



FACULTY OF LANGUAGE STUDIES

PROGRAMME HANDBOOK 2009/2010

- **BA (Hons) English Language and Literature (OUVA)**
- **BA (Joint Hons) ELL with Business Studies (OUVA)**
- **Undergraduate Exit Awards in ELL (OUVA)**

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Foreword

This handbook is meant to provide an overall view of the two BA tracks which the Faculty of Language Studies offers in partnership with UK OU:

- **BA (Hons) in English Language and Literature (ELL),**
and
- **BA (Joint Hons) in ELL with Business**

While preserving all courses required for the OU BA degree in ELL, additional components have been added to AOU study plans to meet national and local accreditation requirements at the various AOU branches. Secondly, in view of the fact that most AOU students are non-native speakers of English, special arrangements have been made in the study plan to upgrade students' overall competence in English.

The following two courses have been added to the study plans of the two programmes to meet the two objectives referred to above:

- EL120: English Phonetics and Linguistics
- EL121: The Short Story and Essay Writing

The section on "course assessment" is meant to give a brief description of the various components of assessment and the balance between these components. Other details about AOU assessment procedures (e.g. group and anonymous marking; exams coordination and monitoring, etc.) can be found in: *The FLS Assessment Booklet: Guiding Principles and Procedures (AOU)*.

This handbook does not describe teaching materials used in delivering the courses required for either programme. Nor does it describe student support materials used in conjunction with course materials. Details about teaching and support materials can be accessed from AOU website at: www.arabou.org.

In preparing this handbook I have benefited from information from the UK OU website www.open.ac.uk as well as from discussions with my colleagues Professor Najib Al-Shehabi, Dr. Ibrahim Dawood, and Dr Angelica DeAngelis, whom I would like to thank for the comments and suggestions they have made.

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1. BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE BA (Hons) ELL (OUVA)

1. 1. Why English Language and Literature

The following five objectives constitute the overall mission of the Arab Open University (AOU):

1. Promote an open system of higher education that provides opportunities in professional development and lifelong learning,
2. Adopt high standards of excellence in the teaching and training of its students, and in the stimulation of work generated by its faculty and staff,
3. Graduate individuals capable of assimilating current and emerging technologies, and capable of working within a global economy,
4. Foster an environment of intellectual development and pursuit of research dedicated to serving Arab and international societies,
5. Instill in its students the spirit of upholding Arab-Islamic social and ethical values and an appreciation of other human cultures and heritages.

As can be seen from Objective 5 above, “an appreciation of other human cultures and heritages” is an important feature of AOU: hence, one of the first four programmes of study launched at AOU in 2002 was the BA Programme in English Language and Literature. This yearning for engaging foreign languages, cultures, and sciences is deeply rooted in the Arab-Islamic civilization and, indeed, history tells us that the Caliphs rewarded scholars who translated books from other languages into Arabic with gold equivalent to the weight of the translated work. More recently, a *Strategy for the Development of Arab Education*¹-- the monumental work prepared by Arab League Educational, Cultural and Scientific Organization [ALECSO] published in 1979 – proclaimed:

¹ Al-Sharif, Mohammed, et. al. (1979).

The Arab nation cannot afford to be isolated from the international community and from contemporary culture. Contrary to this, it has made throughout its history contacts with other peoples and cultures and should continue to do so in order to know the world at large and to assimilate the scientific and technological revolution... and take an active role in attaining international peace that is based on justice, right and equality.

And yet, we may ask, why study or teach English?

The answers to this question are manifold, three significant arguments being:

1. English is the global lingua franca, and thus a reasonable mastery of English is an essential requirement for productive international communication and cooperation. Today, there are more than 450 million users of English as a native or first language and as many as 350 million users of English as a second language in countries as different as India or Nigeria. The estimates for English as a foreign language vary from as low as 100 million to as high as one billion. Further, it has been estimated that about 80% of the various uses of English do not involve native-speakers at all, but involve two or more non-native speakers using the language as their lingua franca. It is furthermore predicted that, given current population trends, there will be 50% more speakers of English as a foreign language than native-speakers within a decade, making English even more vital to international communication than it is today.²

2. English is the language of science, technology, business, economy, aviation, industry, and tourism, as well as the language of great literatures, and thus a necessary tool for the economic, social, cultural and technological development of each and every Arab country.

3. English is also a necessary tool for individual economic, academic and social advancement³ -- with high-level mastery of English functioning as a prerequisite for most prestigious jobs and professions, and the combination of computer and English language skills serving as the basic markers of job-literacy. Indeed, holders of a good BA degree in English Language and Literature now hold key positions in Arab

² Crystal, David (1997). *English as a Global Language*, C.U.P., London.

³ British Council (1995). *English in the World: The English 2000 Global Consultation*, British Council, Manchester.

countries in the public and the private sectors – as ministers and administrators; ambassadors; university rectors and deans; and as highly respected translators and educators. In theory, a graduate with a BA degree in English Language and Literature can, with relevant job training, enjoy a rewarding career in any position that requires the use of spoken and written English – in international organizations; in media such as radio, TV, or newspapers; in public relations departments in the public and private sectors; and in banks and similar industries. School teaching is yet another career possibility, particularly for graduates who have a very good command of English, when augmented by training in teaching methods.

A primary and explicit objective of English Language and Literature programmes at Arab universities is to graduate individuals who can communicate with the world at large, on the one hand, and serve societal national needs and demands, on the other. Graduating individuals who can communicate with the world, understand it, and make themselves understood to it, is possibly the most significant mission of university foreign language programmes, for it is only through familiarity with and understanding of thought patterns, social mores, and ways of feeling of peoples who differ from us in historical time or cultural context that we will be able to become more tolerant of others and to appreciate our own culture more deeply. Indeed, as we are nearing the end of the first decade of the third millennium that is creating new values, ideals, and obligations, Arab peoples cannot afford not to be active players on the new world stage, and inasmuch as we expect other nations to understand us, it is important for us to understand other nations, even if their values and ideals are different from ours. ⁴

Secondly, specialists in English Language and Literature are ideally prepared to transmit Arab and Islamic culture, modes of thinking, and ideals to the global community by employing the rhetoric appropriate to different nations in different parts of the world. Who is more equipped to contribute to this tremendous task and this type of dialogue than someone well-versed in the world's "lingua franca"? Through such understanding and dialogue, we can begin to dispel some of the misconceptions

⁴ Mukattash, Lewis (2001). Reconciling L1 and L2 culture and teaching methodology, paper read at the 21st CDELT Conference, Ain Shams University, Cairo 3-5, April, 2001.

surrounding us in certain parts of the world, and give the rest of the world “more correct images of Islam and of Arab culture, past and present.”⁵

It is important to note, in closing, that well functioning and successful BA programmes in English Language and Literature at Arab universities are not established to serve either the English Language or English Literature: such needs as they have are well looked after elsewhere. Rather, such programmes primarily serve Arab needs and interests, and for this reason, they should be rigorous in their design and staffing so that they attract large numbers of highly competent students and produce graduates who are stellar in quality.

1.2. Background Information

The BA Programme in ELL was launched at the beginning of the academic session 2002/2003 in Kuwait, Jordan, and Lebanon. At the beginning of the next academic session 2003/2004 the programme commenced in the other three AOU branches, in Bahrain, Egypt, and Saudi Arabia. In December 2003 the BA Programme was unconditionally validated by OUVS and in May 2007 it was revalidated for five years by UK Open University Validating Services.

At the end of the academic session 2005/2006 the first group of ELL students fulfilled the award requirements for the BA (Hons). Forty-six students from three branches were awarded the BA degree of both AOU and UK OU.

Like other AOU programmes, the ELL programme is delivered in a new mode of study/learning comprising face-to-face instruction/tutoring (25%) and self-learning (75%) that addresses the academic and vocational needs of students.

Teaching materials and course guides used in delivering specialisation courses in the programme, all OU-based, have been judged by tutors and

⁵ Mowafy, M. (1983). “The Role of departments of English at Arab universities, in Dahiyat, E. and M. Ibrahim (eds.), *Papers from the First Conference on the Problems of Teaching English Language and Literature at Arab Universities*, University of Jordan, Amman.

students as stimulating and conducive to learning. Other learning sources include:

- **Audio-Visual Materials:** Most courses are accompanied by different types of AV material (ACs, VCs and CDs). Such material provides excellent opportunities for the student in listening comprehension. Furthermore, they enable the student to observe variation in English pronunciation.
- **English Language Corpus:** An important component of the ELL programme is the English language corpus. This is a four-million word corpus of authentic English comprising four registers, one million words each: Academic Writing; Fiction; Newspaper; and Spoken English. The corpus is accompanied by special software that enables students with a click of a button to search for occurrences of lexical words, grammatical structures, collocations; etc. and to observe variation amongst the registers, particularly speech and writing.
- **Online Support Materials:** For each course there are different types of support materials which the student can learn from. An obvious example is the Specimen Exam Papers (SEP) of actual examinations used in previous years. Each SEP is followed by an Answer Key. There are also some sample TMAs followed by tutors comments, which constitute a learning experience with regard to text organization and the developments of arguments, and hence improve writing skills.
- **Online EFL Sites:** There are hundreds of sites that deal with various aspects of "English as a Foreign Language": grammar, pronunciation, vocabulary, idioms, writing, etc. Some of these sites are listed on AOU website under [English Communication Skills](#).

The figures below show that the ELL programme continues to be in high demand. Enrolled student numbers over the last two years have shown a noticeable increase:

- October 2006: 1892 students
- February 2007: 1949 students
- October 2007: 2139 students
- February 2008: 2154 students
- October 2009: 3275 students

The ELL programme is delivered by fifty-five academic staff [28 full-timers and 27 part-timers] most of whom hold PhDs in English literature and linguistics, mainly from well-known international universities [See Section 7 below].

1.3. Programme Objectives

(i) General Objectives

The BA Programme in ELL aims to:

- provide students with high quality instruction and training in English Language and Literature;
- offer a programme of distance learning that addresses the academic and vocational needs of students in language communication and literary appreciation;
- 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;
- develop creative and critical thinking in students as well as appropriate communication skills in writing, oral presentations, and performance;
- prepare students for further and more advanced study;
- prepare and qualify students for employment in a global environment;
- develop in the students "a range of specific and transferable skills, including high-order conceptual, literacy and communication skills of value in graduate employment ";
- relate and integrate both language and literature material they studied across the range of genres, time, and place;
- provide an objective, independent and critical evaluation of both language and literature texts.

(ii) Specific Objectives

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

- Communicate in English with ease and confidence on everyday matters, as well as on matters relating to their university education;
- 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.

1. 4. Programme Learning Outcomes

The BA Programme in English Language and Literature provides the opportunity for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

(A) *Knowledge and Understanding of:*

- a substantial number of authors and texts in English (or translated into English), including texts written in English outside the UK;
- the character and conventions of the principal literary genres - poetry, fiction and drama, and of other kinds of writing and communication;
- the history of English, its contemporary diversity, its role as a global language, and its use in a range of contexts in different parts of the world;
- debates surrounding the historical and temporary position of English in relation to other languages and language varieties;
- how literature and language both reflect and impact upon cultural change and difference; and of the way texts are written and received within literary, cultural and socio-historical contexts;
- how language and literature may be described and analysed;
- the nature of linguistic evidence and different methods used in the collection and analysis of language data;
- different theoretical approaches to the study of literature, language and literacy.

(B) *Cognitive skills - be able to:*

- develop critical skills in the close reading and analysis of diverse texts;
- acquire complex information of diverse kinds from a variety of sources (such as academic libraries, the internet, CD-ROMs, and corpora)
- learn and use appropriate linguistic and critical terminology to describe and analyse texts;
- synthesize information and ideas drawn from varied sources and critically evaluate explanations, arguments and theories;
- engage with different interpretations of texts; relate abstract concepts and theories to specific texts.

(C) *Key skills - be able to:*

Communication

- identify relevant material from a variety of sources, including multimedia material;
- read, synthesize and evaluate the significance of substantial quantities of material;
- present sustained and persuasive arguments cogently and coherently;
- reference sources in an appropriate way.

Information technology

- use information technology skills to access, store, manage and present data effectively;
- use relevant computational tools and software packages where appropriate for the analysis of data;

Application of number

- understand, interpret and discuss basic statistical data in the form of graphs, tables and diagrams.

Improving own learning and performance

- work independently, scheduling tasks and managing time effectively;
- study and learn more independently, and from a variety of different media and teaching methods;
- identify and use sources of support;
- make use of feedback from a tutor to improve performance;
- monitor and reflect on personal progress.

(D) Practical and/or professional skills:

- become better informed, more active and questioning members of society through the ability to identify and evaluate conflicting arguments, including recognizing the significance of different value positions in these arguments;
- transfer and use relevant key skills (see section C above) in the workplace context;
- use the more specific knowledge, analytical skills and methods of language and literature studies as a strong basis for work in many professions.

1. 5. Degree Requirements

The BA Programme in English Language and Literature [BA (Hons) ELL] has been developed and will be delivered by The Arab Open University. It has been validated through a process of external peer review by The Open University, UK as being of an appropriate standard and quality to lead to The Open University validated award of: **BA (Hons) ELL (OUVA)**.

The programme is offered in two tracks:

- (i) English Language and Literature, leading to the BA degree in English Language and Literature [**BA (Hons) ELL**], and
- (ii) English Language and Literature with Business Studies (ELL with BS) leading to the BA degree in English Language and Literature (ELL) with Business Studies (BS) [**BA (Hons) ELL with BS**]

The degree comprises 128-142 credit hours which can be completed over a four-year period of full-time study. The number of credit hours selected within this range is determined by (i) the track the student takes, and (ii) local accreditation requirements. The breakdown of credit hours and courses needed to complete the programme are as follows:

No	Category	Credit Hours
1	Mandatory General University Requirements	18
2	Faculty Requirements & University Electives	14-28
3	Core Specialization Courses	96
Total		128-142

Below are details of the three categories/components of the programme.

(1) Mandatory General University Requirements (18 credit hours)

The following **six** courses comprise the Mandatory General University Requirements (**18** credit hours)

Course No	Course Title	Credit Hours	Pre-requisite
AR111	Arabic Communication Skills (I)	3	
AR112	Arabic Communication Skills (II)	3	AR111
EL111	English Communication Skills (I)	3	
EL112	English Communication Skills (II)	3	EL111
GR101	Independent Study Skills	3	
TU170	Learning On-Line	3	

(2) Faculty Requirements & University Electives (14-16 credit hours)

(i) Faculty Requirements & University Electives to be taken from the table below:

- (i) **ELL track: 14-20** credit hours according to local accreditation requirements,
- (ii) **ELL track with BS: 22-28** credit hours according to local accreditation requirements.

Course Number	Course Title	Credit Hours	Pre-requisite	Remarks
B120	An Introduction to Business Studies	8	EL111	Obligatory faculty requirement for ELL with BS
EL120	English Phonetics and Linguistics	4	EL111	Obligatory faculty requirement for
EL121	The Short Story and Essay	4	EL111	

	Writing			the two tracks
EL230	American Literature	4	EL121	
EL320	Translation	4	EL120	
EL340	Teaching English as a Foreign Language	4	U210B	
T175A	Networked Living: Exploring Information & Communication Technologies (I)	4	TU170	
T175B	Networked Living: Exploring Information & Communication Technologies (II)	4	T175A	
GR111	Arab-Islamic Civilization	3	-	
GR131	Branch Requirement	3	-	
LB160	Business English Communication	8	-	
DD121	An Introduction to the Social Sciences (I)	8	-	

(3) Core Programme (Specialization) Courses (96 credit hours for each track)

Symbol: X means an obligatory course for the track

Course Number & Title	Credit Hours	Pre requisite	Tracks	
			ELL	ELL with BS
A123A: An Introduction to the Humanities (I)	8	EL112 & EL121	X	X
A123B: An Introduction to the Humanities (II)	8	A123A	X	X
A210A: Approaching Literature (I): The Realist Novel & Shakespeare and the Canon	8	A123B	X	X
A210B: Approaching Literature (II): Romantic Writings	8	A123B	X	X
U210A: The English Language: Past, Present and Future (I)	8	EL112 & EL120	X	X

U210B: The English Language: Past, Present and Future (II)	8	EL112 & EL120	X	X
E300A: English Language and Literacy (I)	8	U210B	X	-
E300B: English Language and Literacy (II)	8	E300A	X	-
E303A: English Grammar in Context (I)	8	U210B	X	Both (I) & (II)
E303B: English Grammar in Context (II)	8	E303A	X	
				OR
A319A: Literature in the Modern World (I)	8	A210A	X	Both (I) & (II)
A319B: Literature in the Modern World (II)	8	A319A	X	
B202A : Understanding Business Functions (I)	8	B120	-	X
B202B: Understanding Business Functions (II)	8	B202A	-	X
B300A: Business Behaviour in a Changing World (I)	8	B120	-	X
B300B: Business Behaviour in a Changing World (II)	8	B300A	-	X
Total			96	96

CORRESPONDENCES BETWEEN COURSES IN THE OLD STUDY PLAN & COURSES IN THE NEW STUDY PLAN

NEW STUDY PLAN NEW COURSES			EQUIVALENT COURSES IN THE OLD STUDY PLAN	
Course No	Course Title	Credit Hours	Course No & Title	Credit Hours
EL120	English Phonetics & Linguistics	4	University Electives List	8 at least
EL121	The Short Story & Essay Writing	4		
A123A	An Introduction to the	8		

	Humanities (I)		A123: An Introduction to the Humanities	16
A123B	An Introduction to the Humanities (II)	8		
A210A	Approaching Literature (I): The Realist Novel & Shakespeare and the Canon	8	A210: Approaching Literature	16
A210B	Approaching Literature (II): Romantic Writings	8		
U210A	The English Language: Past, Present and Future (I)	8	SAME COURSE: NO CHANGE	8
U210B	The English Language: Past, Present and Future (II)	8	SAME COURSE: NO CHANGE	8
E303A	English Grammar in Context (I)	8	E303: English Grammar in Context	16
E303B	English Grammar in Context (II)	8		
E300A	English Language and Literacy (I)	8	E300: English Language and Literacy	16
E300B	English Language and Literacy (II)	8		
A319A	Literature in the Modern World (I)	8	A319: Literature in the Modern World	16
A319B	Literature in the Modern World (II)	8		
B202A	Understanding Business Functions (I)	8	B202: Understanding Business Functions	16
B202B	Understanding Business Functions (II)	8		
B300A	Business Behaviour in a Changing World (I)	8	B300: Business Behaviour in a Changing World	16
B300B	Business Behaviour in a Changing World (II)	8		

1.6. Course Description

1.6.1. Core courses

A123 - An Introduction to Humanities A&B (8 credit hours each)

A123A&B: An Introduction to the Humanities Parts I and II are intended to introduce five Humanities disciplines: **art history, literature, history, philosophy** and **classical studies**. You will first learn the

methodology of each discipline. Then, you will work progressively and in more depth on chosen texts from three areas: the classical world, the neoclassical world and the modern world. The expression of prevailing philosophical concepts, which evolve through time in art and literature, is central to the choice of texts. The content spans aspects of ancient to modern Western civilization and is intended to be of broad cultural interest.

The course provides instruction in reading, responding to and evaluating material drawn from the five disciplines, and expressing views, orally and in writing. Those who complete the course successfully will proceed to further critical assessment of complete texts, expressing a response through argument supported by evidence in a range of writing styles suitable to each of the disciplines. The course allows you to combine precise thinking with general cultural insight, and experience cross-relating key concepts.

The course aims to:

1. introduce you to what is studied in the humanities;
2. help you to develop basic skills of analysis, argument and expression;
3. instruct you in ways to understand and evaluate texts that are characteristic of each discipline;
4. develop your aesthetic response and help you articulate it in such a way as to reach a degree of consensus with others working in the same academic discipline;
5. encourage your response to Humanities texts as enjoyable, instructive, culturally broadening and life enhancing.

This OU-based course was originally designed to be delivered over one academic year. For practical purposes the course is divided into two equal parts each delivered as an independent course as follows:

- (i) A123A: An Introduction to the Humanities : Part (I)**
- (ii) A123B: An Introduction to the Humanities : Part (II)**

The relationship between the two parts (A123A & A123B) is as follows:

- A123A is a prerequisite for A123B. This means you cannot register in A123B unless you have passed A123A.
- A123A and A123B are treated as independent courses for purposes of student registration.

- A123A and A123B 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 A123A and A123B will be entered separately onto your transcript. For more details see Section 8 below.
- Some of the teaching/learning materials used in A123A will also be used in A123B. This means you will receive a complete course kit upon registering in A123A. See Section 4 below.

Course Structure /Organization

A123 is divided into five blocks.

The **Introductory Block** introduces the five disciplines as well as essential skills required for reading and analysis, note taking and essay writing. Blocks 1-4 then develop work in each of the disciplines. Block 5 will help to consolidate all this work.

As seen in the *Introductory Block* and Study Calendar, the course is divided into study weeks. Each study week is mapped out at the beginning of the course unit; in some cases a topic has been spread over two study weeks, such as in Block 2. What exactly a student will do in any week will vary slightly, but s/he should expect to read the study week material, and work through the exercises included in it. A student may also have material to read in one of the resource books, an audio CD to listen to, an essay (tutor-marked assignment) to write, or a set book to read.

As also seen in the Study Calendar, there are some weeks which do not have any block work. These are called reading weeks during which a student is expected to catch up on and consolidate course material. Where a reading week occurs, there will be guidance on it in a separate short unit at the end of the block.

The main content of each of the Blocks is described below:

- **A123A**

A123A consists of three blocks: the Introductory Block, Block 1 and Block 2 as described below.

Introductory Block: The opening block introduces the essential study skills which underpin the whole of student work in A123. Here students will find answers to such questions as 'How will becoming a student affect my life?' 'What will I need to do to organize my study materials?' 'How much time will I need each week to keep up with the course?' Most importantly, the skills needed to work on 'texts': looking closely at pictures, reading and reflecting, following argument then selecting points, note taking and producing evaluations of the topic in essay form, are all explained and practised. By the end of the block a student will be equipped for work on the rest of the course.

Block 1 Form and Reading: The block develops work in the subjects of art history, literature, history and philosophy. The techniques of close analysis studied should enrich appreciation and understanding of the fine arts and literature. Questions such as: what is it that is special about a particular poem or painting? and, what generates your response to them? are considered with regard to a selection of works of art and literature. The importance of primary and secondary sources is considered in the history section. The philosophy section aims to develop student skills in the critical analysis of arguments.

Block 2 The Classical World: This block brings together the disciplines of art history and classical studies in an interdisciplinary case study of the design and social function of the Roman Colosseum. The classical studies part of this block explores the Colosseum as a symbol of Roman society and its function as a place of punishment and spectacle. The art history component examines the architecture and design of the arena, and then proceeds to a study of the uses and design of modern stadia.

You will be given extra time for revision and consolidation.

- **A123B**

A123B consists of three blocks: Blocks 3,4 and 5 as described below.

Block 3 The Neoclassical World: This block is broadly based on the ideas and events of the French Revolution. The first two weeks introduce the study of history. Methodological skills will be developed, and students look at the different kinds of text available to the historian as well as the value of contemporary texts in the understanding of the Revolution's historical context. In the following two weeks, students examine the ideas of the philosopher Jean-Jacques Rousseau, whose

thought inspired the revolutionaries. His relevance to modern democracy is considered. Finally, the importance of historical context in art history is demonstrated in a study of Jacques-Louis David, the 'official' painter at the time of the French Revolution.

Block 4 The Modern World: This block opens with the 1832 Reform Act in England and the extension of political involvement to the mass of the populace. Primary source documents relating to the event are studied in considerable detail, using the methodology for handling source material that was taught in Block 1 and practised in Block 3.

In the final literature unit, the text used is George Bernard Shaw's play *Pygmalion*. This play expresses the changing expectations of the populace as the nineteenth century moved into the twentieth. In G.B. Shaw's play (of 1912), a flower girl is transformed into a duchess – with ensuing problems. The play also has strong language interest, with reference to variation in English dialects. Also studied in detail are the dramatic structure of the work, characterization, theme and dialogue.

Block 5 Looking Back, Looking Forward: The final week of study brings together themes and issues from the course. This consolidation material enables students to reflect on what has been learned, and on the skills and knowledge that they carry forward in their studies in subsequent years.

A210A: Approaching Literature (I): The Realist Novel & Shakespeare and the Canon (8 credit hours)
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The broad aims of A210A: The Realist Novel & Shakespeare and the Canon are:

- To introduce students to two current approaches to literature:
 - through the concept of genre (The Realist Novel);
 - through the idea of a great author in the canon of literature (Shakespeare and the Canon).
- To introduce students to a wide range of literary texts, mostly written in English, from the second half of the sixteenth century through to the mid-nineteenth century.
- To prepare students for the study of literature and drama at more advanced levels, so that they will be able to proceed to study literature courses at higher levels.

A210A was part of **A210: Approaching Literature** which was designed to be delivered over one academic year.

For practical purposes A210 is divided into two independent courses:

- (i) A210A: Approaching Literature (I): The Realist Novel & Shakespeare and the Canon
- (ii) A210B: Approaching Literature (II): Romantic Writings

The two new courses are independent of each other.

Relationship Between A210A & A210B:

Important note: None of the two courses is a prerequisite for the other.

- A210A and A210B are treated as independent courses for purposes of student registration.
- A210A and A210B are also 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 A210A and A210B will be entered separately onto your transcript.
- The teaching/learning materials used in A210A will not be used in A210B.

Course Structure /Organization

A210A is divided into two blocks; each of which concentrates on a different approach to the study of literature. The structure of each block is summarized below:

Block 1: The Realist Novel: focuses on genre which is one of the most familiar ways of studying literary texts, taking the nineteenth-century realist novel as a well-known and accessible example of a literary genre. The block considers two major aspects to genre as a defining category: the formal and the historical. Whereas Jane Austen's *Pride and Prejudice* illustrates the mainstream characteristics of the realist novel, Charlotte Bronte's *Jane Eyre* is presented as a discussion text which challenges the mainstream. Charles Dickens's *Great Expectations* and

Ivan Turgener's *Fathers and Sons* broaden the scope of the study in both literary and historical terms. There are extracts from critical writings which help the students understand the novels which they study in this block.

Block 2: Shakespeare and the Canon: This block approaches literature through the idea of the great author and the literary canon, and asks why one author achieves canonical status rather than another. The 'great author' considered is William Shakespeare. Four Shakespeare plays are studied, both as individual plays and as texts contributing to the canon: *Henry V*, *Othello*, *Julius Caesar*, and *As You Like It*. The cultural, historical and political conditions of production of all four plays are discussed and the differences between reading the texts of plays and studying performances, in stage, video, film and audio versions, are also explored.

A210B: Approaching Literature (II): Romantic Writings (8 credit hours)

The broad aims of A210B: The Romantic Writings are:

1. To introduce students to the current approach to literature through period studies (Romantic Writings)
2. To introduce students to a wide range of literary texts, mostly poems written in English during the Romantic Period 1780-1830.
3. To prepare students for the study of literature and poetry at more advanced levels, so that they will be able to proceed to study literature courses at higher levels.

A210B was part of A210: Approaching Literature which was designed to be delivered over a one academic year.

For practical purposes A210 is divided into two independent courses:

- (i) A210A: Approaching Literature (I): The Realist Novel & Shakespeare and the Canon
- (ii) A210B: Approaching Literature (II): Romantic Writings

Course Structure /Organization

A210B consists of only one block: the **Romantic Writings**.

This block explores the cultural and historical significance of the Romantic period in both Britain and Europe, using a wide range of poetry and prose from the period 1780–1830. The role of the Romantic artist, Romantic allegory, colonialism and the exotic, and women writers and readers in the Romantic period are among the issues raised in the book, *Romantic Writings*, which forms the basis of your study.

The literary texts studied include works by well-known English Romantic writers: William Wordsworth, Samuel Taylor Coleridge, William Blake, Percy Bysshe Shelley, Lord Byron and John Keats. A range of poetry by women writers is used as the discussion ‘text’ to examine the issue of gender in the Romantic movement and the Romantic period. Study of two prose texts – Heinrich von Kleist’s *The Betrothal on Santo Domingo* and E.T.A. Hoffmann’s *The Sandman* – adds European and prose perspective on these issues.

The relationship between the components of the course together with an indicative timetable of study is delineated in the course Study Calendar.

<p>U210A - The English Language: past, present and future (Part I) (8 credit hours)</p>
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U210A is the first of two connected courses, U210A and U210B. Together, the two courses provide a detailed discussion and presentation of the historical development of English from its early beginnings to the present; the different registers of English; English in a social context; the relationship between English, culture and national identity; the influence of modern technology on English and the way it is used; and economic, cultural, and political issues arising from the spread of English in the world.

The course aims to:

1. provide students with an understanding of the history of English, how the language continues to develop and change, and how it is used in a variety of contexts and for a variety of purposes;
2. provide students with an introduction to the study of English – how the language may be researched, described and analysed;

3. enable students to relate evidence from research and other sources to their own experiences of English;
4. provide opportunities for students to carry out analyses of spoken and written English.

Course Structure /Organization

U210A, the first of the two courses, is divided into four major blocks corresponding to the four general aims of the course:

- **Block 1:** History of English;
- **Block 2:** Varieties of English (variation in phonological, grammatical and stylistic aspects);
- **Block 3:** English in Use (from everyday talk to rhetoric);
- **Block 4:** English as Art (the literary wealth of English)

In addition to course books and set books the teaching materials for U210A comprise audio and video materials as described below.

The **audio materials** deal with various aspects of English:

- history and change in English - what early varieties of English may have sounded like, and the development of different Englishes in different parts of the world;
- some linguistic characteristics of contemporary varieties of English, and how individual speakers continually vary the way they speak;
- the use of English in various contexts – everyday conversations and letter writing; English in industry and commerce; 'legalese'; public speaking in English;
- creative uses of English, from popular music to the literature canon; writers talking about their own language and cultural backgrounds, and how these have influenced their work.

The **visual materials**, on the other hand, focus on examples of language use where it is particularly helpful to see contextual information or nonverbal features. Topics include:

- how linguists collect and analyse examples of speech;
- how speech varies in different contexts;
- how English is used in different contexts: English in work, public speaking, and storytelling.

Some Questions the Course Answers

1. Most people would find Old English unintelligible and Middle English hard to read. Why has the language changed so much?
2. Many people have strong ideas about standard and non-standard English. What is Standard English and what is non-standard English? What is the differentiation between the two based upon and how valid is it?
3. The spread of English to territories outside England led to the creation of new forms of English. How and why did this happen? Did these new forms of English play any role in the development of national identity?
4. English is nowadays the most commonly used language all over the world. Is there something special about English that makes it a lingua franca, or is its dominant position related to cultural, economic, and political hegemony and imperialism?
5. How is English used in different registers? How is it used creatively in poetry, drama, and the theatre? What is the appropriate English to use for literature? Is it Standard English, non-standard English or a hybrid non-standard standard English?

U210B - The English Language: past, present and future (Part II) (8 credit hours)

U210B course provides a detailed discussion and presentation in block one of the major theories on language learning in monolingual and bilingual contexts; block two introduces strategies on language teaching, block three discusses the emergence of new genres of English resulting from the advances of technology, and block four evaluates the spread of global English.

The course aims to:

1. equip students with a wider understanding of the English language as it is used by people in monolingual and multilingual contexts
2. introduce major theoretical debate on language learning
3. provide a discussion on the main strategies of teaching English
4. bring about an understanding of how technology is used in the creation of multimodal texts in English
5. evaluate the factors that led to the development of global English and positive and negative views associated with this spread

Course Structure /Organization

U210B, is the second of the two courses, divided into four major blocks corresponding to the four general aims of the course:

Block One examines theories on language learning:

- First Language Development
- English in the Repertoire
- Learning to read and write in English
- English as a Classroom Language

Block Two looks at trends in language teaching

- History of English Teaching
- Issues in English Teaching
- English for Speakers of Other Languages
- English in the Academic World

Block Three examines the role of technology in creating new texts in English

- Text, time and Technology in News English
- Visual English
- English in Cyberspace
- Market Forces Speaks English

Block Four looks at the spread of English and positive and negative views on it

- Global English, Global Culture

In addition to course books the teaching materials for U210B comprise audio and video materials [described in Section 3 above].

The **audio materials** deal with various aspects of English:

- Learning English in monolingual and bilingual settings
- Teaching English in different contexts
- English and technology
- The global spread of English

The **visual materials**, on the other hand, focus on examples of language use where it is particularly helpful to see contextual information or nonverbal features. Topics include:

- how English is learnt in bilingual contexts
- how English is taught in different contexts
- aspects of multimodal texts
- English and other languages

Some questions that are answered in the Course

1. How does children's language develop in the early stages?
2. What are the influences of caregivers and family members on these early stages?
3. Are patterns of language acquisition identical in all languages?
4. How was English defined as a subject and what methods were used to teach it?
5. What factors affected the teaching and learning of English in the twentieth century?
6. What new forms of communication are brought about by technology and how do these affect the spread of English?
7. How has the global use of English been encouraged and discouraged, and for what reasons?
8. How has the global spread and use of English been perceived in different parts of the world?

A319 - Literature in the Modern World A&B: (8 credit hours each)

The main aim of this third level course is to increase your skill in and enjoyment of reading literature, while helping to deepen your understanding of some of the main features of the twentieth-century texts we have selected for study.

The broad aims of this course are:

1. to introduce you to a wide selection of twentieth-century prose fiction, poems and plays, written chiefly between 1920 and 1990;
2. to increase your understanding of methodological approaches and theoretical issues relevant to the study of literature;
3. to explore a number of key factors responsible for the shift from 'English literature' to 'literature in English';
4. to develop your awareness of the relationship between literature and history.

This OU-based course was originally designed to be delivered over one academic year.

For practical purposes the course is divided into and delivered as two equal parts, each constituting an independent course as follows:

- i. **A319A: Literature in the Modern World Part (I)**
- ii. **A319B: Literature in the Modern World Part (II)**

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

Relationship Between A319A & A319B:

1. A319A is a prerequisite for A319B. This means you cannot register in A319B unless you have passed A319A.
2. A319A and A319B are treated as independent courses for purposes of student registration.
3. A319A and A319B 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 A319A and A319B will be entered separately onto your transcript. For more details see Section 8 below.
4. Some of the teaching/learning materials used in A319A will be also used in A319B. **This means you will receive a complete course kit upon registering in A319A.**

Course Structure/Organization

The structure of A319 is partly chronological and partly thematic, and the set texts represent three kinds of writing – prose fiction, poetry and drama – beginning in the 1920s and ending in the 1990s. The course is divided into six blocks, each organized around a theme which is explored through a variety of literary and theoretical texts (except Block 1, which serves as an introduction to the course as a whole). Each theme is the focus of a Block Text, which provides guided discussions of the course literary and theoretical readings. Further discussion and analysis of course material is supplied through the audio CDs. In addition, students attend 30 two-hour tutorial sessions .

Divided into thematic blocks, the course is designed to discuss three distinct areas:

- Set texts representing prose fiction, poetry and/or drama

- One of the course themes
- Theoretical and methodological issues relevant to the study of literature
- **A319A**

A319A consists of three blocks: 1, 2, and 3 as described below.

Block 1: Introduction presents the formal analysis of prose fiction, poetry and drama. This block also introduces some of the major theoretical approaches to be used in the course and offers an overview of the course as a whole, primarily structuralism, Marxism and European feminism.

Block 2: The Impact of Modernism explores the explosive international cultural movement, which brought the European tradition of High Culture to an end and set the stage for twentieth-century writing. This block begins to develop the analytical approach to the three forms of writing introduced in Block 1, and begins our discussion of two courses themes: ‘language and gender’ and ‘literature and ideology’.

Block 3: Literature and Ideology: This block comprising two parts introduces one of the central issues in the course; namely the relationship between literature and ideology. Part 1 introduces students to the concept of ideology and discusses a range of different definitions of the term. It then explores one reaction to Modernism amongst English writers in the aftermath of the First World War: the elaboration of a potent – often unconscious and contradictory – ideology of ‘Englishness’. Part 2 considers the idea of ideology in relation to language and gender, and takes up a theme that runs right through the course, the relationship of women to the literary canon.

The relationship between all these components, together with an indicative timetable of study, is illustrated in the table in the **Course Study Calendar**.

- **A319B**

A319B consists of three blocks: 4, 5, and 6 as described below.

Block 4: End of Empire: This block explores the reverberations within British literary culture of the dissolution of the British Empire through a detailed engagement with and analysis of E.M. Forster’s novel *A Passage*

to India (1924), and a selection of British poetry, 1950-1980. Additionally, the block exposes students to the major tenets of Edward Said's study of 'Orientalism'.

Block 5: New Writings in English: This block aims to explore the richness and variety of these 'new writings' through three principal means. First a study of a selection of major texts from outside the United Kingdom will demonstrate the phenomenal upsurge in literary creativity in English in countries formerly of the British Empire. This will be further revealed through a discussion of certain key themes (history, identity, exile, language and the sense of place), and the contribution of these 'new writings in English' to a redefinition of the English literary canon. Finally, an exploration of the range of literary forms and voices from several countries will show the richness and variety of these 'new writings'.

Block 6: Literature and History: This block involves the study of a number of literary texts from the point of view of their relationship to history. It aims to explore the relationship between literature and history, and to develop an understanding of this relationship by the study of a selection of texts from two main genres: poetry and prose fiction. Furthermore, by foregrounding the relationship between literature and history, this block aims to suggest a productive new perspective to the course as a whole.

The relationship between all these components, together with an indicative timetable of study, is illustrated in the table in the **Course Study Calendar**.

E300 - English Language and Literacy A&B: (8 credit hours each)
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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.

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.
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.

Course Structure /Organization

- **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*.

- **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.

E303 - English Grammar in Context (A&B): (8 credit hours each)

The overall aim of this course is to show how a knowledge and understanding of English grammar can be applied in practical and useful ways.

In broad terms, upon completing this course you will acquire:

- an understanding of the major characteristics of English grammar
- skills in grammatical analysis and interpretation in order to gain an insight into how English ‘works’ in real-life contexts
- skills in applying grammatical understanding in order to evaluate and, where appropriate, improve the quality of spoken and written texts.

This OU-based course was originally designed to be delivered over one academic year. For practical purposes the course is divided into two equal parts each delivered as an independent course as follows:

(i) E303A: English Grammar in Context: Part (I)

(ii) E303B: English Grammar in Context: Part (II)

The Relationship between the two parts (E303A & E303B) is as follows:

- E303A is a prerequisite for E303B. This means you cannot register in E303B unless you have passed E303A.
- E303A and E303B are treated as **independent courses for purposes of student registration.**
- E303A and E303B 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 E303A and E303B will be entered separately onto your transcript. For more details see Section 8 below.
- Some of the teaching/learning materials used in E303A will also be used in E303B. This means **you will receive a complete course kit upon registering in E303A.** See Section 4 below.

Course Structure /Organization

E303 is divided into five blocks; each organised around a main textbook with accompanying CD-ROMs and guided readings from the specially-compiled Course Reader and *Readings Booklet*. The course makes use of a reference grammar book – the *Longman Student Grammar of Spoken and Written English* (see details in Section 4 above). You are referred to

particular sections of this to read during your study of the course books, but it is always available if you want to read more about particular grammatical features.

The computer-based elements of the course (the **Activities CD-ROM** and the **Concordancer and Corpus CD-ROM**) are generally concentrated towards the end of each study unit, so that you can take your books with you and work on them without having a computer nearby, and then do all the computer-based work together in a block later .

The main content of each of the Blocks is described below.

- **E303A:**

E303A consists of three blocks: 1, 2, and 3 as described below.

Block 1 [Getting started: describing the grammar of speech and writing] introduces you to some basic concepts and skills which will be built on in later parts of the course. The main focus is on how spoken and written English differ. You are introduced to some basic grammatical structures such as **clauses** and **phrases**, and you compare how they **function in speech and writing**. You will become familiar with these concepts through a variety of activities, including interactive exercises on the **Activities CD-ROM**. The use of audio will enable you to explore how meaning can be realised in sound (for example, through patterns of intonation). You will also be given hands-on practice in learning to explore English grammar via the use of electronic databases, or **corpora**, using specialised computer software on the Concordancer and Corpus CD-ROM. The *Corpus Tasks* booklet explains how the Concordancer and Corpus CD-ROM fits into your studies, so it is best to refer to this before using the CD-ROM. You will be systematically introduced to the concordancer in Unit 2.

There are seven units in Block 1, as follows:

- Unit 1: Grammar in context
- Unit 2: Corpus and grammatical description
- Unit 3: The units of grammar: function and form in spoken / written English
- Unit 4: The noun phrase
- Unit 5: The verb phrase
- Unit 6: Understanding complexity in and around clauses
- Unit 7: Intonation: turning pandas into killers

Block 2 [Getting Inside English: interpreting texts] continues the exploration of how English grammar varies, focusing in particular on its use in the news media, academic writing and fiction. For example, how are opinions expressed in face-to-face conversation as opposed to, say, newspapers or academic journal articles? Through a mix of readings and hands-on activities you will investigate a wide range of texts, providing you with insight into **how written English varies according to the purposes of everyday situations**. In particular you learn to interpret systematically the meanings made by texts, by understanding how grammar creates different kinds of social relationships and represents social reality in different ways depending on factors such as who we are communicating with and what our agendas are. You will continue to develop concordancing skills and will compare the results of your own mini-corpora with those of your reference grammar.

There are four units in Block 2, as follows:

Unit 8: Ways of speaking: exploring linguistic variability

Unit 9: Packaging and staging information

Unit 10: Positioning and persuading

Unit 11: The angle on the word

Block 3 [Getting Practical: evaluating everyday text] continues to explore grammatical variation but focuses increasingly on **developing a critical orientation to English use**. We take an even closer look at grammatical choices and see that even within particular types of texts, such as novels or newspapers, there is significant grammatical variation which influences how meanings are expressed and importantly, how they are received. Through learning how these choices operate you may be better able to refine your own writing and recognise how other people are using grammar to evoke particular reactions from you. You will be expected not only to describe, interpret and evaluate texts but also to apply your grammatical knowledge and analytical skills as a means of judging and improving the communicative effectiveness of a range of everyday texts.

There are five units in Block 3, as follows:

Unit 12: Getting interpersonal: the grammar of social roles and relationships

Unit 13: Construing human experience: grammar, representation and point of view

Unit 14: Organising messages

Unit 15: Making a text hang together: the role of lexical cohesion

Unit 16: Making a text hang together: the role of grammatical devices

- **E303B**

E303B consists of two blocks: Block 4 and Block 5 as described below.

Block 4: [Getting Down to it: undertaking research] introduces you to research studies on English through grammatical analysis and paves the way for the project work that you undertake later. Thus it moves away from the explicit teaching of grammar to its applications in research settings. Research methods relevant to analysing English in context are highlighted. You will be taken through the stages of **designing, conducting and writing up a research project**, with examples from actual research. Studies using different methods and in different contexts are analysed in depth to demonstrate different methods and applications. You are encouraged to consider whether alternative methodologies would have been suitable and thereby to build up a critical view of research.

There are five units in Block 4, as follows:

Unit 17: The context of language research

Unit 18: Designing a research project

Unit 19: Data collection for lexicogrammatical research

Unit 20: Critical linguistic approaches

Unit 21: Evaluating research

Block 5 [Getting to Work: putting grammar into professional practice] demonstrates how the grammatical principles and skills that you have acquired throughout the course **may be applied in many areas of professional life**. We draw on the perspectives of practitioners (such as educators and translators) whose daily judgements are underpinned, whether consciously or unconsciously, by grammar. We hope to stimulate your enthusiasm for grammatical analysis by raising your awareness of some of the ways in which grammar may be applied to the practical world of work – for example, how a close analysis of the grammar of witness statements can influence the outcome of criminal trials, or how an interpreter’s awareness of grammar can affect the outcome of diplomatic discussions.

There are four units in Block 5, as follows:

Unit 22: Using grammar to establish the facts

Unit 23: Putting grammar into translation

Unit 24: Putting grammar into the dictionary

Unit 25: Putting grammar into educational practice.

Project: Towards the end of the course, you will be referred to the *Project Guide*. This advises you how to plan and carry out a piece of small-scale language research, taking you through the stages of preparing the project proposal, carrying out the research and writing it up.

The relationship between all these components, together with an indicative timetable of study, is illustrated in the table in the **Study Calendar**.

1.6.2. Faculty Requirements

EL120: English Phonetics and Linguistics (<i>4 credit hours</i>)

This is an introductory course in English phonetics and linguistics that aims to:

1. introduce you to both phonetics and linguistics in a simple and practical manner,
2. give you ample practical training in the two disciplines,
3. acquaint you with basic terminology used in phonetics and linguistics,
4. prepare you for the more advanced language courses in the BA programme in English Language and Literature & the BA in ELL with BS

The first part of the course, the **phonetic/phonological component**, deals with English sounds [Units 2-6]. This component is practical in nature and aims at equipping you with necessary skills that will enable you to:

1. identify and recognize English sounds,
2. listen to English sounds produced by native speakers of the language,
3. look up the pronunciation of words in pronouncing dictionaries,
4. use phonetic symbols to transcribe English words and texts,
5. mark stress on syllables

The linguistic component aims to introduce you to the study of human language. It particularly highlights current trends in linguistic thinking and introduces you to the study of the various language aspects/components: word structure; sentence structure; meaning; utterances beyond sentence boundary [discourse/text]

The course is structured to provide you with the basic concepts in the general field of linguistics of the latter half of the twentieth century and the beginnings of the twenty-first century

EL121: The Short Story and Essay Writing (<i>4 credit hours</i>)

This introductory course is designed to teach you basic skills and concepts you will need to pursue more advanced courses in the BA programme in ELL. A required course for ELL students, it will also serve the general student population at AOU as a University Elective.

The course is divided into two parts: the Short Story and Essay Writing.

In the first part you will study the Short Story genre as a means of introducing you to basic literary concepts and terminology. Representative world short stories by well-known writers will be explored through basic elements of the genre (setting, character, point of view, plot and theme). This part of the course will train you in literary analysis and expand your literary appreciation.

The second part of the course focuses on Essay Writing, teaching you the basic skills and concepts you will need to produce written assignments in a proper academic style. You will be guided through the pre-writing, writing and post-writing phases of an academic essay, practising skills and receiving feedback from tutors and peers throughout this process. You will be trained in the areas of critical reading, thinking and writing, practising these concepts by producing summaries, critiques and syntheses of thematic readings. This part of the course will culminate in your writing a TMA [Tutor-Marked Assignment] based on thematic readings of “the hero.”

1.6.3. English Communication Skills Courses ⁶

⁶ Some students whose level of proficiency in English is judged to be inadequate are required to enroll in the English Orientation Programme, which is a two-level (non-credit) programme of face-to-face instruction. Time allotted for each level is ten hours per week for one semester.

The English Communication Skills Programme (ECSP) is a theme-based integrated skills programme for intermediate and advanced learners that consists of two consecutive courses:

1. **EL111: English Communication Skills I**, and
2. **EL112: English Communication Skills II**.

In both **EL111** and **EL112**, all four skills (listening, speaking, reading and writing) are developed systematically and integrated through relevant tasks. Language functions, grammar points and new vocabulary items are fully integrated in both oral and written skills. The reading and listening texts, on the other hand, explore high-interest universal topics and together with the accompanying tasks/activities are meant to develop the reading, writing, listening, speaking and study skills which the student will need to meet the demands of open learning university education.

The ECSP is not concerned with the accumulation of information. It is a skill-building programme, enabling the student to do things with English: speak with ease and confidence, communicate with different types of people, discuss academic, social and professional matters, listen to news in English, watch TV programmes, read newspapers, magazines and references, write personal and business letters, write reports and articles, etc. Briefly then, a high level of proficiency in English is a prerequisite for academic, social and professional success.

The idea behind asking all AOU students to take two courses in English during their first year of study is very simple. Students need English not only to be able to pursue their university education but to utilize English, the lingua franca of the world, to communicate with the world at large. They will also need English in their current or prospective job or business. Almost all jobs and businesses nowadays require a high level of proficiency in English.

- **EL111- Course Objectives** (*3 credit hours*)

By the end of this course the student should be able to:

1. listen to and comprehend varieties of English discourse spoken at normal speed,
2. speak correctly and fluently with near native-like pronunciation, intonation and accent,

3. communicate with ease and confidence on a variety of daily topics as well as on topics related to his/her university education, using appropriate structures, diction and idioms,
4. read and understand a variety of English texts of varying length, complexity, styles and genres,
5. write different types of paragraphs (descriptive, narrative, argumentative, definition, process) and different letter types (personal letters, letters of inquiry, letters of application, etc.) using appropriate punctuation marks, writing mechanics and cohesive devices, and
6. summarize different types of texts correctly and efficiently.

The specific objectives subsumed under each of the above general objectives are listed and defined separately for each lesson in the **Summary of Skills** chart at the beginning of the **Student Book**.

• **EL112- Course Objectives** (*3 credit hours*)

EL112 BUILDS upon the various skills that students are expected to have learnt in EL111 and thus the two constitute one organic whole.

The general objective of EL112 is to raise the student's level of proficiency in English to an advanced level. In particular it aims to:

- develop the reading skills which students need to meet the demands of open learning university education,
- augment students' writing ability up to a level whereby they can write legibly on material in higher-level university courses,
- upgrade the student's listening & speaking ability to the same level,
- develop the student's study skills.

By the end of this course the student should be able to:

- acquire native speaker's proficiency and communicative competence,
- listen to lectures, seminars, TV programmes and take relevant notes,
- read authentic material and summarize in an efficient manner,
- write different types of essays, reports, and term papers.

1.6.4. University requirement courses & university electives

Descriptions of these courses can be accessed from AOU website:
www.arabou.org.

2. BA (JOINT HONS) IN ENGLISH LANGUAGE AND LITERATURE WITH BUSINESS STUDIES

BA (Joint Hons) ELL with BS (OUVA)

2. 1. Why ELL with Business Studies

Introducing a new specialisation in ELL with BS serves to meet the requirements of national and regional socio-economic development and market demands. Furthermore, it is a reflection of AOU policy of promoting Joint Honours programmes and multidisciplinary studies. It is expected to enhance students' employability.

The FLS believes that the launching of a strong and viable BA (Joint Hons) Programme in ELL with BS will help AOU realise 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 regional and global markets;
- graduating students who can appreciate other human cultures and heritages and who can communicate with the world at large, understand it, and make themselves understood in it.

Secondly, the proposed programme will meet market demands. Indeed, the proposed programme is in high demand in all Arab countries.

Statistical evidence that the BA programme in ELL and the BA programme in Business are in high demand in Arab countries can be seen from the large number of students admitted into the two AOU programmes annually. Admission for the first semester of the academic

year 2006/2007 was as follows: ELL (1961) and Business (6557). A combination of ELL with Business Studies is expected to attract larger numbers of students.

2. 2. Programme Objectives

(i) General Objectives

Your studies will:

- provide you with a broad understanding of the English language, including its history, contemporary use and development as a global language
- provide you with a wide-ranging introduction to literary texts that have been either written in English or translated into English
- develop your skills of analysis and interpretation of both literary and non-literary texts, including spoken, written and multimodal texts
- enable you to develop a critical understanding of the range and variety of traditions and approaches to the study of literature and language
- provide you with opportunities to develop conceptual and communication skills, and to progress towards more independent thinking and judgment.
- provide you with a general understanding of business organisations, their key elements, wider considerations such as environments, markets and processes, and how all these work together.
- enable you to have insight into essential business functions such as marketing, accounting and finance
- enable you to analyse how businesses develop strategies, handle risk and take decisions,
- develop your practical skills, in particular IT and numerical skills

(ii) Specific Objectives

On successful completion of the Programme, you will be able to:

- communicate in English with ease and confidence on everyday matters, as well as on matters relating to your university education and to your career;

- read, understand, discuss, and evaluate different types of authentic texts comprising essays, research papers, poems, novels, and plays;
- express yourself orally and in writing on issues pertaining to different modes of language use, literary analysis, and business-related matters;
- read extended language, literature, and business texts, distinguish facts from opinions, and both analyze and evaluate different genres and registers ;
- write reports and articles of high academic quality;
- use and present material in written and spoken form in a clear and effective manner;
- demonstrate accurate and effective note-taking, summarizing, and editing skills;
- demonstrate techniques for using source materials transmitted through the medium of English;
- use reference material successfully, including bilingual and monolingual dictionaries and grammar books.

2.3. Programme Learning Outcomes

(adapted and enlarged from OU website: www.open.ac.uk)

The programme provides an opportunity for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

(A) Knowledge and understanding of

- the use of English to communicate fluently and appropriately for a variety of purposes;
- the cultures and societies where English is used and the similarities and dissimilarities of aspects of those cultures or societies in comparison with their own.
- a substantial number of authors and texts in English (or translated into English), including texts written in English outside the UK;
- the character and conventions of the principal literary genres - poetry, fiction and drama, and of other kinds of writing and communication;
- the history of English, its contemporary diversity, its role as a global language, and its use in a range of contexts in different parts of the world;

- debates surrounding the historical and temporary position of English in relation to other languages and language varieties;
- how literature and language both reflect and impact upon cultural change and difference; and of the way texts are written and received within literary, cultural and socio-historical contexts;
- how language and literature can be described and analysed;
- how human language is acquired and taught;
- the nature of linguistic evidence and different methods used in the collection and analysis of language data;
- different theoretical approaches to the study of literature, language and literacy.

in the field of Business Studies:

- how and why business organisations are structured and how they operate within, and are affected by, market forces;
- how their key processes are designed and work and how they are positioned in, and influenced by their environments;
- the different internal and external elements of a business and the context in which a business operates;
- business structures, cultures and the political, social, economic, technological and ethical considerations affecting business;
- how and why distinct business functions have developed, and how they are integrated;
- the role of functions in organisations' interactions with their environments;
- how organisations make strategic decisions: rationality and routines, decision methods and decision processes;
- the role of strategy and planning, notions of core competence, strategic innovation;
- a range of policy and environmental concepts, issues and cases that demonstrate the effect of the macro environment on organisations.

(B) Cognitive skills - be able to

- use language creatively and accurately for a range of purposes and audiences, engaging with and interpreting layers of meaning within texts;
- develop critical skills in the close reading and analysis of diverse texts;

- acquire complex information of diverse kinds from a variety of sources (such as academic libraries, the internet, CD-ROMs, and corpora)
- learn and use appropriate linguistic and critical terminology to describe and analyse texts;
- synthesize information and ideas drawn from varied sources and critically evaluate explanations, arguments and theories;
- engage with different interpretations of texts, relate abstract concepts and theories to specific texts.

In the field of Business Studies:

- have analytical and presentation skills appropriate for business studies;
- appreciate the ways that business functions are structured and operate in different contexts (sector, country, organisation, etc.);
- recognize assumptions, evaluate statements on the basis of evidence, detect false logic or reasoning, see implicit values, compare arguments, define terms adequately and generalise appropriately;
- collaborate with others and work in a team to achieve a common goal.

(C) Key skills - be able to

Communication

- communicate effectively in English in everyday situations and semi-specialised contexts, using standard oral and written means of communication and showing awareness of communication purpose and intended audience;
- identify relevant material from a variety of sources, including multimedia material;
- read, synthesize and evaluate the significance of substantial quantities of material;
- gather and analyse data to support problem-solving techniques in response to questions posed by the study guides, activities and assignments;
- present sustained and persuasive arguments cogently and coherently;
- reference sources in an appropriate way;
- have numeric and presentation skills appropriate for business studies.

Information Technology

- use information technology skills to access, store, manage and present data effectively;
- use relevant computational tools and software packages where appropriate for the analysis of data.

Application of number

- understand, interpret and discuss basic statistical data in the form of graphs, tables and diagrams;
- interpret and use numeric information and convert it to non-numeric textual language (and vice versa) where appropriate.

Improving own learning and performance

- work independently, scheduling tasks and managing time effectively;
- study and learn more independently, and from a variety of different media and teaching methods;
- identify and use sources of support;
- make use of feedback from a tutor to improve performance;
- monitor and reflect on personal progress.

(D) Practical and/or professional skills

- use and present material in English in written and spoken form in a clear and effective manner;
- demonstrate accurate and effective note-taking, editing, transcription, and summarising skills;
- demonstrate techniques for using English source materials [printed; online; AV, etc.]; including bilingual and monolingual dictionaries , pronouncing dictionaries, and grammar books;
- demonstrate analytical and problem-solving skills related to academic tasks;
- use reference material successfully, use communication tools, such as recordings, telephone-conferencing, ICT-based tools;
- conduct research and present findings on business and management issues for a project informed by the range of business data, research sources and appropriate methods you have learnt;
- transfer and use relevant key skills (see section C above) in the workplace context;

- use the more specific knowledge, analytical skills and methods of language and literature studies as well business studies as a strong basis for work in many professions

2.4. Degree Requirements

The BA Programme in English Language and Literature (ELL) with Business Studies (BS) [**BA (Joint Hons) ELL with BS**] has been developed and will be delivered by AOU. It has been validated through a process of external peer review by UKOU as being of an appropriate standard and quality to lead to the Open University validated award of: BA (Joint Hons) ELL with BS (OUVA).

The degree comprises 128-142 credit hours which can be completed over a four-year period of full-time study. The number of credit hours selected within this range is determined by (i) the track the student takes, and (ii) local accreditation requirements. The breakdown of credit hours and courses needed to complete the programme are as follows:

No	Category	Credit Hours
1	Mandatory General University Requirements	18
2	Faculty Requirements & University Electives	14-28
3	Core Specialization Courses	96
Total		128-142

(1) Mandatory General University Requirements (18 credit hours)

The following six courses comprise the Mandatory General University Requirements:

Course No	Course Title	Credit Hours	Pre-requisite
AR111	Arabic Communication Skills (I)	3	
AR112	Arabic Communication Skills (II)	3	AR111
EL111	English Communication Skills (I)	3	

EL112	English Communication Skills (II)	3	EL111
GR101	Independent Study Skills	3	
TU170	Learning On-Line	3	

(2) Faculty Requirements & University Electives to be taken from the table below:

- (i) **ELL track: 14-20** credit hours according to local accreditation requirements,
- (ii) **ELL track with BS: 22-28** credit hours according to local accreditation requirements.

Course Number	Course Title	Credit Hours	Pre-requisite	Remarks
B120	An Introduction to Business Studies	8	EL111	Obligatory faculty requirement for ELL with BS
EL120	English Phonetics and Linguistics	4	EL111	Obligatory faculty requirement for the two tracks
EL121	The Short Story and Essay Writing	4	EL111	
EL230	American Literature	4	EL121	
EL320	Translation	4	EL120	
EL340	Teaching English as a Foreign Language	4	U210B	
T175A	Networked Living: Exploring Information & Communication Technologies (I)	4	TU170	
T175B	Networked Living: Exploring Information & Communication Technologies (II)	4	T175A	
GR111	Arab-Islamic Civilization	3	-	
GR131	Branch Requirement	3	-	
LB160	Business English Communication	8	-	
DD121	An Introduction to the Social Sciences (I)	8	-	

(3) Core Programme (Specialization) Courses (96 credit hours for each track)

Symbol: X means an obligatory course for the track

Course Number & Title	Credit Hours	Pre requisite	Tracks	
			ELL	ELL with BS
A123A: An Introduction to the Humanities (I)	8	EL112 & EL121	X	X
A123B: An Introduction to the Humanities (II)	8	A123A	X	X
A210A: Approaching Literature (I): The Realist Novel & Shakespeare and the Canon	8	A123B	X	X
A210B: Approaching Literature (II): Romantic Writings	8	A123B	X	X
U210A: The English Language: Past, Present and Future (I)	8	EL112 & EL120	X	X
U210B: The English Language: Past, Present and Future (II)	8	EL112 & EL120	X	X
E300A: English Language and Literacy (I)	8	U210B	X	-
E300B: English Language and Literacy (II)	8	E300A	X	-
E303A: English Grammar in Context (I)	8	U210B	X	Both (I) & (II)
E303B: English Grammar in Context (II)	8	E303A	X	
				OR
A319A: Literature in the Modern World (I)	8	A210A	X	Both (I) & (II)
A319B: Literature in the Modern World (II)	8	A319A	X	
B202A : Understanding Business Functions (I)	8	B120	-	X
B202B: Understanding Business Functions (II)	8	B202A	-	X
B300A: Business Behaviour in a Changing World (I)	8	B120	-	X
B300B: Business Behaviour in a Changing World (II)	8	B300A	-	X
Total			96	96

Note:

The course B202 will be replaced by B203 if and when available.

2. 5. Course Prerequisites

Category	Course No & Title	Course Prerequisite
General University Requirements	GR101: Independent Study Skills	-
	TU170: Learning On-Line	-
	AR111: Arabic Communication Skills (I)	-
	AR112: Arabic Communication Skills (II)	AR111
	EL111: English Communication Skills (I)	-
	EL112: English Communication Skills (II)	EL111
Faculty Requirements	EL120: English Phonetics and Linguistics	EL111
	EL121: The Short Story and Essay Writing	EL111
Specialisation Courses in ENGLISH	A123A: An Introduction to the Humanities (I)	EL112 & EL121
	A123B: An Introduction to the Humanities (II)	A123A
	A210A: Approaching Literature (I) : The Realist Novel & Shakespeare and the Canon	A123B
	A210B: Approaching Literature (II): Romantic Writings	A123B
	U210A: The English Language: Past, Present and Future (I)	EL112 & EL120
	U210B: The English Language: Past, Present and Future (II)	EL112 & EL120
	E303A: English Grammar in Context (I)	U210B
	E303B: English Grammar in Context (II)	E303A
	A319A: Literature in the Modern World (I)	A210A
	A319B: Literature in the Modern World (II)	A319A
Specialisation Courses in BUSINESS	B120: An Introduction to Business Studies	-
	B202A : Understanding Business Functions (I)	
	B202B: Understanding Business Functions (II)	B202A
	B300A: Business Behaviour in a Changing World (I)	
	B300B: Business Behaviour in a Changing World (II)	B300A
Total		130

2. 6. Distribution of Courses by Year

Year	Category	Course No & Title	Credit Hours
1	University Requirements & Level-1 ELL Courses and Level-1 BS courses	EL120: English Phonetics and Linguistics	4
		EL121: The Short Story and Essay Writing	4
		B120: An Introduction to Business Studies	8
		Other AOU courses	18
	Sub-total		34
2	Level-1& Level-2 ELL courses	A123 A&B: An Introduction to the Humanities	16
		U210A: The English Language: Past, Present, and Future (I)	8
		U210B: The English Language: Past, Present, and Future (II)	8
	Sub-total		32
3	Level-2 ELL & Level-2 BS courses	A210A: Approaching Literature I: The Realist Novel & Shakespeare and the Canon	8
		A210B: Approaching Literature II: Romantic Writings	8
		B202 A&B: Understanding Business Functions	16
	Sub-total		32
4	Level-3 ELL & Level-3 BS courses	B300 A&B: Business Behaviour in a Changing World	16
		E303A&B: English Grammar in Context OR	16
		A319 A&B : Literature in the Modern World	
	Sub-total		32
Grand Total			130

2.7. Course Description

2.7.1. Core courses in English: See Section 1.6.1 above.

2.7.2. Courses in Business

B120: An Introduction to Business Studies [8 credits].

This course will introduce you to the different internal and external elements of a business and help you to understand the context in which a business operates. You will explore the common aims and characteristics of business and what makes them different. Business structures, cultures and functions are identified and the political, social, economic, technological and ethical considerations affecting business are introduced.

The course consists of five study books:

- *What is a business?;*
- *An introduction to human resources in business;*
- *An introduction to marketing in business;*
- *An introduction to accounting and finance in business;*
- *Other ways of looking at business, plus a Study Companion to guide you through the course.*

B202: Understanding Business Functions A&B [8 credits each].

This course develops knowledge and understanding of how organizations work through the contributions and integration of five key business functions: human resources; information management; marketing; operations; and accounting and finance. Using textbooks, you will examine the key practices of traditional business functions and the contributions they make to organizations, individually and collectively. Case studies and specially written texts show the origins, rationale, limitations and strengths of business functions from the perspectives of various stakeholders. You'll develop skills in finding and organizing information, preparing simple presentations, and using basic software packages and online workshops and discussions. Access to a personal computer and the Internet is essential.

B300: Business Behaviour in a Changing World A&B [8 credits each].

This course is designed to develop an understanding of strategic organizational issues and how organizations respond to changes in their environments. You'll look at how organizations make strategic decisions and consider rationality and routines, decision methods and decision processes. You'll analyse how organizations develop strategy, including notions of core competence and strategic innovation. And you'll study a

range of policy and environmental concepts and cases that demonstrate the impact of the macro-environment on organizations, along with the boundaries and relationships globally. Access to a personal computer and the internet is essential.

2.8.3. Faculty Requirements: See Section 1.6.2. above.

2.8.4. English communication skills courses: See Section 1.6.3. above.

2.8.5. University requirement courses & university electives

Descriptions of these courses can be accessed from AOU website: www.arabou.org.

3. UNDERGRADUATE EXIT AWARDS IN ELL

The rationale for introducing these exit awards resides in the fact that due to unseen circumstances (e.g. social/family considerations; job requirements; etc.) some students may be unable to complete the BA programme they are registered for. In fact some students may leave after having successfully finished 50% of the courses required for the BA programme.

The aims of introducing these awards are to:

- (i) provide some satisfaction to the student,
- (ii) help him/her transfer credit if he/she is moving to another institution,
- (iii) help him/her find a job if he/she is unemployed,
- (iv) strengthen his position if he/she is employed.

The three undergraduate Exit Awards described below have been developed and will be delivered by AOU. They have been validated through a process of external peer review by UKOU as being of an appropriate standard and quality to lead to the following Open University validated awards:

- 1. Certificate in Humanities (OUVA)**
- 2. Diploma in English Literature (OUVA)**
- 3. Diploma in English Language Studies (OUVA)**

Availability of Awards:

1. The awards will be only available to students registered in the BA ELL programme who leave part-way through the programme. In other words, they are not free-standing awards.

2. For the time being the Awards will be only available from the UK Open University

3.1. Certificate in Humanities [Cert in Humanities (OUVA)]

3.1.1. Award Requirements

A student will be eligible for the undergraduate **Certificate in Humanities** if he/she successfully completes the following two courses from the BA programme in **ELL** totaling 16 credit hours:

Course No	Course Title	Credit Hours
A123A	An Introduction to the Humanities (I)	8
A123B	An Introduction to the Humanities (II)	8
Total		16

3.1.2. Award Objectives and Learning Outcomes

(i) Educational Aims

This is an introductory programme covering a wide range of disciplines, which aims to provide you with:

1. an introduction to the Humanities, in particular the disciplines of literature, art history, philosophy, classical studies and history;
2. an introduction to different ways of approaching the subject areas;
3. the development of basic skills of analysis, argument and expression;
4. the ability to write well-argued essays;
5. an opportunity to enhance your personal development, in particular your confidence to move to second-level study.

(ii) Learning Outcomes

(A) Knowledge and understanding

When you complete your studies for the certificate, you will have introductory knowledge and understanding of:

Art history

1. basic elements in the classical language of architecture;
2. the varying impact of convention, historical context and function on a work of art;
3. some main characteristics of the Neoclassical art of David.

English literature

4. some of the basic elements of poetry, such as rhyme and rhythm, and examples of how they function;

5. some aspects of the nature and forms of poetry (the sonnet, in particular), drama and the short story;
6. the concepts of myth and convention, gender, tradition, performance and interpretation, with particular reference to *Pygmalion*.

Philosophy

7. what is distinctive about a philosophical approach to issues;
8. the basic forms of argument;
9. the problem of legitimacy and at least one possible solution to it.

Classical studies

10. how we receive and understand written and visual texts from the past and on what basis we make our assumptions and judgments about foreign cultures;
11. some of the main challenges that a serious study of the Roman world presents;

History

12. the importance of understanding past societies on their own terms (as distinct from a later standpoint); and why historians adopt the device of 'periodisation' and the dangers in doing this;
13. why historians have to develop a structure for any substantial piece of historical writing and to elucidate the basis on which this is done.

(B) Cognitive skills

When you complete your studies for this certificate, you will be able to:

1. analyse a written text and picture in the terms appropriate to a particular discipline;
2. identify the relationship between the form of a written text and picture, and the effect it has on an observer;
3. make relevant observations on the respective roles of convention and innovation in artistic production;
4. demonstrate how formal innovation might relate to social and cultural factors in a written text and picture;
5. use the skills required for the study of primary and secondary sources.

(C) Practical and/or professional skills and attributes

When you complete your studies for the certificate, you will be able to:

1. observe conventions for referencing and constructing a bibliography.

Key skills

When you complete your studies for the certificate, you will be able to:

2. demonstrate skills in the areas of communication and learning how to learn.

3. 2. Diploma in English Literature [Dip in EL (OUVA)]

3.2.1. Award Requirements

A student will be eligible for the undergraduate **Diploma in English Literature** if he/she successfully completes the following Level-2 and Level-3 OU-based courses from the BA programme in **ELL** totaling 32 credit hours:

Course No	Course Title	Credit Hours
A210A	Approaching Literature (I): The Realist Novel & Shakespeare and the Canon	8
A210B	Approaching Literature (II): Romantic Writings	8
A319A	Literature in the Modern World (I)	8
A319B	Literature in the Modern World (II)	8
Total		32

3.2.2. Award Objectives and Learning Outcomes

(i) Educational Aims

The main aims of the diploma are to enable you to:

1. study a range of literary texts in English from the time of Shakespeare to the present;
2. develop skills of analysis and interpretation of literary texts, and an awareness of the range and variety of current critical and theoretical approaches to the study of literature;
3. develop conceptual and communication skills.

(ii) Learning Outcomes

The diploma provides opportunities for you to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

(A) Knowledge and understanding

When you have completed the diploma you will have knowledge and understanding of:

1. a substantial number of literary texts in English (or translated into English) from the time of Shakespeare to the present, including texts written in English outside the United Kingdom;
2. the distinctive character and conventions of the principal literary genres – poetry, fiction and drama;
3. the central role of language in the creation of meaning;
4. key critical concepts, terms and current theoretical approaches to literary study, including an awareness of how literary texts and language both reflect and impact upon cultural change and difference;
5. how literary texts are written and received within literary, cultural and sociohistorical contexts;
6. the concept of canon and controversies regarding it;
7. an appreciation of 'new writings in English' with their distinctive styles and thematic concerns as well as works in English and in translation by canonical writers;
8. an awareness of how the meanings within texts come into being through their relation to ideology.

(B) Cognitive skills

When you have completed the diploma you will be able to:

1. read analytically a range of literary texts and secondary sources, including complex theoretical writing;
2. engage with different interpretations of texts, and relate abstract concepts and theories to specific literary texts;
3. synthesise information and ideas drawn from varieties of sources, and evaluate critically opposing positions;
4. engage with literary texts from the past and from other cultures and recognise how cultural assumptions affect understanding and interpretation of texts;
5. think logically and make rational judgements based on evidence;
6. develop skills in literary analysis as established at Level 2 (A210);
7. develop skills of critical thinking and the ability to engage with and evaluate complex arguments (applied in this case to literary criticism and theory as well as to literary texts);
8. develop an awareness of literature and literary criticism as subjects which are, in themselves, open to change and bearing the mark of their own cultural circumstances.

(C) Practical and/or professional skills and attributes

When you have completed the diploma you will be able to:

1. construct and present sustained, coherent and persuasive written and oral arguments;
2. collect, sift and organise material, and evaluate its significance;
3. work independently;
4. plan and write essays, including providing appropriate scholarly apparatus and acknowledging the work of others;
5. acquire knowledge through the use of an academic library;
6. keep to the focus of a question while answering;
7. answer within the timescale and word-limit prescribed;
8. use correct language: syntax, grammar, spelling, punctuation and quotation marks;
9. develop subject-specific skills such as the ability to offer an independent intellectual response to both imaginative and discursive forms of writing;
10. analyse, interpret and use highly organized language in a way that prepares students for further study;
11. understand and respond to a variety of different tasks ranging from ones which are relatively closed to ones which are complex and open-ended.

Key skills

When you have completed the diploma you will be able to:

Communication

12. write essays in an appropriately academic form;
13. participate in oral discussion of the subject, and develop communication strategies over an extended period of time;
14. read and synthesise substantial quantities of written material;
15. develop listening and viewing strategies;
16. develop skills that can be used effectively in environments other than literary study, including the ability to articulate a sophisticated argument and to communicate fluently in written English;
17. enhance existing strategies for learning through critical reading and listening.

Improving own learning and performance

18. study subjects and complete academic tasks of increasing complexity;
19. study and learn more independently, and from a variety of different media and teaching methods;
20. make use of feedback from a tutor, and develop self-assessment activities to improve performance.

Information technology

21. recognise the increasing extent to which ICT can be of value in the academic study of literature, for example in word-processing documents and in accessing data.

Working with others

22. work with another person or group of people in discussion and debate.

Problem solving

23. analyse a problem, define its constituent parts and propose a solution.

3.3. Diploma in English Language Studies [Dip ELS (OUVA)]

3.3.1. Award Requirements

A student will be eligible for the undergraduate **Diploma in English Language Studies** if he/she successfully completes the following Level-2 and Level-3 OU-based courses from the BA programme in **ELL** totaling 32 credit hours:

Course No	Course Title	Credit Hours
U210A	The English Language: Past, Present, and Future (I)	8
U210B	The English Language: Past, Present, and Future (II)	8
E303A	English Grammar in Context (I)	8
E303B	English Grammar in Context (II)	8
Total		32

3.3.2. Award Objectives and Learning Outcomes

(i) Educational aims

The Diploma in English Language Studies aims to provide you with:

1. an understanding of the history of English, its development as a global language and its contemporary use in a range of social contexts;
2. a critical appreciation of key theoretical traditions and conceptual frameworks for the study of language;
3. opportunities to analyse spoken, written and multimodal English;
4. conceptual and communication skills, and an opportunity to progress towards more independent thinking and judgement.

(ii) Learning outcomes

(A) Knowledge and understanding

When you complete your studies you will have knowledge and understanding of:

1. the history of English from the Old English period to the present day, recognising its relationship with social and political processes;
2. how the language continues to develop and change, and how it is used in a variety of contexts and for a variety of purposes;
3. how the English language works, and how it may be described and analysed, using appropriate linguistic terminology;
4. the nature of linguistic evidence and different methods used in the collection and analysis of language data;
5. different theoretical approaches to the study of language and literacy;
6. debates surrounding the historical and contemporary position of English in relation to other languages.
7. the relevance of grammar to a range of real-life contexts.

(B) Cognitive skills

When you complete your studies you will be able to:

1. use appropriate terminology to describe and discuss linguistic theories, concepts and data;

2. construct an extended academic argument, supported by evidence and following academic conventions
3. interpret spoken and written linguistic data, showing an understanding of how grammatical forms relate to meaning
4. interpret and evaluate linguistic evidence and critically evaluate alternative explanations, arguments and theories;
5. apply the knowledge and understanding acquired from the course to the analysis of empirical data, including spoken, written and multimodal texts;
6. relate theoretical concepts to concrete experience, and move from particular instances to general principles.

(C) Practical and/or professional skills and attributes

When you complete your studies you will be able to:

1. work independently, scheduling tasks and managing time effectively;
2. handle substantial amounts of complex information;
3. critically assess the value of evidence (including simple statistical data);
4. make independent judgements and construct coherent written arguments, supported by relevant evidence, appropriately referenced;
5. collect and analyse linguistic data from different media;
6. plan and undertake small-scale research.

Key skills

When you have completed your studies you will be able to demonstrate that you can:

Communication

7. identify and evaluate the relevance of information from a variety of sources;
8. synthesise and organise information and critically evaluate its significance;
9. present written work in a coherent and organised form, with arguments and information set out in a logical sequence and with sources referenced in an appropriate way;
10. respond to tutor feedback about improving the effectiveness of written communication;

11. develop the skills of independent research.

Application of number

12. understand, interpret and discuss statistical data in the form of graphs, tables and diagrams.

4. COURSE ASSESSMENT

4.1. Components of Assessment

Course assessment is based on three main types of written works:

- (i) Tutor-Marked Assignments (TMAs)
- (ii) Mid-Term Assessment (MTA)
- (iii) Final Exam (FE)

4.2. The Balance Between Components of Assessment

Students' course result will depend upon their achievements across the different components of assessment, equally balanced between TWO MAJOR COMPONENTS: Continuous Assessment & Final Assessment as described below.

(i) Continuous Assessment:

This comprises:

- Course TMAs, and
- Course MTA(s)

The two components represent 50% of the Overall Assessment Score (OAS), 30% and 20% respectively,

(ii) Final Assessment:

This consists of: ONE FINAL EXAM representing 50% of the Overall Assessment Score.

4.3. How to Pass the Course

In order to pass the course, a student must obtain:

- (i) An average of at least 50% across the different components of assessment (i.e. Continuous Assessment and Final Assessment),
- (ii) A minimum average of 20/50 on the Final Assessment, and
- (iii) A minimum average of 20/50 on Continuous Assessment: TMAs & MTA(s).

In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

4.4. Allocation of Marks

All ELL courses are covered in one 16-week semester and students are required to do the following tasks:

- (i) Prepare 2 TMAs⁷,
- (ii) Take one MTA, and
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in one-semester courses.

Components		Mark	Total Mark
CONTINUOUS ASSESSMENT	TMA ^s	30	50
	MTA	20	
FINAL ASSESSMENT	FINAL EXAM	50	50
GRAND TOTAL		100	100

4.5. Notes on TMAs, MTAs & Finals

(i) 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.

(i) 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.

⁷ Courses allocated 4 credit hours like EL120 and EL21 require one TMA.

Questions in MTAs typically require short notes / answers / comments: e.g. definitions; exemplification; completion; writing one or two paragraphs; i.e. they are not of the open-ended essay type.

(ii) Final Exams (FEs)

Final exams are typically of the essay type and are divided into three 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - This part consists of 2 questions - Students answer one question only. - Each question is meant to test a certain block/theme
C	4&5	<ul style="list-style-type: none"> - This part consists of 2 questions - Students answer one question only. - Each question is meant to test a certain block/theme

The above applies to all ELL courses except 4 credit-hour courses like EL120 and EL121.

4.6. 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' TMA's 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	EL120; EL121; A123A; A123B	Up to 20%
Level-2	A210A; A210B; U210A; U210B	Up to 20%
Level-3	A319A; A319B; E300A; E300B; E303A; E303B	Up to 30%

4.7. Final Grades & Semester/Cumulative Average

(i) Course final grades

Letter grades for course results carry the following points:

Letter grade	Points
A	4
B+	3.5
B	3.0
C+	2.5
C	2.0
D	1.5
F	0.0

Note: The letter grade **D** is considered as the passing grade for the individual course.

(ii) Semester and cumulative average

- The minimum cumulative average required for graduation is 2.0 points.
- Semester and cumulative averages are given in numbers (on a five-point-scale) and performance merits are assigned as in the table below.

Score	Performance Standards
3.67-4.0	Excellent
3.0 – 3.66	Very Good
2.33 – 2.99	Good
2.0 – 2.32	Pass
Less than 2.0	Weak / Poor

5. COURSE TUTORIALS AND OFFICE HOURS

For each specialization course there is a number of weekly tutorials as follows:

Type of course	No. of tutorials per semester	Tutorial duration
Eight credit-hour courses [OU-based courses]	16	2 hours
Four credit-hour courses [EL120 & EL121]	8	2 hours

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

1. to provide opportunities for students to practice their English and hence upgrade their fluency and improve their pronunciation and listening capabilities,
2. to enable course tutors to review teaching materials and activities with students [as specified in course Study Calendar] as well as to answer students' queries, and hence have an idea about what they have and what they haven't learnt.
3. to provide a forum of discussion where students take a central role, particularly with regard to controversial linguistic and literary issues,
4. to enable the students to voice their 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 students to answer their questions or explicate the comments they have made on students' TMAs.

6. FACULTY MEMBERS, PROGRAMME COORDINATORS AND EXTERNAL EXAMINERS

6.1. Faculty members ⁸

● AOU HEADQUARTERS, KUWAIT

- **Lewis Mukattash**, PhD (University of Wales, UK)
Professor of Linguistics
Vice Rector for Academic Affairs
- **Najib Al-Shehabi**, PhD (Lancaster University, UK)
Professor of Linguistics
Faculty Dean
- **Al-Salman, Saleh Mahmoud**, Ph.D. (State University of New York at Buffalo, USA),
Professor of Theoretical/Historical Linguistics
Faculty Member

● AOU BRANCHES

BAHRAIN

- **Muhammad Sharif**, PhD (Magadh University, India)
Lecturer in English Literature

EGYPT

- **Heba Badreldeen**, PhD (Ain Shams University, Egypt)
Associate Professor of English Literature

JORDAN

- **Tahrir Hamdi**, PhD (University of Jordan, Jordan)
Associate Professor of English Literature

⁸ Only names of full-time PhD holders are listed.

- **Diya Abdo**, PhD (Drew University- New Jersey, USA)
Assistant Professor of English Literature
- **Asim Ilyas** PhD (University of St. Andrews, UK)
Associate Professor of Linguistics

KUWAIT

- **Mohammed Sharafuddin**, PhD (University of York, UK)
Associate Professor of Literature
- **Pran Nath Pandit**, PhD (Ranchi University, India)
Professor of English Literature
- **Ismail Safieh**, PhD (University of Illinois, USA)
Assistant Professor of Linguistics
- **Allani, Chekra A.**, Ph.D. (Sana'a University, Yemen),
Assistant Professor of English Literature
- **Shudooh, Yusuf M.**, Ed. D. (University of Cincinnati, Ohio, USA),
Assistant Professor of Linguistics

LEBANON

- **Hayat Al-Khatib**, PhD (University of London, UK)
Assistant Professor of Linguistics

SAUDI ARABIA

- **Ghurmallah Al-Ghamdi**, PhD (University of Edinburgh, UK)
Associate Professor of Applied Linguistics
- **Syed Shah Quadri**, PhD (Rochville University, USA)
Assistant Professor of Applied Linguistics
- **Rima Ahmed Mustafa**, PhD (UCLA, Los Angeles, USA)
Assistant Professor of English Literature
- **Ouseph, Shaju Nalkara**, Ph.D. (Sree Sankaracharya University, India),
Assistant Professor of English Language & Literature
- **Vijaya, Veena**, Ph.D. (Sree Sankaracharya University, India),
Assistant Professor of English Language

6.2. Branch Programme Coordinators

- **Egypt:** Dr. Heba Badreldeen
- **Jordan:** Dr. Tahrir Hamdi
- **Kuwait:** Dr. Mohammed Sharafuddin
- **Lebanon:** Dr. Hayat Al-Khatib
- **Saudi Arabia:** Dr. Ghurmallah Alghamdi

6.3. External examiners

1. Dr. Alan Owen, Ph.D (University of London)

Chief External Examiner

Courses he examines:

- E300A: English Language and Literacy (Part I)
- E300B: English Language and Literacy (Part II)
- E303A: English Grammar in Context (Part I)
- E303B: English Grammar in Context (Part II)

2. Dr. Christina Lee, Ph.D (University of Manchester)

External Examiner

Courses she examines:

- A123A: Introduction to the Humanities (Part I)
- A123B: Introduction to the Humanities (Part II)
- U210A: The English Language: past, present and future (Part I)
- U210B: The English Language: past, present and future (Part II)

3. Dr Stephen Bygrave, Ph.D (St John's College, Cambridge)

External Examiner

Courses he examines:

- A210A: Approaching Literature (Part I): The realist Novel & Shakespeare and the Canon
- A210B: Approaching Literature (Part II): Romantic Writings
- A319A: Literature in the Modern World (Part I)
- A319B: Literature in the Modern World (Part II)

7. FREQUENTLY ASKED QUESTIONS

Below are answers to some questions often asked by AOU students as well as by individuals planning to join the BA Programme in ELL or the BA Programme in ELL with Business Studies.

Q1. Does entry into the two programmes require a high level of proficiency in English?

Yes, a student wishing to join the **BA in ELL** or the **BA in ELL with BS** should have a reasonably high level of proficiency in English. It should be pointed out, however, that acquiring a foreign language is an ongoing process. This means that once you have been admitted into either programme, you should continue to do your best to improve your command in English, both in speaking and writing. The programme will provide you with opportunities to enhance your English on condition you are willing and determined to do so.

Q2. What kind of job would a graduate with a BA degree in English language and literature be able to do?

In theory an AOU graduate with a BA in English language and literature can, with some relevant on-job training, go for any job that requires the use of English, both speaking and writing. Examples of such jobs are: international organizations; foreign embassies; radio and TV; newspapers; public relations departments (public and private sectors); banks; etc. School teaching is another possibility, particularly for graduates who have a very good command of English. Admittedly, if one decides to go for teaching, he/she would need some initial training in teaching methodology. This explains why the FLS is currently considering introducing into the study plan an elective course that deals with teaching English as a foreign language.

Q3. Can a graduate with a BA degree in English language and literature become a translator?

Translation is not an easy task. It requires a very high command of both Arabic and English and an understanding of text structure in both languages.

The fact that you are a native speaker of Arabic and that you have a reasonable command of English does not make you a good translator for translation is a complex process that goes beyond the mechanical replacement of a source language structure with its equivalent in the target language. Above all, you need intensive training in translation for, like other skills, translation is best learnt through “doing”.

Q4: What is the likely market for a degree in ELL with Business Studies?

The likely market for the BA programme in **ELL with BS** was identified by various market studies and regional surveys by firms, by AOU branches as well as through the realisation of the noticeable growing trend amongst local and regional businesses to have a global outreach and hence to establish international connections which require the use of English.

The following are job areas which graduates of this programme will be suitable for:

- international and regional companies, banks, firms,
- foreign embassies and international organizations,
- local businesses, banks, companies, firms,
- government departments/offices,
- bilingual schools and monolingual schools teaching through the medium of English,
- national, regional and international newspapers, satellite stations , news agencies, publishers; etc.

Finally mention should be made of the fact that it is estimated that about 80% of the various uses of English do not involve native-speakers at all, but involve two or more non-native speakers using the language as their lingua franca (e.g. in business, banking, industry, etc.).

Q5. What opportunities do the two programmes provide for the student to upgrade his/her proficiency level in English?

Each of the two programmes provides ample opportunities for the student to improve his/her English, providing that he/she is really determined to improve his/her English. This is done through the following ongoing activities:

(i) Tutorials and office hours: Tutorials provide excellent opportunities for you to listen to English and most importantly to speak it. It is your duty, therefore, to practice your English by asking and answering questions.

(ii) Reading: In the context of foreign language learning, reading is possibly the most useful source for language acquisition. The more you read (and understand what you read), the more you unconsciously internalize bits and pieces of the language system (vocabulary, idioms, structure, etc.). This is an unconscious process which is more conducive to language acquisition than the explicit teaching of grammatical rules.

(iii) Tutor-Marked Assignments (TMAs): For each course the student is required to write a number of Tutor-Marked Assignments (TMAs). In the process of planning, drafting and finally producing a neat copy of his/her TMA a student can learn a lot especially if he/she seeks guidance and advice from his/her tutor. In other words, producing a TMA is a learning experience. Furthermore, a student can learn a lot from reading and discussing the detailed comments provided by the tutor marking the TMA.

(iv) Audio-Visual Materials: Most courses are accompanied by different types of AV materials (ACs, VCs and CDs). Such material provides excellent opportunities for the student in listening comprehension. Furthermore, they enable the student to observe variation in English pronunciation. It is thus essential that students utilize such material not only to get information but also to improve their oral language skills.

(v) English Language Corpus: An important component of the programme is the English language corpus used in conjunction with E303: *English Grammar in Context*. This is a four-million word corpus of authentic English comprising four registers, one million words each: Academic Writing; Fiction; Newspaper; and Spoken English. The corpus is accompanied by special software that enables students with a click of a button to search for occurrences of lexical words, grammatical structures, collocations; etc. and to observe variation amongst the registers, particularly speech and writing.

(vi) Online Support Materials: For each course there are different types of support materials which the student can learn from. An obvious example is the Specimen Exam Papers (SEPs) of actual examinations used in previous years. Each SEP is followed by an Answer Key. There

are also some sample TMAs followed by tutors comments, which constitute a learning experience with regard to text organization and the developments of arguments, and hence improve writing skills. Online material may be accessed from: www.arabou.org [Faculty of Language Studies].

(vii) Online EFL Sites: There are hundreds of sites that deal with various aspects of "English as a Foreign Language": grammar, pronunciation, vocabulary, idioms, writing, etc. Some of these sites are listed on AOU website under English Communication Skills. Your tutors can also provide you with names and titles of useful sites.

Q6. Are there additional sources which a student can utilize to improve his/her English while studying at AOU?

In most Arab countries English is used as a foreign language, which means that it is not used in everyday communication. There are, however, ample opportunities for you to practice speaking English. First, you can always speak English with your tutors as well as with your fellow students who are native speakers of English.

Secondly, the skill of listening is best developed through listening to authentic English on radio and TV stations and there are hundred of channels that transmit through the medium of English, the BBC is an obvious example. And, as pointed out above, reading authentic English is an excellent source for language acquisition, in particular if the material you read interests you. Obvious sources of reading are: newspapers, magazines, novels, short stories, etc.

Q7. Do students lose marks for making grammatical/lexical errors on TMAs and exam papers?

Yes, a certain percent of your grade goes to the "content" and another percent goes to "language". The ratio is 80:20 for level-1 and level-2 courses and goes up to 70:30 in level-3 courses. These ratios are applied to all forms of assessment (TMAs, Mid-Term Assessment (MTA), and Final Exams.) This measure should not be viewed as penalizing students for making errors, but, rather, as a motivation for them to improve their English and thus get some reward for that.

Q8. Will we be taught by native speakers of English?

Some branches have amongst their faculty members native speakers of English employed on a full-time basis, others on a part-time basis.

Q9. What postgraduate programmes can a graduate with a BA in ELL or with a BA in ELL with BS pursue?

The most obvious path for an AOU graduate with a BA in ELL is to continue with either “English Literature”, “English Linguistics”, or “Teaching English as a Foreign Language”.

Other feasible areas of postgraduate study are:

- Comparative Literature;
- Contrastive Linguistics;
- Applied Linguistics;
- Translation ;
- Cross-Cultural Studies;

Graduates with a BA in **ELL with BS** can pursue graduate studies in one of the areas listed above or in one of the following areas:

- Business Studies;
- International Relations;
- International Business.