



Faculty of Language Studies

E300: English Language and Literacy

Part (I) & Part (II)

Course Guide

&

Course Support Materials

Prepared by Najib Al-Shehabi

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E300 COURSE KIT: PART I & PART II

[10 ITEMS]

The following list **totalling 10 items** shows the learning/teaching materials required for E300, Part I & Part II. Make sure that you receive all items upon registering in Part I:

I. ONE COURSE GUIDE

- This booklet

II. ONE STUDY GUIDE

- *English Language and Literacy Study Guide* (David Graddol and Oliver Boyd-Barrett, The Open University, 2005)

III. THREE SET BOOKS

- *An Introduction to Sociolinguistics* (written by J Holmes and published by Longman, 2001)
- *The Functional Analysis of English* (written by T Bloor and M Bloor and published by Arnold, 2001)
- *Language and Power* (written by Norman Fairclough and published by Longman, 2001)

IV. THREE READERS

- *Media Texts: Authors and Readers* (edited by David Graddol and Oliver Boyd-Barrett, Open University, 2005)
- *Researching Language and Literacy in Social Context* (edited by David Graddol, Janet Maybin and Barry Stierer, Open University, 2005)
- *Language and Literacy in Social Practice* (edited by Janet Maybin, Open University, 2005)

V. TWO 60-MINUTE ACs

- AC-1 [NOW REPLACED BY CDA1]
- AC-2 [NOW REPLACED BY CDA2]

Preface

Dear Student,

*This is a new course guide written after the splitting of the 16-credit-hour course **E300: English Language and Literacy** into two 8-credit-hour courses **E300A** and **E300B**. It is very important to you firstly because it provides you with an overall view of how the two split courses are interrelated and it also guides you to study the two split courses.*

*You are well advised to read this **Course Guide** before you attend your first tutorial. Begin by checking that you have received the Course Learning/Teaching Materials listed on the previous page under the title of **E300 COURSE KIT** including the two audio cassettes.*

*You are also well advised to begin to read the **E300 Study Guide** as soon as you finish reading this guide.*

As noted above, E300: English Language and Literacy is now offered as two independent courses:

- ***First Course: E300A: English Language and Literacy (I)***
- ***Second Course: E300B: English Language and Literacy (II)***
(E300A is a prerequisite for E300B)

As soon as you register for E300, you will be given all teaching materials required for Part I and Part II. This is so because some teaching material is used for both courses.

Some key concerns that you should know before going to your first tutorial are the following: course requirements; course aims; course learning outcomes; course structure/organization; and course assessment. Details on all these concerns are in this guide.

Course attendance requirements remain as before: two hours each week. You are well encouraged to attend the course's tutorials regularly. Each tutor will also be available for further or special consultation in his/her office hours and through the email. Do consult your tutor whenever you have any queries, or whenever you feel that you need help in preparing for TMAs, MTAs or final exams.

*It is also significant to be aware of the fact that each of two E300 set books: *An Introduction to sociolinguistics*, and *The Functional analysis of English* has a glossary appended to it which will explain and provide examples for many of the course's new terms. There is more on the two glossaries in section 12 in this guide.*

Finally, you ought to be reminded of the policy adopted by the Faculty of Language Studies in marking your TMAs, MTAs and final exams: a certain percentage of your grade (70%) is allotted to "content" and another (30%) to "language". This ratio (70:30) is for all level-3 courses. The rationale of this policy is that it will motivate you to improve your English. Achieving greater proficiency in English not only will make you more confident in your study, but it will also help you find a good job.

Good luck

Najib Al-Shehabi,
Course Chair
February 2008

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1. COURSE DESCRIPTOR

Course No and title: English Language and Literacy A& B: **Part I and II**

The course is divided into two equal courses each allocated 8 credit hours (30 points). Furthermore, the course is offered, taught, and assessed as two independent courses.

1. **E300A: English Language and Literacy Part I**
2. **E300B: English Language and Literacy Part II**

Course Level: E300A and E300B are level-3 courses

Credit hours: 16 (8 for each part)

E300, English Language and Literacy I and II comprise two 8 credit-hour courses, each taught over one semester. Together, they provide a detailed study of language from a social perspective. They look at several theoretical approaches to how oral, written and other forms of language are used for social interaction. Cultural and other aspects of language use are also covered by the two courses.

In general, they are interdisciplinary. They aim at showing how linguists, sociolinguists, anthropologists and educationalists address language and social issues. This is different from many traditional approaches to language, e.g. structuralism, which considered language a separate entity and viewed it in isolation.

In addition to sociolinguistics, the two courses draw on functional linguistics, semiotics, and discourse analysis, politics of literacy, media studies and psychology. This entails examining new research works in the aforementioned fields, all in the context of language and literacy. Theoretical definition is coupled with practical explication, and the development of a critical appreciation by students of the various approaches studied is one of the major targets of the two courses.

2. COURSE AIMS

The overall aim is to provide knowledge and understanding of how language is used in a social matrix/context. In broad terms, you will acquire:

- an understanding of the social dimensions of language;
- skills in the functional analysis of language, especially English, in order to gain an insight into how language ‘functions’ in different social contexts;
- skills in analysing and understanding how language is used to promote ideological goals, thus entailing recognizing the extent of the power of language.

3. COURSE DELIVERY

E300 was originally designed by the British Open University (OU) to be delivered over a single academic year.

For practical purposes the course has been divided by AOU into two equal parts, each constituting an independent course as follows:

- (i) **E300A: English Language and Literacy: Part (I)**
- (ii) **E300B: English Language and Literacy: Part (II)**

Each course is allocated 8 credit hours and is delivered over one 16-week semester.

Relationship Between E300A & E300B:

1. E300A is a prerequisite for E300B. This means you cannot register in E300B unless you have passed E300A.
2. E300A and E300B are treated as independent courses for purposes of student registration.
3. E300A and E300B are treated as independent courses for purposes of assessment. This means that you will be assessed independently for each course and that you have to pass each of the two courses. The marks you earn in each of E300A and E300B will be entered separately onto your transcript. For more details see Sections 4, 7 below.
4. Some of the teaching/learning materials used in E300A will also be used in E300B. **This means you will receive a complete course kit upon registering in E300A.** See Section 4 below.

4. COURSE LEARNING/TEACHING MATERIALS

The following table shows the learning/teaching materials required for E300. The table further shows:

- (i) Materials required for E300A
- (ii) Materials required for E300B
- (iii) Materials required for both E300A and E300B

No	Category	Title	E300 A	E300 B
1.	Course Guide	<i>English Language and Literacy: Part I and Part II: Course Guide</i>	X	X
2.	Course Set Books	1. <i>An Introduction to Sociolinguistics</i> (Janet Holmes, Longman, 2001)	X	
		2. <i>The Functional Analysis of English</i> (Thomas Bloor and Meriel Bloor, Arnold, 2005)	X	
		3. <i>Language and Power</i> (Norman Fairclough, Longman, 2001)	X	
3.	Course Readers	4. <i>Media Texts: Authors and Readers</i> (David Graddol and Oliver Boyd-Barrett, The Open University, 2005)	X	X
		5. <i>Researching Language and Literacy in Social Context</i> (David Graddol, Janet Maybin and Barry Stierer, The Open University, 2005)	X	X
		6. <i>Language and Literacy in Social Practice</i> (Janet Maybin, The Open University, 2005)	X	X
4.	Study Guide	7. <i>English Language and Literacy Study Guide</i> (David Graddol and Oliver Boyd-Barrett, The Open University, 2005)	X	X
5.	Two 60-Minute Audio Cassettes	AC-1[NOW REPLACED BY CDA1]	X	
		AC-2 [NOW REPLACED BY CDA2]		X

5. COURSE STRUCTURE/ORGANIZATION

5.1. E300A

E300A consists of three parts/blocks: 1, 2, and 3 as described below:

Part/block 1 (Introduction and sociolinguistics) enables learners to know more about the contribution of sociolinguistics to their understanding of how language, especially English, is used in a wide variety of social contexts.

This part also explains why people switch from one style or register to another in different speaking situations.

The social functions fulfilled by language in starting, maintaining and ending a discourse are also explored in this part especially in Holmes' set book *An introduction to sociolinguistics*.

Part/block 2 (Halliday and functional linguistics) looks at the structure of different types of discourse, in spoken, written, and other types of expression. The factors which influence our selection of language forms, including the relationships between interlocutors and the situation where the discourse takes place are also discussed. This part draws on the set book *The functional analysis of English: a Hallidayan approach*.

Part/block 3 (Discourse analysis) begins the study of discourse analysis. It focuses on the text itself (oral, written or other) and looks at how it can be analyzed critically and with reference to the surrounding context. This part is especially informed by the material included in the set book *Language and power*.

5.2. E300B

E300B consists of two parts/blocks: 4 and 5 as described below:

Part/block 4 (Language and literacy practices) shifts attention from studying texts to the contexts where these texts take place. This shift of attention involves consideration of cultural values, how the society is organized and how language and literacy operate in various cultural and ethnographic settings, thus gaining more knowledge of the relationship between language, literacy and anthropology.

Part/block 5 (The politics of literacy and the position of English) widens the scope again to encompass the functions of literacy in a wider perspective, the changes that have taken place in English usage and the role it plays all over the world. This necessarily involves bringing into focus various accounts of multilingualism, the role played by the English language, and the consequences of literacy.

6. COURSE LEARNING OUTCOMES [extracted and slightly adapted from: www.open.ac.uk]

Although E300 is delivered/ divided into two administratively independent parts, the learning outcomes refer to totality of what you are expected to attain upon completion of Part (II). Please see details of how learning outcomes are mapped onto the parts of the course (Section 13).

The learning outcomes for E300 reflect the fact that the course aims to introduce the student to various approaches to the study of language and literacy. It is not focused on introducing him/her simply to information on language, but rather is asking him/her to take a critical stance on the way in which the subject may be studied and researched. As a result the learning outcomes do not relate specially to particular blocks of the course, but apply across the whole course.

(A) Knowledge and understanding

Upon completing this course, the student is expected to demonstrate knowledge and understanding of:

1. Different theoretical and analytical approaches to the study of language and literacy including sociolinguistics, systemic functional linguistics, critical discourse analysis and ethnography
2. The relative strengths and limitations of different linguistic and anthropological approaches to the study of language and literacy
3. The importance of mode (spoken, written and multimodal, i.e. combinations of words and pictures) and context (social, political, and cultural) in language choice
4. A wide range of terminology for describing language, language use and linguistic analysis
5. The changing position of the English language in relation to globalisation and cultural and political issues surrounding multilingualism
6. How his/her learning in different parts of the course may be integrated according to the central conceptual strands of the course: the relationship between language and context; how meaning is produced through spoken, written and multi-media communication; the relationship between language and literacy use, and identity; the relationship between language and ideology.

(B) Cognitive skills

To be successful in his/her study of this course, the student is expected to:

1. Demonstrate how particular approaches to the study of language can be applied to empirical data
2. Evaluate critically the strengths and limitations of particular theoretical and analytical approaches to language, literacy and the collection of linguistic data
3. Demonstrate awareness of the processes involved in linguistic research
4. Relate theoretical concepts to concrete experience
5. Take into account the ethical issues of practical research
6. Design and carry out a small-scale research project requiring the collection of linguistic data
7. Demonstrate autonomy in selecting appropriate topics/data for investigation, and in carrying out project work
8. Use appropriate terminology to describe and discuss specific linguistic theories, concepts and evidence
9. Synthesise different points of view, and personal research data in order for the student to reach his/her own conclusions
10. Evaluate and adapt project work in the light of feedback and practical experience
11. Reflect critically on the experience of the project with a view to improving research techniques and choice of methodologies.

(C) Key skills: communication and application of number

To be successful in his/her study of this course, the student is expected to:

Communication

1. Select and synthesise the main points of information, or of an argument, from a variety of sources

2. Exercise critical judgment about sources of evidence
3. Develop research skills, including the ability to gather, sift and organize material independently and critically, and to evaluate its relevance and significance
4. Develop good practice in the acknowledgement of source material and in the presentation of bibliographies
5. Construct a continuous logical line of argument which specifically answers the question set
6. Present written work to a high standard using the appropriate register and style.

Application of number

7. Understand, interpret and discuss statistical data in the form of graphs, tables and figures.

(D) Practical/professional skills

To be successful in his/her study of this course, the student is expected to develop abilities in:

1. Abstracting and synthesising information from a variety of sources
2. Making independent and analytical judgments
3. Using and evaluating a variety of means to analyse linguistic and ethnographic data
4. Evaluating social, political and ethical issues related to language use
5. Communicating effectively in writing, selecting appropriate genre, style and register
6. Working independently, demonstrating initiative, self-organisation and time management
7. Planning and undertaking research.

7. COURSE ASSESSMENT: E300A & E300B
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7.1. E303A: English Language and Linguistics: Part (I)

E300A has TWO tutor marked assignments (known as **TMA**s).

TMA 01 (related to Part/Block 1 and representing 15% of the overall continuous assessment score (OCAS)) will assess your knowledge of the course's Part I material (Sociolinguistics)

TMA 02 (related to Part/Block 3 and representing 15% of the OCAS), will assess your knowledge of the course's Part 3 material. (Discourse Analysis)

In addition to the two TMA's, there will be:

1. **One Mid-Term Assessment (MTA)**, (related to Part/Block 2 and representing 20% of OCAS), and
2. **One 3-hour FINAL EXAM**, (representing 50% of OCAS) at the end of the course.

The balance between components of assessment is shown in the following table:

Components	Form of Assessment & Marks		%	
CONTINUOUS ASSESSMENT	TMA's (total: 2)	TMA01	15	50%
		TMA02	15	
	MTA		20	
FINAL ASSESSMENT	FINAL EXAM		50	50%
GRAND TOTAL			100	100%

7.2. E303B: English Language and Linguistics: Part (II)

E300B has TWO tutor marked assignments (known as **TMA's**).

TMA 01 (related to Block 4 and representing 15% of the OCAS) is a proposal for a small-scale independent research project (which will constitute TMA 02). TMA 01 is intended to help you develop your plans and to draw up a draft outline for your work on the project (TMA 02), in order to receive your tutor's comments and advice before you carry out the main part of the practical work.

TMA 02 (representing 15% of the OCAS) is a small-scale independent research project which will provide an opportunity for you to explore some of the themes, concepts and issues in the course through a small practical investigation on a topic of your own choice related to your work on the course.

Please note that you need to continue to work through Parts 4 and 5 of the course, alongside developing your work on the project. You may indeed wish to focus your project on some aspect of Parts 4 (Language and Literacy Practices) or 5 (The Politics of Literacy and the Position of English).

In addition to the two TMA's, there will be:

1. **One Mid-Term Assessment (MTA)**, related mainly to Part 4 (Language and Literacy Practices), and
2. **One 3-hour FINAL EXAM**, at the end of the course.

The balance between components of assessment is shown in the following table:

Components	Form of Assessment & Marks		%	
CONTINUOUS ASSESSMENT	TMA's (total = 2)	TMA01	15%	50%
		TMA02	15 %	
	MTA		20%	
FINAL ASSESSMENT	FINAL EXAM		50%	50%
GRAND TOTAL			100%	

8. TUTORIALS, TMAs, MTAs, FINAL EXAMS

8.1. TUTORIALS

For each of E300A & E300B there will be 16 2-hour tutorial sessions as illustrated in the Study Calendar in Section 16 below.

Tutorials are interactive sessions that should not be viewed as traditional lectures. The main objective of tutorials may be summed as follows:

1. to provide you with opportunities to practice your English and hence upgrade your fluency and improve your pronunciation and listening capabilities,
2. to enable course tutors to review teaching materials and activities with you and your classmates [as specified in course Study Calendar] as well as to answer your queries, and hence have an idea about what you have and what you haven't learnt,
3. to provide a forum of discussion where you and your colleagues take a central role, particularly with regard to controversial linguistic issues,
4. to enable you to voice your opinions with regard to various aspects of the course materials and associated activities.

In addition to weekly tutorials, all tutors have certain weekly office hours (posted on their office doors) where they can meet you to answer your questions or explicate the comments they have made on your TMAs.

8.2. Tutor-Marked Assignments (TMAs)

These assignments are spread out over the duration of course delivery. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. TMAs carry 30% of the overall grade of the course.

The actual assignments are not included in this booklet because they are prepared annually. The Assignment Booklet will be available at the start of each relevant semester from the university's website.

8.3. Mid-Term Assessment (MTA)

MTAs are viewed to be another contributor to monitoring the progression of students' achievement. They carry 20% of the overall grade of the course. Questions in MTAs typically require short notes/answers/comments: e.g. definitions; exemplification; writing one or two paragraphs, etc. In other words, they are not of the open-ended essay type.

8.4. Final Exams (FEs)

Final exams are typically of the essay type and are divided into three Sections/Parts each covering one or two blocks/themes of the course as in the table below: Students will be required to answer 3 questions in 3 hours.

Part	Questions	Notes
A	1	- ONE compulsory question, but there might be some option within this question (e.g. defining seven key terms out of 10) - The question typically deals with a very important/central topic
B	2&3	- This part consists of 2 questions - Students answer one question only. - Each question is meant to test a certain block/theme
C	4&5	- This part consists of 2 questions - Students answer one question only. - Each question is meant to test a certain block/theme

8.5. Communication & Language Accuracy

Students majoring in English Language and Literature are expected to possess a reasonably high level of proficiency in English. In writing, they are expected to produce well-written and well-developed essays that are error-free in terms of language accuracy. Students' grades will be lowered if they make grammatical and vocabulary errors as well as errors in writing mechanics (e.g. punctuation, capitalization, spelling) and errors in presentation and paragraphing, etc.

The table below shows that in marking students' TMAs and other types of written work including final exams, a certain percentage of the mark is determined by the student's ability to write well and observe rules of grammar and writing mechanics

Course Level	Courses	Marks Deducted for Improper/ Unacceptable Language Use
Level-1	A123(A&B)	Up to 20%
Level-2	A210(A&B); U210A; U210B	Up to 20%
Level-3	A319(A&B); E300(A&B); E303(A&B)	Up to 30%

9. HOW IS THE COURSE OF BENEFIT TO ME?

E300 *English Language and Literacy* is designed to:

- provide you with a conceptual framework for understanding the nature of oral and written language in English, and the social, cultural and political processes which underlie language use.
- introduce ways in which language and literacy have been theoretically defined and researched, and to help you develop a critical appreciation of different approaches and perspectives.
- explore the implications of recent research and theoretical developments for your own experience and use of language and literacy.

- Provide opportunities for you to try out a number of analytical approaches for yourself, and to carry out a small-scale project. (slightly adapted from E300 Study Guide, p. 6)

10. PREPARING FOR THE COURSE

Perhaps the best start in preparing for the course is to skim through the introduction to the course's *Study Guide* especially the section entitled "Planning your own study" (p. 7). In addition to mapping out the course parts, set books, readers, this section suggests how much time you need for studying each part of the course.

The next section titled "Key questions" is also extremely useful as it provides answers to 15 questions (3 for each of the 5 course parts), thus supplying very useful information on the course as a whole.

This is followed by six bulleted points designed to guide your study. These are repeated here for importance (Slightly adapted from the E300 *Study Guide*, pp. 8-9):

- Ensure that you have some familiarity with all parts of the course and understand the general arguments put forward in each.
- Expect to work faster in any areas in which you have prior study experience – or else be more ambitious in such sections about your depth of understanding.
- Take an active approach to study, making notes which relate to your own needs and interests, and carrying out activities given in the study Guide. The three set books (Holmes (2001); Bloor and Bloor (1995); and Fairclough (2001)) all contain exercises. Carry out these exercises, where possible, while you are reading the relevant chapters.
- Use the Assignment Booklet and Project Guide to identify the pieces of work you are required to submit for assessment during the course of the year and ensure that your pattern of study will allow you to meet the assessment criteria listed there.
- Look at the Specimen Examination Paper to see what kinds of question you will be expected to answer in the examination.
- Obtain advice from your course tutor if you are finding it difficult to maintain the rate of progress indicated in the Plan for the Year.

11. WHAT KIND OF ANALYSIS?

E300A&B look at several theoretical approaches to how oral, written and other forms of language are used for social interaction. Cultural and other aspects of language use are also covered.

In general, the two courses are interdisciplinary. They are aimed at showing how linguists, sociolinguists, anthropologists and educationalists address language and social

issues. This is different from many traditional approaches to language, e.g. structuralism, which considered language a separate entity and viewed it in isolation.

In addition to sociolinguistics, the two courses draw on functional linguistics, semiotics, discourse analysis, politics of literacy, media studies and psychology. This entails examining new research works in the aforementioned fields, all in the context of language and literacy. Theoretical definition is coupled with practical explication, and the development of a critical appreciation by students of the various approaches studied is one of the major targets.

12. GLOSSARY

There are two glossaries each appended to one of the set books:

- *An Introduction to sociolinguistics*
- *The Functional analysis of English*

These two glossaries provide definitions and examples for a good number of new terms covered especially in Parts 1 and 2 of E300A.

Remaining new terms in Fairclough's *Language and Power* and in the 3 readers: *Media texts: authors and readers*, *Researching language and literacy in social context*, and *Language and literacy in social practice*, do not have glossaries but many of the new terms contained in them are explained in the *Study Guide*

13. COURSE STUDY CALENDARS

13.1. E300A: English Language and Literacy (Part I)

Study week, Tutorials	Course text	ACs	Course readers	Set Books	TMA's and MTAs
1	Introducing course				
2	Part/Block 1 Introduction, Sociolinguistics	AC1, Bands 1-3	<i>Media texts</i> (Ch. 1)	<i>An introduction to sociolinguistics</i> Ch. 1-4	
3				<i>An introduction to sociolinguistics</i> Ch. 5-8	
4			<i>Researching language & literacy</i> (Ch. 9)	<i>An introduction to sociolinguistics</i> Ch. 9-12	
5			<i>Researching language & literacy</i> (Ch. 11)	<i>An introduction to sociolinguistics</i> Ch. 13-15	TMA (01) End of week
6	Part /Block 2 Halliday and functional linguistics	AC1, Band 4	<i>Media texts</i> (Ch. 1)	<i>The functional analysis of English</i> Ch. 1-3	
7			<i>Media texts</i> (Ch. 4)	<i>The functional analysis of English</i> Ch. 4-6	
8			<i>Media texts</i> (Ch. 5)	<i>The functional analysis of English</i> Ch. 7-9	
9			<i>Language and literacy</i> (Ch. 3)	<i>The functional analysis of English</i> Ch.10-12	MTA (01)
10	Part/Block 3 Discourse analysis	AC1 Bands 5-8	<i>Media texts</i> (Ch. 6, 3)	<i>Language and power</i> Ch. 1-2	
11			<i>Media texts</i> (Ch. 8, 9)	<i>Language and power</i> Ch. 3-4	
12			<i>Media texts</i> (Ch. 14)	<i>Language and power</i> Ch. 5-6	
13			<i>Media texts</i> (Ch. 15)	<i>Language and power</i> Ch. 7-8	TMA (02) End of week
14			<i>Media texts</i> (Ch. 15)	<i>Language and power</i> Ch. 9-10	
15	Revision+ SEP				
16	Revision + Final Exam				

13.2. E300B: English Language and Literacy (Part II)

Study week, Tutorials	Course text	ACs	Course Readers	TMA & MTAs
1	Project Planning		<i>Researching language and literacy</i> (Ch. 1)	
2			<i>Researching language and literacy</i> (Ch. 2)	
3			<i>Researching language and literacy</i> (Ch. 3)	
4	Part/Block 4: Language and literacy practices	AC2, Bands 1-2	<i>Language and literacy</i> (Ch. 1,2)	
5			<i>Language and literacy</i> (Ch. 5,6)	
6			<i>Language and literacy</i> (Ch. 7,8)	TMA (01) End of week
7			<i>Language and Literacy</i> (Ch. 14,9)	
8			<i>Language and literacy</i> (Ch. 10,11)	
9			<i>Researching language and literacy</i> (Ch. 8,13)	
10			<i>Researching language and literacy</i> (Ch. 7)	MTA (01)
11	Part/Block 5: The politics of literacy, and the position of English	AC2, Bands 3-4	<i>Language and literacy</i> (Ch. 13)	
12			<i>Language and literacy</i> (Ch. 15)	
13			<i>Language and literacy</i> (Ch. 12)	TMA(02) End of week
14			<i>Language and literacy</i> (Ch. 12 cont.)	
15	Revision + SEP			
16	Revision + Final Exam			

14. COURSE CURRICULUM MAP: E300A & E300B

T: tutorial; TMA: tutor marked assignment; MTA: mid-term assessment; RP: research project; OH: office hours; F: final exam

Learning Outcomes	Part	
	E300A	E300B
(A) Knowledge and understanding		
To be successful in your study of this course, you are expected to demonstrate knowledge and understanding of:		
- different theoretical and analytical approaches to the study of language and literacy including sociolinguistics, systemic functional linguistics, critical discourse analysis and ethnography;	T, TMA1, 2, MTA, OH, F	T, RP, OH, MTA, F
- the relative strengths and limitations of different linguistic and anthropological approaches to the study of language and literacy;	T, TMA1, 2, OH, F	T, RP, OH, F
- the importance of mode (spoken, written and multimodal, i.e. combinations of words and pictures) and context (social, political, and cultural) in language choice;	T, TMA1, F	T, RP, F
- a wide range of terminology for describing language, language use and linguistic analysis;	TMA1, 2, MTA	RP F
- the changing position of the English language in relation to globalisation and cultural and political issues surrounding multilingualism;	T, TMA2, OH, F	T, RP, OH, F
- how your learning in different parts of the course may be integrated according to the central conceptual strands of the course: the relationship between language and context; how meaning is produced through spoken, written and multi-media communication; the relationship between language and literacy use, and identity; the relationship between language and ideology.	T, TMA1, 2, OH, F	T, RP, OH, F
(B) Cognitive skills		
To be successful in your study of this course you are expected to		
- demonstrate how particular approaches to the study of language can be applied to empirical data;	T, TMA1, OH	T, RP, OH
- evaluate critically the strengths and limitations of particular theoretical and analytical approaches to language, literacy and the collection of linguistic data;	T, TMA1,2, OH	T, RP, OH
- demonstrate awareness of the processes involved in linguistic research;	TMA1,2	T, RP, OH, F
- relate theoretical concepts to concrete experience;	T, TMA1,2, OH	RP
- take into account the ethical issues of practical research;		T, RP
- design and carry out a small-scale research project requiring the collection of linguistic data;		TMA1 RP, OH

-demonstrate autonomy in selecting appropriate topics/data for investigation, and in carrying out project work;		TMA1 RP, OH
-use appropriate terminology to describe and discuss specific linguistic theories, concepts and evidence;	TMA1,2, MTA, OH, F	TMA1R P, MTA, F
-synthesise different points of view, and personal research data in order to reach your own conclusions;	TMA1,2, OH, T, F	RP F
-evaluate and adapt project work in the light of feedback and practical experience;		RP
-reflect critically on the experience of the project with a view to improving research techniques and choice of methodologies.		RP
(C)Key skills: communication and application of number		
To be successful in your study of this course you are expected to:		
Communication		
- select and synthesise the main points of information, or of an argument, from a variety of sources;	T, TMA1,2, OH	T, RP, OH
- exercise critical judgement about sources of evidence;	TMA1,2, F	RP, F
- develop research skills, including the ability to gather, sift and organise material independently and critically, and to evaluate its relevance and significance;	T, OH	RP, OH
- develop good practice in the acknowledgement of source material and in the presentation of bibliographies;	TMA1,2	RP, TMA1
- construct a continuous logical line of argument which specifically answers the question set;	TMA1,2, F	RP, F, TMA1
- present written work to a high standard using the appropriate register and style.	TMA1,2	RP, TMA1
Application of number		
- understand, interpret and discuss statistical data in the form of graphs, tables and figures.	T, OH	RP
(D) Practical/professional skills		
To be successful in your study of this course you are expected to develop abilities in:		
- abstracting and synthesising information from a variety of sources;	TMA1,2, MTA, F	RP, MTA, F
- making independent and analytical judgements;	TMA1,2, MTA	RP, MTA
- using and evaluating a variety of means to analyse linguistic and ethnographic data;	T, OH, TMA1,2	T, RP, OH
- evaluating social, political and ethical issues related to language use;	T, OH, TMA1,2, F	T, RP, F
- communicating effectively in writing, selecting appropriate genre, style and register;	TMA1,2	RP
- working independently, demonstrating initiative, self-organisation and time management;	TMA1,2	TMA1 RP
- planning and undertaking research.		RP, T OH

15. GENERAL GUIDANCE ON WRITING ASSIGNMENTS (TMAs)

15.1. General Guidance on Completing Assignments

Presenting your work

Use A4 paper for your TMAs, and put your name, personal identifier and the assignment number at the top of each sheet. Tutors usually prefer it if you leave sufficient space on each page (a wide left-hand margin, for example) for them to write comments.

Assignments may be hand-written provided they are legible; they may also be typed or word processed with double spacing. If you use a word processor, ensure that the printer has a good ribbon or cartridge: the process used to monitor standards requires us to be able to make clear photocopies of your work. For the same reason, it helps if handwritten, assignments are done in black or blue-black ink.

Keep assignments to the length expected. You should ensure that your presentation is clear and succinct and that you have used the limited word length to best advantage.

Using other materials and sources

Base your assignment mainly on material presented in the course. Indeed, for satisfactory completion of TMAs, you are not required to go beyond the readings provided. Occasionally, you may feel the need to draw upon sources other than those provided in the module – from other books or government reports, for example. Wherever you cite such sources you must give a full reference that would allow someone else to find and verify your use of the work. Use the referencing conventions described below.

References

Referencing is an important issue in the presentation of written work. Below is some detailed guidance about how to apply the Harvard system (which is the one used in the Study Guide) to different types of references. If a direct quotation is used or an idea or information is paraphrased from a single section of a book or journal, then a page reference should be given in the essay or report in addition to the date. (Note: Use underlining to indicate italics if necessary.)

Books

Single author

- in the essay/report: (Fowler, 1991, p. 16)
- in the references: Fowler, R. (1991) *Language in the News*, London, Routledge.

Two authors

- in the essay/report (Bloor and Bloor, 1995, p. 32)
- in the references: Bloor, T. and Bloor, M. (1995) *The Functional Analysis of English: a Hallidayan approach*, London, Edward Arnold.

A single author's chapter in an edited collection

- in the essay/report: (Heath, 1986, p. 21)
- in the references: Heath, S. B. (1986) 'The functions and uses of literacy' in Castell, S., Luke, A. and Egan, K. (eds) *Literacy, Society and Schooling: a reader*, Cambridge, Cambridge University Press.

Articles in journals

Single author

- in the essay/report: (Heath, 1982, p. 58)
- in the references: Heath, S. B. (1982) 'What no bedtime story means: narrative skills at home and school', *Language and Society*, 11,

pp. 49–76.

(Note that volume number, in this case 11, part number, where available, and page numbers should be provided.)

Government publications

- in the essay/report: (Central Advisory Council for Education, 1967, p. 2)
- in the references: Central Advisory Council for Education (1967) *Children and their Primary Schools*, London, HMSO (The Plowden Report).

Authors cited or quoted in books

Single author

- in the essay or report: (Howard, cited in Heath 1994, p. 73)
- in the references: Heath, S. B. (1994) 'What no bedtime story means: narrative skills at home and school' in Maybin, J. (ed.) *Language and Literacy in Social Practice*, Clevedon, Multilingual Matters in association with The Open University.

Open University publications

References to E300 *Study Guide* should be made in the essay/report only, for example (Study Guide, p. 123), and not included in the references.

15.2. Assessment Criteria for Assignments

The University Scale

All Arab Open University courses use a standard scale of performance. All assessed work will be recorded and reported to you using the following scale.

<i>Band</i>	<i>Performance standard</i>
A	Pass 1
B, B+	Pass 2
C, C+	Pass 3
D	Pass 4
F	Fail

In interpreting scores for individual assignments, remember that the final result status for the course depends on both continuous assessment and the examination.

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

- *The relevance of your answer to the question as set*
Your tutor will look for evidence that you have clearly understood the question, and directed your answer accordingly.
- *Your knowledge and understanding of course materials*
Your tutor will look for explicit evidence that you have read and understood the relevant parts of the course material. You should demonstrate that you have understood the key elements of particular approaches to theorising and researching language. The material should be used critically and imaginatively, rather than just reproduced.
- *Practical application of ideas in the course*
Where appropriate, you should show awareness of the strengths and limitations of particular approaches to theorising and researching language, and demonstrate how these can be applied to empirical data.
- *The ability to present and pursue an argument*
Your tutor will examine how effectively you have developed and sustained a well-reasoned argument in the assignment, supported with appropriate evidence from course materials and, when required, empirical data.
- *Presentation*
Your assignment should be clearly structured and written, with headings and 'signposts' where appropriate. References should be set out as stipulated above.

The notes below give general advice on planning and writing assignments. Some of this may be familiar to you if you have previously studied courses in related areas. If you have had limited experience of academic writing, you should pay particular attention to the advice given here and, if necessary, ask your tutor for help in putting it into practice. Similarly, if the question is not clear to you, contact your tutor in the first instance. He or she should be able to help you sort out any confusion.

More specific guidance is given for each TMA.

15.3. Using the Course Material

Your assignments are meant to provide evidence that you have read, understood and, where appropriate, applied the E300 course materials. You may refer to other relevant sources of evidence if you wish, or as called upon by the question (particularly in relation to E300B TMAs), but your assignments will be assessed primarily on *your knowledge, understanding and application of the course materials* in addressing the question set. This criterion applies to all of the E300 assignments, even those which require you to *apply* the knowledge and skills that you have acquired. Whatever the source of your evidence, remember that it is not sufficient simply to *reproduce* it – you need to *use* it to advance your argument.

15.4. Structuring and Drafting Your Assignments

Because E300 is a course designed to help you learn more about language in social contexts, you will be given clear guidelines on how to approach each assignment. However, it is still important that you draft your work carefully before committing to the final text. Most writers change things as they write.

In the case of the more discursive assignments in E300B, you need to pay particular attention to the development of your argument – perhaps drawing on what you have learnt about academic writing from your reading of Parts 1–3 of the course. Some people find it easier to write the introduction last of all, when they know what it is they are introducing. Others prefer to write the introduction first, outlining what they are going to do, and then refer back to it when writing the rest of their answer. In either case, reread the introduction when you have finished writing the assignment to make sure that it does indeed outline the work that you have written.

Structure the main body of your answer carefully, developing ideas and arguments systematically. Try to include ‘signposts’ to help your reader. For example, draw points together at the end of a section, and then indicate how you are going to follow on from these in the next section. Do not be afraid to use subheadings in the final version if you want to. This may be a departure from conventions you are used to. However, headings can help you to structure your argument and to see more clearly where you are in danger of including irrelevant material.

Finally, remember not to introduce new points in your conclusion.

15.5. Writing Your Assignments

You are expected to write your assignments in English of a standard reflecting honours-level undergraduate study. Your mark will suffer if your TMA is not written in good English grammar, vocabulary, spelling, writing techniques, etc.). Indeed, the overall standard of your English should be high and this is reflected in the course assessment criteria (see below).

When you have finished your assignment, read it through carefully. Check that it is clear and provides a full answer to the question. If you are unsure about your writing style, you could ask a friend or colleague to read through a draft and tell you of any points that are unclear. At this point you should also check aspects of presentation (spelling, punctuation, verb concord, etc.).

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

15.6. What Constitutes Plagiarism or Cheating?

If you submit an assignment that contains work that is not your own, without indicating this to the marker (acknowledging your sources), you are committing 'plagiarism'. This might occur in an assignment when you:

- use a choice phrase or sentence that you have come across
- copy word-for-word directly from a text
- paraphrase the words from a text very closely
- use text downloaded from the Internet
- borrow statistics or assembled facts from another person or source
- copy or download figures, photographs, pictures or diagrams without acknowledging your sources
- copy from the notes or essays of a fellow student
- copy from your own notes, on a text, tutorial, video or lecture, which contain direct quotations.

Plagiarism may occur inadvertently due to inexperience. So read carefully all the course-specific study advice that you receive in your mailings, especially statements concerning plagiarism and how to reference your sources.

Where plagiarised material is included in TMAs, tutors are likely to notice the shifts in language competence and style and thus may be aware of the source. Seek their advice on this early on in your study. The temptation to plagiarise may arise from lack of self-confidence or from a lack of understanding about the aims of the assessment and about what is required of you.

TMAs provide a vehicle for assessing your performance during your course and contribute to your overall course result. However, they also assist you in understanding your subject and aid your learning on the course. When you attempt to use the ideas and terms of the course independently, you learn more thoroughly and develop your own writing style. You are likely to perform better in examinations if you have learned how to write your own answers to questions in TMAs. By submitting work that is not your own, you are denying yourself the benefit of this valuable learning strategy. Copying the work of others would be counter-productive to your goal of understanding the course work and to real achievement. Most students will not wish to take such a negative approach to studying, and the University does not tolerate it.

Although you are encouraged to show the results of your reading by referring to and quoting from works on your subject, copying from such sources without acknowledgement is deemed to be plagiarism and will not be accepted by the University. You are encouraged to collaborate with others in studying, but submitted work copied from or written jointly with others is not acceptable, unless collaboration is required in the particular assignment. Therefore in future you will be asked to sign a statement to confirm that all assessment work you have submitted is your own.

Submitting work that has been done by someone else and persistent borrowing of other people's work without citation are obvious instances of plagiarism and are regarded as

cheating. Paying for work from other sources and submitting it as your own is also cheating. It is intellectually dishonest to cheat and thus give one student an unfair advantage over others. If a case of plagiarism is proven, this is a serious offence and the Arab Open University disciplinary procedures will be followed.

15.7. Completing and Submitting Your Assignments

When writing your assignment:

- use A4-sized paper
- put your name, registration number and the assignment question and number at the top of every sheet.

As this course requires you to have access to word-processing technology, you should ideally word-process your answer but, if for any reason this is not possible, handwrite it as clearly as you can. In either case, make sure you leave sufficient space on each page, including wide margins, for your tutor to make comments.

You should hand in your TMA to your tutor by the cut-off date identified in the Assignment Booklet. A standard TMA Cover Form is included in your Assignment Booklet. Attach one of these to each TMA you submit. Please ensure that you complete the TMA Cover Form correctly. We recommend that you keep a copy of each assignment for reference and as a safeguard against the unlikely event that your submitted TMA is lost in the post.

If you think you may be late in submitting an assignment, consult your tutor as soon as you can (and, in any case, *before* the submission date).

Posting TMAs and/or tutor comments on OU conferences or other means of public distribution is not permitted.

15.8. Marking and Grading

E300 generic marking criteria

In all the E300 assignments, and in the examination, your work will be assessed according to the following **generic marking criteria**, which are based on the Learning Outcomes described above:

- the relevance of your answer to the specific question set
- the extent to which you display knowledge and understanding of the course material
- the extent to which you demonstrate the skills of linguistic analysis and description
- the extent to which you demonstrate critical interpretation and evaluation of linguistic evidence
- the extent to which you construct a persuasive academic argument, well supported by evidence
- the clarity of your expression and your use of academic conventions

- (particularly in the case of the small-scale research project you are required to do in E300B) the extent to which you demonstrate the skills of independent study.

15.9. Marking Criteria for the Project Report

In marking your project report (TMA 02 of E300B), your tutor will take into account appropriate points from the general assessment criteria for assignments listed in the front of this booklet, and will also apply the following more specific criteria:

- 1 The aims of your project should be clearly stated, and feasible in terms of time and scope.
- 2 The project should demonstrate the critical and creative application of ideas from the course to your specific investigation.
- 3 Your methods should be clearly justified, and appropriate in terms of your aims and the theoretical approaches you are using from the course.
- 4 Some sections of the project report cover topics already discussed in the project proposal (TMA 01 of E300B) (e.g. aims, methods). It is permissible to re-use brief sections of material from the project proposal, amended as necessary, but your discussion in the project report as a whole should normally include additional material demonstrating how your thinking has developed from your initial proposal, as the result of carrying out your investigation. If there has, in your opinion, been absolutely no change to discuss in a particular aspect of your work, you should state this.
- 5 The account of your conduct of the investigation should be clearly and logically organised.
- 6 While you should strive for accuracy, the general conduct and quality of the analysis of your data is more important than any minor technical errors which may occur.
- 7 Points made in the discussion of your findings should be clearly supported by your analysis, with examples of data where appropriate. Credit will be given for relating your findings to ideas presented in the course, and for careful and insightful reflection and evaluation of your work on the project.

It is advisable to send samples of your data, for example transcripts or texts, so that your tutor can see how these relate to your findings, but please remember that your tutor will not have time to study lengthy appendices and other additional material in detail when marking your project. If you are sending any audio or video tapes with your project, please include a stamped addressed envelope if you wish them to be returned to you.

In deciding upon the grade awarded to your assignment, your tutor will make use of these generic marking criteria in conjunction with the **Marking Grid** described below.

Your tutor's comments on your TMA Cover Form [see below], together with annotations on your script, will supply significant information about your performance. When you get your work back, you should read your tutor's comments carefully, taking note (for the benefit of future assignments and examination preparation) of what seem to be your strengths and weaknesses. The marking criteria chart should help you with this. You should allow yourself the time to reflect on your work in the light of the tutor's comments

and to consider whether some of the advice can be applied to the next assignment. There may be comments that you do not understand or do not agree with. In this event, your tutor will be ready to discuss these with you. The personalised advice that you receive is likely to be one of your most valuable learning resources; do use it.

15.10. Marking Grid

[compiled by Najib Al-Shehabi ; the language & organization rubrics were proposed by Zena Abu Shakra,; the content column slightly adapted from OU supplementary notes].

GRADE	CONTENT	LANGUAGE & ORGANIZATION
A	Excellent answers showing confident and wide-ranging knowledge of core material, good understanding of any relevant theory, and a capacity to address the question in a structural, direct and effective way, thoughtfully and with insight. Originality of thought or ideas from outside the course are an added asset. Examples are to the point.	Has an introduction defining plan of essay. Body divided into several paragraphs - Conclusion which directly relates arguments to topic. - Evidence that essay has been edited. - Error-free grammar & register. - Wide range of specialized terminology.
B to B+	Very good answers showing secure knowledge of course materials. Adopting an analytical approach and providing relevant discussion covering most of the key issues. Distinguished from A answers by being less insightful or by showing less comprehensive knowledge of the course.	First four criteria above maintained - Demonstrates extensive grammar control. - Terminology specialized but less varied.
C to C+	Competent answers reflecting adequate knowledge of the more directly relevant course material and concepts, with reasonable structure and adequate coherence related to the question set.	- Introduction and/or conclusion short but still satisfactory. - Evidence of editing. - Less grammar control than above. - Good range of specialized terminology.
D	Answers which omit some concepts /evidence and/or lack coherence /structure, and/or make minor errors while still demonstrating basic understanding. Or Bare pass answers which show awareness of some relevant material and attempt to relate it to the question.	- Introduction and/or conclusion short but acceptable. - no evidence of editing. - Few grammatical errors that impede communication. - Above average range of specialized terminology. - Slightly confused introduction and/or conclusion, but body still fair. - No evidence of editing. - Some error types that impede communication. - Fair range of specialized terminology.
F	Bare fail answers which attempt to draw upon relevant material but do not reflect sufficient knowledge of the course and/or neglect the focus required by the question, and/or are incomplete in some important aspects whilst being acceptable in others.	- No introduction and /or no conclusion. - Body badly organized or irrelevant. - Poor grammar control (extremely limited range of grammar & register). - Limited or not specialized range of terminology.

15.11. TMA Cover Form



FACULTY OF LANGUAGE STUDIES

TMA COVER FORM: E300: English Language & Literacy I & II

Course Part:.....

TMA No:

Part (I): STUDENT INFORMATION (to be completed by student)			
1. Name:		2. Registration No:	
3. Section No:	4. Tel. :	5. E-mail:	
I confirm that the work presented here is my own and is not copied from any source. Student's signature:			
Part (II): TUTOR'S REMARKS (to be completed by tutor)			
Tutor name:		Signature:	
Date TMA received:		Date returned:	
TUTOR'S REMARKS:			
Mark Allocated to TMA	STUDENT MARK		
15%	For content : a maximum of 15 marks	Marks deducted for lang. & communication errors: a maximum of 4.5 marks	Earned Mark

16. SPECIMEN EXAM PAPERS

16.1. E300A: Final Examination Sample

Course No & Title: E300A: English Language & Literacy I

Time Allotted: 3 hours

INSTRUCTIONS

1. There are **THREE** parts in this exam paper: A, B, and C.
2. You are required to answer **THREE QUESTIONS** as follows: **the compulsory question in Part A, one question from Part B, and one question from Part C.**
3. We advise you to devote 10 minutes for reading through the whole paper and making the appropriate selection of questions.
4. The following table shows the structure of the exam, the marks allotted for each part, and the time you are advised to spend on each question

PART	Question No	Marks	Minutes
A	1	18	60
B	2	16	55
	3		
C	4	16	55
	5		
TOTAL		50	

5. At the end of the examination,

- Make sure that you have answered all required questions
- Edit your answers paying attention to grammar, punctuation, and spelling
- Cross out any notes you make which you do not want to be considered.

PART (A): YOU MUST ANSWER THE QUESTION IN THIS PART

QUESTION 1:

Choose any **TWO** of the following topics and write a short essay of about 200 words on each one. Aim to spend around 25 minutes on each. This question carries 9 marks, 4.5 for each essay.

- “Languages provide a variety of ways of saying the same thing.” Discuss this quote from Chapter 1 of Holmes’ *An Introduction to Sociolinguistics*, with special reference to arguments favouring sociolinguistic studies.
- How and why do standard languages emerge and develop? How did Standard English emerge? Explore with reference to Part 1 of E300: Sociolinguistics.
- Under the title of: ‘How do we study language change?’ Janet Holmes talks about ‘apparent-time studies’ and ‘language change in real time’, Explore these concepts and discuss the reasons that lie behind language change.

- What is the accommodation theory concerning the choice of style? Discuss with reference to speech convergence, divergence and accommodation problems.

PART B: ANSWER EITHER QUESTION 2 OR QUESTION 3

QUESTION 2:

In an essay of around 350 words, discuss the grammatical terms below which represent Halliday’s experiential functions of nominal groups described in Chapter 7 of the *Functional Analysis of language*:

Deictic, Numerative, Classifier, Epithet, Thing, Qualifier.

QUESTION 3:

Plot the functional structure of rank-shifted clauses and main clauses in the sentences below. The following is an illustrative example:

You will enjoy meeting your fellow members.

You	will	enjoy	[[meeting	your fellow members]]
			[[P	C]]
S	F	P	C	

They took what they wanted.

Cutting plaster is not difficult.

These are men who always support us.

To err is human; to forgive divine.

Yesterday he promised to help them.

This is where grazing predominates.

Reports suggest that many children are becoming overweight.

That earthquakes can last long, may be predictable.

PART C: ANSWER EITHER QUESTION 4 OR QUESTION 5.

QUESTION 4:

In his focus on language and power in discourse analysis, Norman Fairclough argues that there is a connection between unequal relations of power and language use.

1. Choose and discuss two encounters that manifest power in discourse.
2. Identify areas of constraints enacted through the discourse.
3. Give examples on language indicators of power in discourse.

QUESTION 5:

Explore the relationship between the contributions of the therapist (T) and the client (CL) in the following extract which appears in *Language and Power*. Discuss its relevance to Fairclough’s Critical Language Study theory. Find and discuss evidence in the extract related to whether T is trying to control or show rapport with the client (CL).

- (1) CL: It all comes pretty vague. But you know I keep, keep having the thought occur to me that this whole process for me is kind of like Examining pieces of a jig-saw puzzle. It seems to me I, I’m in the process now of examining the individual pieces which really don’t have too much

meaning. Probably handling them, not even beginning to think of a pattern. That keeps coming to me. And it's interesting to me because I, I really don't like jig-saw puzzles. They've always irritated me. But that's my feeling. And I mean I pick up little pieces (*T gestures throughout this conversation to illustrate CL's statements*) with absolutely no meaning except I mean the, the feeling that you get from simply handling them without the, the feeling that you get from simply handling them without seeing them as a pattern, but just from the touch, I probably feel, well it is going to fit some place here.

- (2) T: And that at the moment that, that's the process, just getting the feel and the shape and the configuration of the different pieces with a little bit of background feeling of, yeah they'll probably fit somewhere, but most of the attention's focused right on, 'What does this feel like? And what's its texture?'
- (3) CL: That's right. There's almost something physical in it. A, ə -
- (4) T: You can't quite describe it without using your hands. A real, almost a ... sense in -
- (5) CL: That's right. Again it's, it's a feeling of being very objective, and yet, I've never been quite so close to myself.
- (6) T: Almost at one and the same time standing off and looking at yourself and yet somehow being closer to yourself that way than -
- (7) CL: M-hm. And yet for the first time in months I am not thinking about my problems. I am not actually, I'm not working on them.
- (8) T: I get the impression you don't sort of sit down to work on 'my problems'. It isn't that feeling at all.
- (9) CL: That's right, I suppose what I, what I mean actually is that I'm not sitting down to put this puzzle together as, as something, I've got to see the picture. It, it may be that, it may be that I am actually enjoying this feeling process. Or, I'm certainly learning something.
- (10) T: At least there's sense of immediate goal of getting that feel as being the thing, not that you're doing this in order to see a picture, but that it's a, a satisfaction of really getting acquainted with each piece. Is that -
- (11) CL: That's it. That's it... It's quite interesting. Sometimes not entirely pleasant, I'm sure but -
- (12) T: A rather different sort of experience.
- (13) CL: Yes. Quite.

(Extracted & slightly adapted from N. Fairclough: *Language and Power(L & P)*, 2nd ed., pp. 185-6. (Source: Rogers 1967, pp.77-8))

16.2. E300B: Final Examination Sample

Course No & Title: E300B: English Language and Literacy Part II

Time Allotted: 3 hours

INSTRUCTIONS

1. There are **THREE** parts in this exam paper: A, B, and C.
2. You are required to answer **THREE QUESTIONS** as follows: **the compulsory question in Part A, one question from Part B, and one question from Part C.**
3. We advise you to devote 10 minutes for reading through the whole paper and making the appropriate selection of questions.
4. The following table shows the structure of the exam, the marks allotted for each part, and the time you are advised to spend on each question

PART	Question No	Marks	Minutes
A	1	18	60
B	2	16	55
	3		
C	4	16	55
	5		
TOTAL		50	

5. At the end of the examination,

- Make sure that you have answered all required questions
- Edit your answers paying attention to grammar, punctuation, and spelling
- Cross out any notes you make which you do not want to be considered.

PART (A): YOU MUST ANSWER THE QUESTION IN THIS PART

QUESTION 1:

There are various ways of looking at the topic of ethnography of communication. The following two questions approach it from different angles. Answer ONE of them (I or II) in essay form and in around 400 words.

- I. Explain what is meant by an ethnography of communication. Outline Hymes' fundamental notions of this theory.
- II. In the article, "The problem of meaning in primitive languages," Bronislaw Malinowski discusses the difficulties he faced in the course of his ethnographic research among Melanesian tribes in New Guinea. Explain those fundamental difficulties and the way they relate to Malinowski's view of language.

PART B: ANSWER EITHER QUESTION 2 OR QUESTION 3

QUESTION 2:

What is the dominant theme of Sola and Bennett’s article “The struggle for voice: narrative, literacy, and consciousness in an East Harlem school”? Explore their findings against the background of language and literacy debates. Write an essay of around 400 words.

QUESTION 3:

What does Harvey Graff refer to by the “literacy myth” in his article “The legacies of literacy”? Discuss his outlook of literacy and note the components which he deems necessary for a more adequate definition of literacy. Write an essay of around 400 words.

PART C: ANSWER EITHER QUESTION 4 OR QUESTION 5

QUESTION 4:

How does Michael Stubbs view language planning in his article “Educational language planning in England and Wales: Multicultural rhetoric and assimilationist assumptions”?

What is his main argument with regard to the results and recommendations of the various committees set up to address this issue? Write an essay of around 400 words.

QUESTION 5:

With reference to Gauri Viswanathan’s article “The beginnings of English literary study in India under British rule”, explain how and why English literature came to be taught in India during Britain’s rule. Concentrate on the factors and institutions that influenced English literacy in that country. Write an essay of around 400 words.