في مقرر ما، أن يقدم عذراً مرضياً أو قهرياً إلى مدرّس المقرر، الذي يرفعه مع ملاحظاته إلى عضو هيئة التدريس المختص الذي يرفعه بدوره إلى مدير الفرع لاتخاذ القرار المناسب. وفي حال قبول العذر ترصد للطالب ملاحظة "غير مكتمل" ويعقد له امتحان تعويضي في مدة أقصاها نهاية الفصل التالي للفصل الذي لم يتمكن فيه من التقدّم للامتحان. وفي هذه الحالة (وإذا كانت مادة المقرر مطروحة في هذا الفصل) فيجلس للامتحان النهائي مع طلبة المقرر، وأما في حالة عدم قبول العذر فتترصد للطالب علامة صفر في هذا الامتحان.

ج- في حالة المرض أثناء تقديم الامتحان، أو لظروف مرضية موثقة أو بسبب موت أحد أفراد العائلة من الدرجة الأولى خلال الثلاثة أسابيع التي تسبق الامتحان النهائي، أو الموعد المحدد لتقديم التقارير/المشاريع التي تعتبر جزءاً أساسياً من التقييم بالامتحان، فإن للطالب أن يتقدم باستدعاء يشرح فيه ذلك، ويرفق معه كافة الوثائق بحيث يصل للجنة خلال أسبوع من تاريخ تقديم الامتحان أو من التاريخ المحدد لاستلام التقارير

والمشاريع.

د- مع مراعاة البند (ج) أعلاه وفي الحالات التي يتم فيها نقل الطالب (أثناء أداء الامتحان النهائي) إلى المستشفى فيمكن تمديد فترة تقديم الطلب والوثائق بحيث تكون خلال سبعة أسابيع بعد موعد الامتحان، أو تقديم التقرير/المشروع.

### المادة (9)

يسمح للطلاب الذي لا ينجح في الامتحان النهائي أخذ الامتحان مرة إضافية واحدة خلال ثلاثة أسابيع من تاريخ عقد الامتحان أو في أول دورة لاحقة يعقد فيها الامتحان النهائي للمقرر، شريطة أن لا تقل علامة الطالب الذي يسمح له بالجلوس لهذا الامتحان مره أخرى عن (20) من (50).

### ثالثاً : الواجبات الدراسية

- المادة(10): أ- تقدم الواجبات الدراسية المشار إليها في المادة (3/ب) أعلاه في مواعيدها المحددة.  
ب- يرصد للدارس علامة صفر لكل واجب دراسي لا يقدمه في مواعده إن لم يتقدم بعذر مرضي أو قهري يقبله مدير الفرع، وفي هذه الحالة يجوز تقديم الواجب الدراسي بعد مواعده المحدد بما لا يزيد عن سبعة أيام. وفي حالات استثنائية مبررة يمكن تسليم الوظيفة بعد مواعدها بما لا يزيد عن 21- يوماً بموافقة مدير الفرع، وتوصية من عضو هيئة التدريس المختص.  
ج- يكون عدد الواجبات الدراسية المسموح بتقديمها متأخرة عن مواعدها واجب دراسي واحد للمقرر من فئة ثمان ساعات معتمدة، وواجبين دراسيين للمقرر من فئة (16) ساعة معتمدة.  
د- مع مراعاة البند (ب) أعلاه، لا يجوز تقديم الواجب الدراسي الأخير بعد الموعد المحدد له إلا لظروف قهرية طارئة وبموافقة مدير الفرع بناء على توصية من عضو هيئة التدريس المختص.

### المادة(11):

تخضع عملية تصحيح الوظائف للرقابة والتدقيق بحيث تشمل جميع المعيدين وذلك باختيار بعض الواجبات الدراسية التي قاموا بتصحيحها، وتصويرها وإرسالها إلى منسق المقرر/ فريق المقرر الأكاديمي في الكلية في مقر الجامعة في دولة الكويت، وذلك بهدف التأكد من إتباع المعيدين نفس المعايير وتزويدهم للطلبة بالملاحظات الكافية التي تبين لهم أخطاءهم

وطريقة معالجتها.

- المادة (12):** أ- إن كانت هناك ظروف خاصة أثرت سلبياً على الطالب فيما يخص دراسته للمقرر وحلّ الوظائف مثل تأخر الجامعة في إرسال المواد التعليمية، أو تأخر المعيدين في إعادة الوظائف بعد تصحيحها، أو المرض الطويل للطلاب أو لأفراد عائلته الأقربين أو فقدان عزيز، فعليه إعلام عضو هيئة التدريس المختص خطياً بذلك مع إرفاق كافة الوثائق اللازمة وذلك قبل أسبوعين من تسليم الوظيفة الأخيرة للمقرر.
- ب- يقوم عضو هيئة التدريس المختص بإحالة الحالات في (أ) أعلاه إلى مدير الفرع الذي يقوم بإحالتها إلى اللجنة التي ترفع تنسيبها بذلك إلى المجلس لاتخاذ القرار المناسب.
- ج- على الطلبة ذوي الحاجات الخاصة الذين يعتقدون أن حالتهم الخاصة هذه أثرت سلبياً على قيامهم بحلّ الوظائف ومتطلبات التقييم المستمر الأخرى، أن يتقدموا بما يثبت ذلك إلى عضو هيئة التدريس المختص الذي يحوّل هذه القضايا إلى مدير الفرع الذي يعرضها على اللجنة التي ترفع تنسيبها إلى المجلس لاتخاذ القرار المناسب.
- د- على الطلبة من ذوي الحاجات الخاصة عرض أوضاعهم على اللجنة من خلال عضو هيئة التدريس المختص فالعميد وذلك لدراستها ومعالجتها سواء كان ذلك بتقديم الأجهزة والمعدات اللازمة، أو تمديد الزمن المخصص للامتحان النهائي، وعليهم التقدم بذلك قبل ثلاثة أسابيع من موعد عقد الامتحان أو تقديم البحث/المشروع.

**المادة (13)** ترد جميع الوظائف (التي يقدمها الطلبة للمشرفين الأكاديميين/ المعيدين) إلى الطلبة بعد تصحيحها ورصد علاماتها وذلك خلال أسبوع من استلامها.

#### رابعاً : امتحانات تحديد المستوى والتعرّف على الميول

**المادة (14):** على جميع الطلبة المقبولين للالتحاق ببرامج الجامعة أن يتقدموا لامتحان تحديد المستوى في اللغة الإنجليزية ولامتحان تحديد المستوى في اللغة العربية، ولامتحان التعرّف على الميول

والقدرات وذلك خلال العشرة أيام التي تسبق التسجيل للمقرات.

**المادة (15):** يتم تصحيح الامتحانات الواردة في المادة (14) أعلاه في مقرّ الفروع المعنية بإشراف من العمادة في المقر الرئيس في دولة الكويت.

**المادة (16):** يعفى الطلبة اللذين يجتازون امتحان تحديد المستوى في اللغة الإنجليزية من دراسة مقرر "مهارات الاتصال في اللغة الإنجليزية (1)" ويرصد لهم ثلاث ساعات معتمدة، وكذلك الحال بالنسبة لمن يجتازون امتحان تحديد المستوى في اللغة العربية، إذ يتمّ إعفاؤهم من مقرر مهارات الاتصال في اللغة العربية (1) وترصد لهم ثلاث ساعات معتمدة. دون أن يدفعوا أي رسوم.

### خامساً : حساب المعدلات الفصلية والتراكمية

**المادة (17):** يجرى حساب كل من المعدل الفصلي والمعدل التراكمي بالنقاط والتقدير المناظرة لها كما يلي:

<u>التقدير</u>	<u>المعدّل</u>
ممتاز	4 – 3.67
جيد جدا	3.67 - أقل من 3
جيد	2.33 – أقل من 3
مقبول	2 - أقل من 2.33
راسب	أقلّ من 2

**المادة (18):** أ- يجرى احتساب المعدلات التراكمية بضرب العلامة النهائية لكل مقرر داخل في المعدّل في عدد الساعات المعتمدة المخصصة له وقسمة مجموع حواصل الضرب على مجموع عدد الساعات المعتمدة.

ب- تدخل في احتساب المعدلات التراكمية علامات جميع المقررات التي درسها الطالب نجاحاً أو رسوباً، ولا تحتسب علامات أي مقررات غير واردة في الخطة الدراسية للبرنامج الملتحق به.

ج- يقرب المعدّل التراكمي للفصل الواحد ولمجموعة الفصول إلى أقرب منزلتين عشريتين.



### سادساً : إعادة دراسة المقررات والانسحاب منها:

- المادة (19)** على الطالب إعادة دراسة أي مقرر يحصل فيه على نتيجة "راسب"، وعليه تقديم كافة الواجبات الدراسية، والجلوس للاختبارات التي تشكل متطلبات تقييم الأداء المستمر، بالإضافة إلى الامتحان النهائي أو تقديم المشاريع البحثية البديلة له.
- المادة (20)** يجوز للطلبة اللذين اجتازوا المقرر ويرغبون في رفع معدّلهم إعادة دراسته مرة واحدة فقط وتحسب لهم العلامة الثانية لأغراض المعدّل التراكمي الفصلي والنهائي سواء كانت أكثر أو أقل من العلامة الأولى.
- المادة (21)** يجوز للطالب أن ينسحب من مقرر ما، بشرط أن يتقدم بطلب رسمي بذلك يسلمه لدائرة القبول والتسجيل، ويجوز إرسال الطلب بالبريد العادي أو الإلكتروني أو الفاكس مع الاحتفاظ بالإيصالات والوثائق التي تثبت ذلك. شريطة أن يتم الانسحاب قبل موعد تقديم الامتحان النهائي وفي هذه الحالة تسجل له علامة منسحب (W)

### سابعاً : الاعتراض على النتائج والوضع تحت الإنذار

- المادة (22)** أ- يجوز للطالب الذي حصل على تقدير "راسب" في مقرر ما الاعتراض على ذلك والتقدم بطلب إلى اللجنة خلال أسبوعين من التاريخ المدوّن على الرسالة التي يتمّ فيها إبلاغه بعلاماته للمقرر/المقررات المعنية وعليه إرفاق أسس الاعتراض والبيانات المعززة له.
- ب- تنتظر اللجنة في طلبات الاعتراض في البند (أ) أعلاه، وفق الإجراءات النافذة في الجامعة، وتتخذ القرار المناسب، وتكون قراراتها غير قابلة للاستئناف إلا في حالات استثنائية مبررة يتقدم فيها الطالب بتقديم الاستئناف إلى مدير الفرع الذي في حالة قبوله لطلب الاستئناف يحيله إلى اللجنة للنظر فيه مرة أخرى.
- المادة (23)** أ- يوضع تحت الإنذار الأكاديمي كل طالب يحصل على معدّل تراكمي دون 1.75، ولا يسمح له بالتسجيل لأكثر من ثمان ساعات معتمدة في الفصل التالي وفي أي فصل لاحق لا يكون الطالب قد رفع معدّله التراكمي فيه إلى المعدل المطلوب في الفصل السابق له.
- ب- يشترط للتخرّج الحصول على معدّل تراكمي يساوي نقطتين من أصل أربع نقاط.

### ثامناً : الغش في الامتحانات والوظائف

- المادة (24) أ-** يحال كل من يقوم بأي نوع من أنواع الغشّ أو/ و السرقة الأكاديمية، إلى اللجنة التأديبية المختصة التي تتخذ قراراتها وفق الإجراءات النافذة في الجامعة، والتي يمكن أن تتضمن فصل الطالب من الجامعة وحرمانه من الساعات المعتمدة للمقررات.
- ب-** تمثل الحالات التالية أنماطاً من الغشّ والسرقة العلمية:-
- النسخ الحرفي للمواد المطبوعة وتقديمها ضمن الوظائف أو/ والامتحانات دون توثيق علمي حسب الأصول.
  - النسخ الحرفي للمادة التي تظهر على شبكة الانترنت بما في ذلك الجداول والصور.
  - نسخ ملاحظات الطلبة الآخرين أو/ و تقاريرهم.
  - المادة التي يعدّها للطالب أفراد أو مؤسسات بأجر و بدون اجر.
- ج-** اكتشاف الغشّ أو السرقة العلمية في وقت لاحق، لا يعفي الطالب من تحمل نتائجها التي قد يترتب عليها سحب الشهادة العلمية التي يكون قد حصل عليها.

### تاسعاً : اللجنة

- المادة (25) أ-** "اللجنة" مسؤولة عن اعتماد أوراق أسئلة الامتحانات النهائية للمواد في العمادة، وعن عينات أسئلة الامتحانات النهائية. وهي التي تشرف على تصحيح الامتحانات النهائية والوظائف والمشاريع الأبحاث ووضع المعايير العامة للتصحيح للتأكد من عدالته وموضوعيته.
- ب-** تكون " اللجنة " برئاسة العميد وعضوية:-

- عضو هيئة التدريس المسئول عن فريق المقرر.
- اثنين من أعضاء هيئة التدريس المعنيين مباشرة بوضع أسئلة المقرر.
- ممتحن خارجي يختاره مجلس الكلية من بين أربعة مرشحين يقدم أسماءهم للعميد
- عضو هيئة التدريس المسئول عن فريق المقرر.

### عاشراً : أحكام عامة

**المادة(26):** تحال أية أمور لا تعالجها النصوص الواردة في هذه اللائحة إلى اللجنة الأكاديمية الاستشارية في الجامعة أو إلى المجلس.

**المادة(27):** مدير الجامعة والعمداء ومدير القبول والتسجيل مسئولون عن تنفيذ هذه التعليمات.

**APPENDIX 5 – Short resumés of staff involved with managing and/or delivery of the BAELL Programme**

**POSITION AT AOU**

June 15, 2001- Present **Dean**, Faculty of Language Studies  
**Professor**, English Linguistics  
**Project Coordinator** for the modification and acquisition of UKOU teaching materials for AOU  
**Coordinator of U210A**: The English Language: past, present, and future

**QUALIFICATIONS**

1965 **B.Sc.**/English Language and Literature, State University of New York at Plattsburgh, USA  
 1966 **M.Sc.**/English Language and Literature, State University of New York at Plattsburgh, USA  
 1973 **Ph.D.** English Linguistics, Brown University, USA

**TEACHING AND OTHER RELEVANT EXPERIENCE**

1976-2001 Faculty member, English Department – Yarmouk University (YU)/full professor since 1990.  
 1981-1982 Fulbright Professor, University of Texas, Austin, USA  
 1989-1993 Faculty Member at the United Arab Emirates University's English Department  
 2000-2001 Visiting Professor at al-Zaytoonah Private University, Amman, Jordan  
 1994-1997 Chairman of the editorial board of Yarmouk University's refereed journal *Abhah al-Yarmouk: Literature and Linguistics series*.  
 1997-1998 Member, Sultan Qabous University Language Centre English Programme and teaching Materials Review Committee  
 1995-1998 Member, Jordan Institute of Diplomacy Curriculum Design and Programme Development Committee  
 1993 Member, Committee for the accreditation and validation of the Ajman University (UAE) English and Translation B.A. Programme

**ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE**

1973-1974 Head of the English Unit at the In-service Teacher Training Institute, Ministry of Education (ME), Jordan  
 1975-1976 Head of the curriculum and textbook unit, curriculum Directorate, ME, Jordan  
 1976-1978 Chairman, English Department, YU, Jordan  
 1978-1989 Director, the Language Centre, YU, Jordan.  
 1994-1997 Dean of Research and Graduate Studies, YU, Jordan.  
 1997-1998 President, Philadelphia Private University, Jordan

**RESEARCH AND RELATED ACTIVITIES**

1. (16) papers published in local, regional, and international indexed journals (e.g. *Linguistische Berichte*, *PaSiCL*, *System*, *Studia Linguistica*, *Dirasat*, *Zeitschrift für Arabische Linguistik*)
2. Nine English course books (together with workbooks) for elementary, preparatory, and secondary school in the UAE (member of a team)
3. A University course book entitled *Approaches to University English*, 1978. (co-author)
4. Six ESP Secondary School books (Industrial English, Agricultural English, and Commercial English) 1975-78. (co-author)
5. Eight papers for in-service teacher training institute participants (45-100 pages each) (supervisor and editor)
6. Four detailed English curriculum documents for community college students in computer science, hotel and catering services, finance and banking, and medical professions and health sciences.

**POSITION AT AOU**

2001-Present **Faculty Member** (Professor), Faculty of Language Studies  
**Coordinator of the English Communication Skills Program**

**EDUCATION**

1961-1965 University of Baghdad; **B.A. / English Language & Literature**  
1968-1969 University of Wales /U.K.; **M.A. / English Linguistics**  
1970-1973 University of Wales / U.K.; **Ph.D. / English Linguistics**

**TEACHING EXPERIENCE:**

1973- Present **Faculty Member**, Dept. of English, University of Jordan (JU)/full professor since 1984  
1980-1981 **Delivered lectures** at the universities of Basra, Poznan and Wales.  
1994-1995 **Visiting Professor & Chairman**, Dept. of Foreign Languages Applied Sciences University, Jordan  
1988-1989 **Visiting Fulbright Professor**, University of Virginia  
**Visiting British Council Scholar**, University of Birmingham, UK

**PROFESSIONAL EXPERIENCE:**

1975-1980 **Director**, Language Laboratories / JU; **Coordinator**, Intensive English Program / JU  
1986-1988 **Director**, Language Centre JU  
1990-1991 **Chairman**, Department of Graduate Studies : Humanities and Social Sciences / JU  
1991-1993 **Chairman**, Dept. of English &. Dept. of Modern Languages JU  
1995-1997 **Chairman**, Dept. of English & Dept. of Modern Languages JU  
1997-2001 **Dean, Faculty of Graduate Studies** (JU)

**OTHER RELEVANT EXPERIENCE:**

1980-Present **Member on the editorial board** of a number of regional and international linguistic/language journals  
1997-Present **President, Association of Professors of English and Translation at Arab Universities**  
2000-Present **Editor-in-Chief, International Journal of Arabic-English Studies**  
1991-Present **Member**, English Language Academic Committee, **Al-Quds Open University**  
2001-Present Member of the **National Team for TEFL/Jordan**  
1999-Present **Consultant, (Subject Specialist), Arab League: Educational, Cultural and Scientific Organization (ALECSO)**, Tunisia

**PUBLICATIONS:**

1. **Over 25 papers and reviews** published in international linguistic journals (e.g. *LJ, ELTJ, IRAL, PaSiCL, System, IJAES*) as well as in **edited books**.
2. **Eight course books** for the B.A. English Program / **Al-Quds Open University** / dealing with English syntax, discourse analysis, communication skills, TEFL and language use (four are co-authored)
3. *Proceedings of First International Conference on Arabic-English Contrastive and Comparative Studies*, JU, 1999 (ed.)
4. The **PETRA** and **AMRA** English Language **Courses** used in public schools in Jordan and Palestine (co-author)

**Present Designation**

Staff Tutor, Arab Open University (since Oct 1st 2001)

**Responsibilities**

Coordinator of DD121 course

Co-author of EL111 Study Guide and EL112 Study Guide

**Qualifications**

M.Phil. in linguistics, University of Leeds, U.K.

Ph.D. in linguistics, University of Lancaster, U.K.

**Teaching Experience**

Undergraduate Courses	Postgraduate Courses
English grammar English phonetics History of English Reading Writing Listening & speaking	Transformational grammar Schools of linguistics Applied linguistics

**Other Relevant Experience**

- Chairman, English Dept., University of Damascus, Syria (1987-1990).
- Supervisor of English Language courses at the Higher Institute of Applied Science and Technology (HIAST), Damascus, Syria (1987-1990) (part-time).
- Staff Member of the Department of English Language & Literature, United Arab Emirates University (1990-1995).
- Chairman, English Dept., University of Damascus, Syria (1985-1998).
- Vice-Dean for Academic Affairs, Faculty of Arts, University of Damascus (1998-2001).
- Head of English Language & Literature Dept., *Arab Encyclopedia*, Damascus, Syria (1996-2001). (part-time).

**Current and Recent Personal Development Activities**

Teaching English through the Internet

AOU English language placement test results

AOU's external relations (for accreditation purposes)

**DR. HANAN IBRAHIM**Degrees:

1. Ph. D: School of European Culture and Language/ Comparative Literary Studies / The University of Kent at Canterbury. England.
  - Title of Ph. D thesis: *Tales of Two Houses: A Comparative Study between Some Arab and British Feminist Novelists* (2000)
2. M.A: Department of English Language and Literature/ The American Novel; The University of Jordan.
  - Title of M.A thesis: *The Concept of Divinity in the Novels of William Golding* (1987)
3. B.A: Department of English Language and Literature/ The University of Jordan. (1980).

Posts:

1. Currently, Staff Tutor/ Faculty Member at AOU.
2. Head of Department of English Language and Literature, Al-Ahliyya Amman University.
3. Lecturer, Department of English Language and Literature, Al-Ahliyya Amman University, 1991-2000.
4. Editor, The Royal Academy of Islamic Civilization Research (Al-Albeit Foundation), 1989-1990.
5. Research Assistant of the Project of “Democratization of Education”, UNESCO, 1988.
6. Research Assistant, Higher Council of Education.
7. Lecturer, The Languages Center, The University of Jordan.

Research Papers:

1. “Is Feminism Dead? A Postmodernist Perspective.” (Published)
2. “Women’s Rights: An Islamic Perspective.” (Published)
3. “Feminism within an Arab Jordanian Context”
4. “The Absurd Theatre and the Contemporary Global Cultural Scene.” (Published)
5. Different translations from Arabic into English and vice versa.

Conferences, Seminars, Symposia, Training Workshops and other Relevant Activities

Setting out study plans for English literature (undergraduate level); Introducing three course into the study plan, namely: Feminist Writing, Postcolonial Literature and Postmodernism; ESP workshops; seminars on Arab feminist novelists; participating in more than twenty conferences held at local, national and international levels on interfaith dialogues, cultural politics, feminist literary discourses and gender studies.

Membership in Councils, Professional Societies and Associations:

Member of the Editorial Board of Al-Balqa Journal (a refereed Journal for academic researches, issued by Amman University); Member of the Association of Jordanian Translators; Member of World Council of Churches and the Council of Middle-Eastern Churches; Member of the Ladies of the Third Millennium Society; Member of Professional and Business Women Club; Member of The Hashemite Committee for Jordanian Women.

(All the above is closely related to many of the literary courses offered by the English Dept. at AOU since cultural and gender studies are now very important approaches to literature).



**LANA ABDULLA AHMED OWEIDAT**

Tutor/English

- Academic Qualifications : B.A. in English Language and Literature, graduated in February 2002 from the University of Jordan .
- Joined the M.A. program of English Language and Literature in the University of Jordan
- Additional Remarks Worked as an admin in the first Global Development Learning Network Center in Jordan “Atheer”.
- Worked as a research assistant in the television program “Hikayat Simsim” sponsored by The Children Television Workshop .
- Did some voluntary work, translated the papers of the Mediterranean youth conference held in Jordan entitled “Raising Youth Awareness of Dangerous Drugs and Narcotics”,
- Worked with the Community Service Office at the University of Jordan on a project for developing a village in Jordan.
- Holds two certificates in Leadership and Economic Thinking from the Community Service Office at the University of Jordan .

Post: Tutor/English

Academic Qualifications:

B.A in English Language and Literature from the University of Jordan in 1998.

M.A in Translation and Consecutive, Simultaneous Interpretation also from the University of Jordan in 2001.

Additional Remarks:

Translation has enabled me to understand the cultural and subtle differences between my mother language, Arabic and English on the other hand. I have also taken courses in creative teaching, journalism and computer. Since my graduation in 1998 till 2001, I have worked as an English teacher at the Language Center at the University of Jordan. I taught English Communication Skills 101, 102.

**Present Designation and Responsibilities:** A Full-Time English Language Tutor at the Faculty of Language Studies, the AOU, Kuwait.

**Qualifications:**

1-**MA** degree in English Literature from the Department of English Language and Literature, Faculty of Arts at **Ain Shams University** with EXCELLENCE on Feb.21<sup>st</sup>, 2001.

2-**Pre-Master Study** at the Department of English Language and Literature, **Cairo Faculty of Arts** in 1996.

3- **BA** degree in **English Language and Literature**, Souhag Faculty of Arts in 1995. (I was on the top of the list)

**Teaching and other Relevant Experience:**

a-One Year Teaching Experience at the Colleges of the PAAET in Kuwait (for Boys and Girls).

b-FOUR Years experience in TEFL in **Kuwait** (The Sec. Stage)

**Kuwait Ministry of Education**

c-Teaching English at **Kuwait University** for FOUR SEMESTERS (for Boys and Girls)

d-3 Years experience in TEFL in Egypt.

**Training Courses in TEFL and TESOL:**

a-Attending two training courses in TEFL at Kuwait Ministry of Education.

b-Participating in more than TEN workshops on TEFL at Kuwait Ministry of Education and at the Language Centre, Kuwait University.

**Current and Recent Personal Development Activities:**

-I'm currently preparing a Ph.D. dissertation on English Literature at Ain Shams Faculty of Arts.

-I've recently participated at a Two-Day Tutor Training Workshop at the AOU, Kuwait.

-I've published Essays on the Internet on TEFL and TESOL.

**MASHAEL HAMAD AL-HAMAD****Present Designation and Responsibilities:**

Tutor at the Arab Open University-department of Language Studies  
Teaching course 111 sections 1,7,8,13,14,19,20,25, and 26.

**Qualification:**

Bachelor in Education (English Language) Kuwait University 1995  
Master degree in education Kuwait University 1999

**Relevant experience:**

English teacher at public high school general system 1995-1997  
English teacher at public high school credit system 1997-2002  
Data analyst at the Arabian gulf center for educational research 1999  
Program coordinator and Explainer at the scientific center Kuwait 2000-2002  
Special needs workshop Organizer at TSCK.  
Participant of educational conference at Kuwait University.

**Current and recent personal development activities:**

Data analyst at the Arabian gulf center for educational research.

**Research:**

Values among students of Kuwait University. (master research)  
Using Kemp's system over training courses at the public authority for applied education and training (master thesis).

Name: Rita Emil EL Meouchy

Tutor of English in the English Department at the Arab Open University /  
Lebanon Branch

\*I am a Lebanese citizen, born in 1967. I am a Phd candidate at the Leicester University/London

\*I hold an M.A in TEFL (Teaching English as a Foreign Language), a B.A in English Literature with a minor in English Language, and a T.D (Teaching Diploma for Secondary) all of which from the **American University of Beirut- A.U.B.**

\*I have been a lecturer, classroom instructor, student counselor, educational researcher, public speaker, consultancy curriculum designer, coordinator, editor for university publications, and supervisor of standardized English tests (SAT,GRE,TOEFL) all along the planner/organizer of the testing sessions.

\*I have been an educator in the following Universities, Ministries and Testing Centers for the past 13 years:

- American University of Beirut-(**A.U.B**)- 1990-2002
- Lebanese American University-Beirut-(**L.A.U**)- 1992-2001
- Haigazian University- Beirut- (**H.U**)-1998-2001
- American University of Sciences and Technology-Beirut-(**AUST**)- 2001
- Lebanese Ministry of Finance- 2000
- Lebanese Ministry of Higher Education- 2002
- Amideast Branches-Lebanon - in collaboration with **ETS** -Educational Testing Services in the United States; The College Board -1997-2001

\*Demonstrated ability encompassing a broad spectrum of skills involving training sessions with student teachers and pre-service teachers, workshops, public relations activities, and conferences the last of which was the 35<sup>th</sup> Annual Convention and Exposition of TESOL held in ST. Louis - Missouri, U.S.A -2001—

\*My years of successful experience in establishing and maintaining rapport with teachers, administrators, cultural programs, and international as well as local educational associations was accomplished through my active membership in:

- **IATEFL** (International Association of Teachers of English as a Foreign Language)
- **ATEL** (Association of Teachers of English in Lebanon)
- **TESOL** (Teachers of English to Speakers of Other Languages).

Presently, I am a full-time Tutor of English at the Arab Open University (**AOU**)-Lebanon branch, and definitely planning successful and productive years to come.

**Mirna Samir Abd El Malak**  
 Full Time Tutor  
 Department of Languages and Literature  
 AOU, Lebanon

I was born in Lebanon in 1975, and I hold the Lebanese nationality.

Concerning my education, I hold a **Master's degree in TEFL** from **AUB** which I received in December 2001. Prior to that I had been involved in a one-year teaching diploma program at **AUB** whereby I received a **teaching diploma in TEFL** in 1997. Moreover, I received a **BA in English Language** in 1996 from **AUB** too.

As for my work experience, it started at **AUB** where I taught English at the **University Orientation Program**, an intensive English program, from the year 1997 till the year 2000. During that time, I was also a member on the **Testing & Statistics Committee** which was engaged in revising the placement test for the program. Moreover, I was involved in a one-month project intended to upgrade the English skills of Al Makassed teachers. By the year 2000, I started teaching English at the **Saint Joseph University (USJ)** at the **Necessary and Sufficient English Program (NSEP)**, a program launched at **USJ** in collaboration with **George Town University**. My teaching experience at **USJ** lasted up till the year 2002 during which I taught intermediate and high intermediate levels of English at various faculties (Business, Dentistry, Economics, Education, Medical Lab, Medicine, Nursing, & Pharmacy). In addition to teaching these levels, I designed and taught **English for Specific Purposes (ESP)** courses for the students of Economics, Medical Lab, and Speech Therapy. Added to the above experience, I had the chance of teaching at **The Public Teaching Training Center** during the year 2001-2002 when I offered courses of grammar and listening as well as a course of action research to student-teachers whom I have also observed teaching for their practicum.

When it comes to the workshops I have attended, there were several. The first was an in-house workshop at **AUB** in April 1999 on "**Teaching Listening, Vocabulary, and Creative Writing**". Then, I attended a series of workshops by the **NSEP**: In June 1999 on "**Interactive Teacher Training in EFL/ESL**"; in November 1999 on "**Curriculum Development**"; in June 2000 on "**Planning and Teaching Integrated Lesson**"; in October 2000 on "**Assessment**"; in June 2001 on "**Assessment Projects Using Authentic Material**"; and in December 2001 on "**How to Create Interactive Activities**".

Finally, up till now, I have a single publication, listed below, which will be followed by a second, hopefully, this year.

Lakkis, K. & Abdel-Malak, M. (2000). Understanding the Transfer of Prepositions: Arabic to English. *Forum*, pp. 26-33.

The Arab Open University, Beirut  
Department of English Language and Literature

Resume: Zena Abu Shakra

Born in Lebanon in 1972, I grew up in Kuwait. After completing a Bachelor of Arts in social and behavioral sciences at the American University of Beirut, I received in 1997 both a Masters in Teaching English as a Second Language as well as a Teaching Certificate from Trenton State College in New Jersey. This was followed by a Doctorate in Teaching English as a Second Language and Applied Linguistics which I obtained from the University of Leicester in 2002.

My professional experience dates back to 1994 when I started teaching English as a second language at the American International School of Kuwait. Throughout my seven years of teaching there, I was engaged in various programs including the peer coaching program (1997-2001), the principal's advisory committee (1995-1997), and the committee for curriculum development (1995-1996). In 2001, I moved to Lebanon where I became a part-time instructor of English at both the American University of Beirut and the Lebanese American University. I took my present position as staff tutor of the English Department at the Arab Open University in August 2002.

My research interests include areas related to applied linguistics and the teaching of English as a second language. I have one publication so far:

Abu Shakra, Zena (2002) Scaffolding Instruction in a Second Language Classroom in Hugh Busher (ed) *Leicester University Working Papers in Education*, Leicester University, School of Education.

Department of English Language and Literature  
The Arab Open University – Beirut.

### **Hayat Al-Khatib**

Born in Lebanon in 1964. Holds British and Lebanese nationalities.

Awarded **Diploma in Language** with distinction, from the **Department of English Language Teaching, Thames Valley University – LONDON** in 1992, **MA in Language in the Multicultural Community** from the **Department of English Language Teaching, Thames Valley University – LONDON** in 1995, **M.Phil (Master of Philosophy – 3 years after MA) in Applied Linguistics** from the **Centre of Applied Linguistic Research, Thames Valley University – LONDON** in 1999, completed **PhD in Applied Linguistics** at **Goldsmiths College, University of London**, in 2002 (awaiting viva).

Taught at Goldsmiths College – University of London, 2001-2002, and at the Institute of Education – University of London, 2000-2002, and was an advisor to the Community Languages Committee at CILT, Centre of Information on Language Teaching, Bedfordbury – London, 1999-2002.

Researcher in Applied Linguistics, represented the University of London at the International Linguistic Symposium (Belgium, April 4-6, 2002). Author of articles in the **International Journal of Bilingual Education and Bilingualism**, BEB 174, 2002, published by Multilingual Matters.



## **Marwa Hussein Moussa**

### **Qualifications**

- Master of Arts in Teaching English as a Foreign Language (TEFL), **The American University in Cairo** (AUC), Cairo, Egypt. GPA: 3.91/4.0
- Bachelor of Arts in English Language and Literature, May 1995, **Ain Shams University**, Faculty of Alsun, Cairo, Egypt. Grade: Very Good with Honors.

### **Teaching and Other Relevant Experience**

- **Sept. 2002-Oct. 2002** Teacher of English for Business Purposes. AMIDEAST (part time), Cairo, Egypt.
- **Sept. 2000-June 2002** Teaching Fellow, the English Language Institute (ELI), The American University in Cairo (AUC), Cairo, Egypt.
- **Sept. 1995-June 2000** Teacher of English, BBC Language Schools, Cairo, Egypt

### **Current and Recent Personal Development Activities**

- Gained experience in computer assisted language learning (CALL).
- Have become familiar with Microsoft Word, PowerPoint, Excel, FrontPage, and web page designing.

### **Details of Involvement in Research, Scholarly Activities, Consultancy, Professional Practices, and External Activities as these Relate to the English Program**

- Written a thesis entitled *The effects of prior knowledge and repetition in EFL listening comprehension*. First Reader: **Dr. Yehia El Ezabi**.
- Conducted research in the field of TEFL and Applied Linguistics as part of the requirements of obtaining an M.A.
- Attended and participated in various professional development meetings at the ELI.
- Participated in parent meetings and conducted student conferences when required.