



**ARAB OPEN UNIVERSITY**

**FLS**  
**English Language, Literature and**  
**Translation Programme (ELLT)**

**Student Handbook**

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January 2022

**Faculty of Language Studies**

**B.A. Degree Programme in  
English Language, Literature and Translation (ELLT)**

# **English Language, Literature and Translation (ELLT) Student Handbook**

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(The Parts on policies pertinent to all BA programmes, which were collected by previous FLS deans,  
were retained here)

**Revised by** Prof. Hayat Al-Khatib

(Parts of this handbook draw on material prepared by the Open University and licensed for use by  
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*The **B.A (Hons) in English Language, Literature and Translation** is developed by OU and AOU and delivered by AOU. It is validated through a process of external peer review by OU-UK as being of an appropriate standard and quality to lead to the Open University Validated Award of **BA in ELLT (Hons)**.*

## **NOTE**

**Please note that the information in this handbook is subject to change and continuous updating. For further updates, please check our website:**

**<http://www.arabou.edu.kw>**

## ACKNOWLEDGMENT

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Prof. Aziz Thabit Saeed,  
Dean of FLS

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## **1. WELCOME & INTRODUCTION**

**Dear Student,**

*Welcome to the Arab Open University (AOU), and to the Faculty of Language Studies (FLS). We congratulate you on being admitted to both our faculty and our university. By joining FLS and AOU, you have joined a community of learners who are extremely committed to knowledge and advancement, as well as to learning in different and effective ways*

*The BA in English Language, Literature and Translation Student Handbook is a document that is meant to provide you with an overall view of your programme of study. It gives you specific details about the programme in terms of its objectives, learning outcomes, admission requirements, modules, types of assessment, length of study, etc. The BA Student Handbook is the first thing that you should read very carefully before you go to your first tutorial. Course materials are especially important. Please make sure that you receive or are able to access all materials that are essential to the course on which you register each semester.*

*Some key concepts that you should know before going to your first tutorial are the following:*

- ✓ programme requirements;*
- ✓ programme aims;*
- ✓ programme learning outcomes;*
- ✓ programme structure/organization and assessment.*

*Course attendance requirements: it is important that you attend the tutorials regularly. Each tutor will also be available for further consultation in his/her office hours and through the email and the Learning Management System (LMS). Do consult your tutor whenever you have any queries, or whenever you feel that you need help in preparing for Mid-term Assessment (MTAs), Tutor Marked Assessment (TMAs), and final exams.  
MTAs, and final exams.*

*It is vitally important that you read the actual textbooks as well as the assigned material. While the assigned material is sufficient for passing the examined modules, extra credit will be given to students' extracurricular knowledge and to their understanding of the concepts that the programme introduces. It is of utmost importance that you also read the BA Award Bylaws (please check the university website), as they contain crucial details about assessment, Grade Point Average (GPA), and progression.*

*One last important word is to let you know that students who pass this Programme will receive TWO BA certificates one from the Arab Open University and the other from the Open University in Britain.*

*We wish you the very best of luck and congratulate you on choosing the English Language, Literature and Translation programme at Arab Open University (AOU).*

**Prof. Aziz Thabit Saeed,**

*Dean of the Faculty of Language Studies (FLS)*

### **INTRODUCTION:**

#### **FLS IN BRIEF: HISTORY & STRUCTURE**

The Faculty of Language Studies (FLS) was established in 2002, at the very start of AOU. At present, it offers a BA Programme (Hons) in English Language and Literature (ELL) in all eight AOU branches. The programme is based on the Open University courses in Britain and uses textbooks and approaches of the highest international standards. Demand on this important the BA Hons English Language, Literature and Translation (ELLT) and the other programmes FLS offers is growing, as they are not only relevant to students' intellectual and knowledge growth, but also to their career needs.

#### **BA (Hons) in English Language, Literature and Translation Programme**

The BA (Hons) English Language, Literature and Translation (ELLT) combines two popular disciplines: English and Translation. For this purpose, it employs modules from both the BA (Hons) English Language and Literature Programme and translation modules. Currently, it is offered so far at three branches: Lebanon, Egypt and Palestine and most of the other branches will start applying for local validation soon following the forthcoming revalidation in May 2022. FLS aims to endow students joining the ELLT with the main translation skills that enable them to benefit from some (beginner-level) translation job opportunities available in the market and/or to pursue postgraduate work in translation studies. It also, naturally, aims to boost the AOU student recruitment, as this is a strategic aim for the university. Graduates of English and Translation develop a command of the language and master the fundamentals of translation with sufficient training on the language of journalism, media translation, consecutive and simultaneous interpreting, etc., all of which are of paramount importance in the job market today. After all, a programme in English Language, Literature and Translation produces graduates capable of excellent language communication skills as well as translation skills.

#### **English Language Unit (ELU)**

FLS houses the English Language Unit which is primarily responsible for both the English Orientation & Foundation programmes. These two programmes, which the students normally take in their first-year, are tailored for students who enrol at the university, with the dual aim of providing them with a good foundation in English and on enhancing their English communication skills, to enable them to pursue their studies at AOU successfully and to prepare them for the workplace later. ELU is also responsible for implementing the

English Placement Test (EPT) and a host of activities, which support English-language learning.

## 2. **FLS GOALS & CORE VALUES**

### **FLS Goals**

The Faculty of Language Studies (FLS) has set the following goals in introducing the English Language and Literature programme:

1. Deliver quality learning packages across the linguistic, literary, and cultural domains of the target world languages which FLS is offering.
2. Provide opportunities for relevant and effective growth to all individuals, seeking to improve and master the various language, communication, literary, cultural, and analytical skills pertaining to the languages they choose to specialize in, irrespective of age and background.
3. Diversify and update the tracks offered within any single programme specialisation, enabling students to concentrate on and choose from not only areas within the target language itself but also the related fields, such as translation, mass-communication, tourism, journalistic writing, etc.
4. Conduct original research across the major disciplines offered within FLS in line with the best international standards, with the aim of improving learning in the FLS programmes on the one hand and advancing knowledge on the other.
5. Attract the most committed and qualified academics, those who are competent in the various methods of blended learning and who act as active facilitators to student-centred learning.
6. Build solid, two-way bridges with a host of institutions concerned with language, literature, and culture within the communities in which the FLS branches function.
7. Enhance regional and international collaboration with faculties of similar vision, mission and goals.

### **Core Values**

1. Respecting diversity in admitting students and in hiring academic.
2. Encouraging innovation and excellence.
3. Prioritising independent learning, especially at the online level.
4. Highlighting multiculturalism and the contribution of the Arab-Islamic authors in language, linguistics, literature and culture.
5. Understanding and appreciating global contributions within the spheres espoused by FLS.
6. Empowering students through confidence-building measures and tools, and enabling them to progress.



7. Continually revising study plans and assessment methods for the improvement of learning.
8. Actively seeking out compatible and outstanding regional and international partners.
9. Promoting cross-cultural understanding and respect.

### **3. RATIONALE AND PHILOSOPHY**

#### **Why English with Translation**

Translation has become an indispensable tool and a market need in today's world. Such a growing market need indicates that training professional translators and interpreters can attract students' interest in domains of general and specialized translation.

FLS introduces the ELLT programme with the aim of catering to the needs of those students who wish to combine language communication skills with translation knowledge to have better job opportunities as well as to offer a degree in English language, literature and translation for students wishing to pursue postgraduate studies in translation.

FLS believes that launching a strong and viable BA (Hons) Programme in ELL and Translation will

- provide students with open learning programmes that address their academic and vocational needs;
- prepare students for further and more advanced studies in either English Language and literature or in Translation;
- prepare and qualify students for employment in the field of translation;
- promote intercultural understanding through translation from and into the Arabic culture.

With the advent of globalization, it is expected that the translation industry will be more profoundly affected by cross-cultural interaction. Graduates of ELL and translation (ELLT) may be targeted by public and private organizations including ministries, private businesses, translation firms, publishing houses, schools, banks, universities as well as local media network organizations. Students with high GPA may choose to pursue further studies in translation.

### **4. INTRODUCTION TO THE PROGRAMME**

The BA in English Language, Literature and Translation (ELLT) is a full-time undergraduate programme of study comprising a diversity of English language skills, linguistics, literature and Translation courses. The programme is delivered through the blended learning mode, which, according to the AOU regulations, is delivered through two complementary aspects:

- face-to-face interactive tutorials, constituting 25% of the module's credit hours, and
- interactive distance learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 75% of the module's credit hours.

#### **ADMISSION REQUIREMENTS**

In order to be admitted to the BA programme in ELLT, you need to:

**A:** Have a high school diploma.

**B:** Achieve Band 5 or higher in the **Academic Version** of the '*International English Language Testing System (IELTS)* OR

**C:** Achieve a score of 500 or more in the 'Test of English as a Foreign Language' (TOEFL) (**Paper-Based Test**) or the equivalent score in the Computer-Based Test, OR

**D:** Take the Oxford Online Placement Test (OOPT) offered at AOU which helps you get placed at your appropriate English level, based on your attainment scores.

Once you have passed EL112, the last course in the English foundation programme, you can start your English major courses.

#### **POSSIBLE JOB OPPORTUNITIES**

This programme opens many gates of **employment** for you. The following are job areas, which you will be suitable for, perhaps with special induction and suitable training in some of the cases given below:

Public and private organizations including ministries, embassies, private businesses, translation firms, publishing houses, schools, banks, universities as well as local media network organizations. In addition, the programme opens up important access to further and higher academic study, such as an MA degree.

## **5. TEACHING AND LEARNING METHODS**

The BA in ELLT comprises four major components: language skills modules, linguistics modules, literature modules and translation modules organized into general requirement modules, elective and core modules. Knowledge and understanding of the content material are gained and developed through the study of the programme modules.

Cognitive skills are developed and practiced through study of the course materials, and you will also have the opportunity to learn and practice these skills through group or individual tutorial work. They are assessed in Tutor Marked Assessments (TMAs) and quizzes throughout the programme and in the modules' final examinations.

Practical and professional skills are taught cumulatively throughout the programme. One of the programme modules, *EL122 Writing Research* introduces you to the basic professional writing skills and methods, including the use of resources and the internet.

Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. This happens throughout the programme, although there is increasing emphasis on independent work towards the end. Essay-type assignments (TMAs) particularly assess your ability to communicate effectively your knowledge and understanding of the subject matter in addition to debates and class work.

The AOU learning and teaching model is based on high quality educational materials. The Open University-based modules offered at the AOU are taught in English and are licensed from the Open University, UK (OU UK).

FLS, as is the case with other faculties at the AOU, follows a blended mode of teaching which comprises 25% of face-to-face tutorials, conducted in modern classrooms, equipped with state-of-the art technology, and 75% independent learning. In addition to the face-to-face tutorial sessions where the students have a direct contact with their tutors, tutors maintain also scheduled weekly office hours which are intended to provide a more informal environment for academic support that help students in their independent learning component. Students are always given an opportunity to discuss, ask and answer questions during the office hours. Students can also contact their tutors via e-mail and telephone calls. Students have access to much of the course material and supporting notes over the internet-based learning management systems (LMS) which is to be used for all courses. Thus, in addition to face-to-face contact there is distance support for those students who cannot regularly meet their tutors in their office hours due to employment or domestic responsibilities.

Below is a brief description of the teaching and learning model:

- Teaching and learning are delivered through two complementary modes:

- i. face-to-face interactive tutorials, constituting 25% of course credit hours, and;
  - ii. interactive distance learning delivered through specially designed teaching and support materials that are conducive for self-learning, constituting 75% of course credit hours.
- Students are allocated to an individual subject tutor in the ratio of 25:1
- Learning is facilitated through a university-wide electronic Learning Management System (LMS)
- All branches are equipped with multimedia and computing laboratories to support students
- Student assessment is carried out through two main components:
  - i. Continuous assessment, i.e. Mid-Term Assessments (MTA) and Tutor Marked Assignments – (TMAs), and
  - ii. Formal end-of-semester examinations
 Each of the two components comprises 50% of the overall assessment score.
- Tutors provide comprehensive feedback on students' TMAs to direct them towards better understanding of the subject matter, and to enhance their learning experience.

More information about the blended learning mode at the AOU can be found in the following link:

<https://www.arabou.edu.kw/blended-learning/Pages/about.aspx>

#### **STUDY/LANGUAGE SKILLS (WRITING CENTRE AND SPEAKING SKILLS CENTRE)**

Tutors provide advice for students on how they can improve their study/language skills. All branches have set up a Writing Centre and a Speaking Skills Centre. The major objective is to help students improve their academic writing and English oral skills. The two Centres have their schedules posted on LMS. These two centres have been extremely useful for students in helping them improve their writing. Students are either referred to the Writings Centre by their tutors or come on their own when they feel they need help, while the Oral Skills Centre functions on a weekly basis with students getting together to discuss a topic, debate an issue, narrate a story, etc.

#### **LEARNING RESOURCES AND STUDENT SUPPORT:**

Students at AOU, including FLS students, are offered various methods of student support. These include:

1. Study materials with guides and audio-visual aids. It is important to note that most of ELL materials for specialization courses are OU-based.

2. The university website **www.arabou.edu.kw** also embodies a lot of guidance and support materials such as: updated Course Guides, Study Calendars, Specimen Exam papers, as well as additional notes and information on courses.

3. A two-hour weekly tutorial. Students meet their tutors on weekly basis for two hours per class as part of the University's policy to adopt a system of blended learning.

4. Tutors hold weekly office hours. Students can have face-to-face contact with their tutors to seek their assistance, and ask them for clarifications. All part-time and full-time tutors are requested to hold weekly office hours for each taught section.

5. Interaction with tutors through the LMS.

The LMS has become an integral part of teaching and learning in AOU. It is the main channel of communication between tutors and their students. Students receive their assignments, their tutors' responses, and feedback through the LMS. The privacy of this channel allows students to discuss with their tutors some matters that they may be uncomfortable discussing publicly in the classroom.

6. There are also chat online sessions with tutors, and face-to-face feedback sessions. Additionally, emails are constant means by which tutors and students can discuss important ideas related to course material. Furthermore, tutors are available via phones, as well, to answer any merging queries and offer support.

7. Reading List: Every semester, FLS updates a suggested reading list and uploads on the website. You are strongly encouraged to consult it. It contains several helpful books and articles.

8. Computer and e-library facilities: Both AOU students and staff are given access to e-library resources. Recently, AOU has updated its e-library subscriptions.

9. Educational Resource Centres: These centres provide the needed resources such as Internet and other facilities.

10. Student Information System (SIS) where students can see their grades and follow up on their progress in their registered modules.

11. There are also orientation sessions that introduce students to the learning system, which the AOU adopts.

12. AOU students also get effective academic advising, specifically before embarking on every new semester.

13. In addition to all of this, there are numerous co-curricular activities that the branches organize for their students, and the availability of these varies from one branch to another. Generally, however, the following can be found at several branches:

- i. Writing Centre (Physical and Digital)

- ii. English Speaking Skills Centre
- iii. Environment Awareness and Conservation.
- iv. Chess Club.
- v. Arabic Calligraphy.
- vi. Arts & Folkloric Dance Club.
- vii. Theatre Performing Arts Club.
- viii. Drawing and Painting Club.
- ix. Poetry and Speech Club.
- x. Holy Quran Club.
- xi. Soccer Club.
- xii. Basketball Club.
- xiii. University Chorus.
- xiv. Table Tennis.

FLS provides students, through the AOU website and branch websites, with all the information they need about their study plan, course offerings, course description, all relevant academic rules, and regulations.

In addition to the guidance and support that the students receive from the Department of Admissions and Registration and the Student Affairs Department on academic and social issues, students are offered different methods of student support. Besides weekly tutorials, students at all branches are encouraged to visit their tutors during office hours. Other methods of student support include:

- Online Discussion Forums, which include students and tutors.
- Online communication and online office hours.
- Face-to-face feedback sessions.
- Orientation sessions that introduce students to the system at Arab Open University by each programme, in addition, of course, to the major orientation at the beginning of each semester, which is provided for students from all programmes.
  - Emails by means of which tutors and students can discuss important ideas related to the course material.
  - Advising and registration counselling.
  - The use of computer libraries and software.
  - Online library.
  - Telephone calls at all times.
  - Substantial feedback on TMAs.
  - Online Student Support System where students' complaints, queries and suggestions are channelled to the right person for response and where an online monitoring system and monthly reports are generated to make sure that each and every question raised by students is being answered.

## 6. PROGRAMME DESCRIPTOR, DURATION OF STUDY AND ADMISSION REQUIREMENTS

### A. The AOU Degree Requirements: BA in English Language, Literature and Translation (Track) ELLT.

The degree comprises 129-133 credit hours, which you can complete over a four-year period of full-time study. The breakdown of credit hours and courses needed to complete the programme are as follows:

| NO.                 | CATEGORY                           | CREDIT HOURS   |
|---------------------|------------------------------------|----------------|
| 1                   | University Requirements /Mandatory | 18             |
| 2                   | University Requirements/ Electives | 3-7            |
| 3                   | Faculty Requirements/Mandatory     | 8              |
| 4                   | Faculty Requirements/Elective      | 4              |
| <b>CORE COURSES</b> |                                    |                |
| 5                   | Core Specialization Courses        | 56             |
| 6                   | Translation Specialization Courses | 40             |
| <b>TOTAL</b>        |                                    | <b>129-133</b> |

## 7. PROGRAMME STRUCTURE:

### 1. **Mandatory General University Requirements: (18 credit hours)**

The following courses comprise the Mandatory University Requirements:

| COURSE CODE | COURSE TITLE                                       | CREDIT HOURS | PREREQUISITES |
|-------------|--|--------------|---------------|
| AR113       | Arabic Communication Skills (I)                    | 3            | -             |
| GB102       | Principles of Entrepreneurship for non-specialists | 3            |               |
| EL111       | English Communication Skills (I)                   | 3            | EL099         |
| EL112       | English Communication Skills (II)                  | 3            | EL111         |
| GR118       | Life Skills and Coexistence                        | 3            |               |

|              |                                     |           |  |
|--------------|-------------------------------------|-----------|--|
| GT101        | Learning and Information Technology | 3         |  |
| <b>Total</b> |                                     | <b>18</b> |  |

## 2. University Requirements/ Electives (3-7 credit hours)

The following courses comprise the Electives University Requirements:

| COURSE CODE  | COURSE TITLE   | CREDIT HOURS | PREREQUISITES |
|--------------|--|--------------|---------------|
| GR111        | Arabic-Islamic Civilization                          | 3            | --            |
| GR112        | Issues and Problems of Development in the Arab World | 3            | -             |
| GR115        | Current International Issues and Problems            | 3            | -             |
| GR131        | Branch Requirement                                   | 3            | -             |
| CH101        | Chinese for Beginners (I)                            | 3            | -             |
| CH102        | Chinese for Beginners (II)                           | 3            | CH101         |
| SL101        | Spanish for Beginners (I)                            | 3            | -             |
| SL102        | Spanish for Beginners (II)                           | 3            | SL101         |
| FR101        | French for Beginners (I)                             | 3            | -             |
| FR102        | French for Beginners (II)                            | 3            | FR101         |
| <b>Total</b> |  | <b>3 – 7</b> |               |

## 3. Faculty Requirements/ Mandatory (8 credit hours)

The following courses comprise the Mandatory Faculty Requirements:

| COURSE CODE  | COURSE TITLE                 | CREDIT HOURS | PREREQUISITES |
|--------------|------------------------------|--------------|---------------|
| EL 117       | Writing                      | 4            | EL111         |
| EL 119       | Oral and Presentation Skills | 4            | EL111         |
| <b>Total</b> |                              | <b>8</b>     |               |

## 4. Faculty Requirements/ Electives (4 credit hours)

The following courses comprise the Electives Faculty Requirements:

| COURSE CODE | COURSE TITLE                    | CREDIT HOURS | PREREQUISITES |
|-------------|---------------------------------|--------------|---------------|
| EL123       | Discourse Analysis              | 4            | EL112         |
| EL230       | American Literature             | 4            | E121          |
| EL240       | Drama                           | 4            | EL112         |
| EL350       | Introduction to Literary Theory | 4            | EL112         |



|              |  |          |       |
|--------------|--|----------|-------|
| AR 114       | Introduction to Creative Writing in Arabic | 4        | AR113 |
| EL330        | Teaching English as a Foreign              | 4        | EL112 |
| <b>Total</b> |  | <b>4</b> |       |

**CORE COURSES: 96 credit hours - 360 credit points:**

**PROGRAMME STRUCTURE - LEVEL 1**

|              | <b>COMPULSORY MODULES</b>                     | <b>CREDIT HOURS</b> | <b>CREDIT POINTS</b> |
|--------------|---|---------------------|----------------------|
| E120         | Introduction to Language                      | 4                   | 15                   |
| E121         | Introduction to Literature                    | 4                   | 15                   |
| A112T        | Cultures                                      | 8                   | 30                   |
| EL118        | Reading                                       | 4                   | 15                   |
| EL122        | Writing Research                              | 4                   | 15                   |
| TR102        | Introduction to Translation                   | 4                   | 15                   |
| TR103        | Contrastive Analysis for Translation Purposes | 4                   | 15                   |
| <b>TOTAL</b> |   | <b>32</b>           | <b>120</b>           |

**PROGRAMME STRUCTURE - LEVEL 2**

|              | <b>COMPULSORY MODULES</b> | <b>CREDIT HOURS</b> | <b>CREDIT POINTS</b> |
|--------------|---------------------------|---------------------|----------------------|
| L201A        | English in the World (I)  | 8                   | 30                   |
| L201B        | English in the World (II) | 8                   | 30                   |
| A215A        | Creative Writing (I)      | 8                   | 30                   |
| A215B        | Creative Writing (II)     | 8                   | 30                   |
| <b>TOTAL</b> |                           | <b>32</b>           | <b>120</b>           |

**PROGRAMME STRUCTURE - LEVEL 3**

|        | COMPULSORY MODULES                          | CREDIT HOURS | CREDIT POINTS |
|--------|---|--------------|---------------|
| TR301N | Creative Writing in Arabic                  | 4            | 15            |
| TR302  | Computer Assisted Translation               | 4            | 15            |
| TR303  | Translation of Business Texts               | 4            | 15            |
| TR304  | Translation of Official and Legal Documents | 4            | 15            |
| TR305  | Translation of Media Texts                  | 4            | 15            |
| TR306  | Consecutive & Simultaneous Interpreting     | 4            | 15            |
| TR307  | Political & Diplomatic Translation          | 4            | 15            |
| TR308  | Special Topics in Translation               | 4            | 15            |
|        | <b>TOTAL</b>                                | <b>32</b>    | <b>120</b>    |

## 8. PROGRAMME'S EXIT AWARDS

This programme has the advantage of offering 'exit awards'. An exit award is a grant which you may claim if, for one reason or another, you exit (leave) the programme before you complete it towards the BA degree.

**There are TWO exit awards:**

**A: Certificate of Higher Education in English Language and Literature** for students who have completed 120 credit points / 32 credit hours at level 1 (see level 1 core courses above). **(Learning outcomes of this award are attached in Appendix 1)**

This exit award is developed by OU and delivered by AOU. It is validated through a process of external peer review by OU-UK as being of an appropriate standard and quality.

**B: Diploma of Higher Education in English Language and Literature** for students who have completed 240 credit points / 64 credit hours at level 1 and 2. **(Learning outcomes of this award are attached in Appendix 2)**

This exit award is developed by OU and delivered by AOU. It is validated through a process of external peer review by OU-UK as being of an appropriate standard and quality.

The BA (Hons) Degree in English Language, Literature and Translation (Track) is awarded to students who have completed 360 credit points / 96 credit hours in addition to the below AOU requirements:

1. Mandatory General University Requirements: (18 credit hours)
2. University Requirements/ Electives (3-7 credit hours)
3. Faculty Requirements/ Mandatory (8 credit hours)
4. Faculty Requirements/ Electives (4 credit hours)

**The Exit Process:**

If you wish to obtain an exit award, you should submit a signed letter to this effect to the Programme Coordinator (PC) of the AOU Branch where you are registered stating which exit award you are applying for and the BA module(s) you have completed successfully.

A meeting by the Branch Examination Committee (BEC) should be convened within a week. If the award is proposed by the BEC, it should be sent to the deanship within the same period.

The Deanship will then decide on the proposal. Finally, the decision is tendered to the AOU Central Examination Committee (CEC) for a final endorsement.

**A SUGGESTED GRADUATION PLAN**

**Advisory Plan for English Language and Literature and Translation (ELLT)**

|                                    | Code                      | Course Title                        | Credit Hrs | Pre-requisite | Type of course |
|------------------------------------|---------------------------|-------------------------------------|------------|---------------|----------------|
| <b>First Year – First Semester</b> |                           |                                     |            |               |                |
| 1                                  | AR113                     | Arabic Communication Skills (I)     | 3          | -             | Univ. Man.     |
| 2                                  | EL111                     | Eng. Communication Skills (I)       | 3          | EL099         | Univ. Man.     |
| 3                                  | GR118                     | Life Skills and Coexistence         | 3          | -             | Univ. Man.     |
| 4                                  | GT101                     | Learning and Information Technology | 3          | -             | Univ. Man.     |
| 5                                  | University elective       | To be chosen from the list          | 3-4        |               | Univ. Elective |
| <b>Total</b>                       | <b>15-16 Credit Hours</b> |                                     |            |               |                |

| First Year – Second Semester  |                        |  |     |               |                            |
|-------------------------------|------------------------|--|-----|---------------|----------------------------|
| 1                             | GB102                  | Principles of Entrepreneurship for non-specialists | 3   |               | Univ. Man.                 |
| 2                             | EL112                  | Eng. Communication Skills (II)                     | 3   | EL111         | Univ. Man.                 |
| 3                             | EL117                  | Writing  | 4   | EL111         | Fac. Man                   |
| 4                             | Faculty elective       | To be chosen from the list                         | 3-4 | EL111         | Faculty elective           |
| 5                             | EL119                  | Oral & Presentation Skills                         | 4   | EL111         | Fac. Man                   |
| <b>Total</b>                  | <b>18 Credit Hours</b> |  |     |               |                            |
| Second Year – First Semester  |                        |  |     |               |                            |
| 1                             | E120                   | Introduction to Language                           | 4   | EL111         | Core                       |
| 2                             | E121                   | Introduction to Literature                         | 4   | EL117 & EL119 | Core                       |
| 3                             | A112T                  | Cultures (T)                                       | 8   | EL117         | Core                       |
| <b>Total</b>                  | <b>16 Credit Hours</b> |  |     |               |                            |
| Second Year – Second Semester |                        |  |     |               |                            |
| 1                             | EL118                  | Reading  | 4   | EL111         | Core                       |
| 2                             | EL122                  | Writing Research                                   | 4   | EL117         | Core                       |
| 3                             | TR102                  | Introduction to Translation                        | 4   | EL117         | Translation Specialization |
| 4                             | TR103                  | Contrastive Analysis for                           | 4   | EL117         | Translation specialization |

|                                     |                        |                               |   |        |                            |
|-------------------------------------|------------------------|-------------------------------|---|--------|----------------------------|
|                                     |                        | Translation Purposes          |   |        |                            |
| <b>Total</b>                        | <b>16 Credit Hours</b> |                               |   |        |                            |
| <b>Third Year – First Semester</b>  |                        |                               |   |        |                            |
| 1                                   | A215A                  | Creative Writing (I)          | 8 | A112T  | Core                       |
| 2                                   | L201 A                 | English in the World (I)      | 8 | E120   | Core                       |
| <b>Total</b>                        | <b>16 Credit Hours</b> |                               |   |        |                            |
| <b>Third Year – Second Semester</b> |                        |                               |   |        |                            |
| 1                                   | A215B                  | Creative Writing (II)         | 8 | A215A  | Core                       |
| 2                                   | L201 B                 | English in the World (II)     | 8 | L201 A | Core                       |
| <b>Total</b>                        | <b>16 Credit Hours</b> |                               |   |        |                            |
| <b>Fourth Year - First Semester</b> |                        |                               |   |        |                            |
| 1                                   | TR301N                 | Creative Writing in Arabic    | 4 | AR113  | Translation Specialization |
|                                     | TR302                  | Computer Assisted Translation | 4 | TR102  | Translation Specialization |

|                                      |                        |   |   |       |                            |
|--------------------------------------|------------------------|---|---|-------|----------------------------|
| 2                                    | TR303                  | Translation of Business Texts               | 4 | TR103 | Translation Specialization |
|                                      | TR304                  | Translation of Official and Legal Documents | 4 | TR103 | Translation Specialization |
| <b>Total</b>                         | <b>16 Credit Hours</b> |   |   |       |                            |
| <b>Fourth Year - Second Semester</b> |                        |   |   |       |                            |
| 1                                    | TR305                  | Translation of Media Texts                  | 4 | TR103 | Translation Specialization |
|                                      | TR306                  | Consecutive & Simultaneous Interpreting     | 4 | TR304 | Translation Specialization |
| 2                                    | TR307                  | Political & Diplomatic Translation          | 4 | TR304 | Translation Specialization |
|                                      | TR308                  | Special Topics in Translation               | 4 | TR302 | Translation Specialization |
| <b>Total</b>                         | <b>16 Credit Hours</b> |   |   |       |                            |

## **9. ACADEMIC STAFF, CONTACT DETAILS AND AVAILABILITY ARRANGEMENTS**

### **Distinguished Tutors**

FLS prides itself on having tutors who are extremely competent in their fields as well as methods of open and blended learning, and the material of their courses. They constantly challenge their students to new horizons of thinking and knowledge. Besides their competence in their fields of specialisation and diligence, the tutors are extremely supportive of students, always going out of their way to make their students feel confident in their study and to offer prompt assistance when needed.

*See AOU website for a complete list of all tutors associated with the ELL programme:*

<https://www.arabou.edu.kw/faculties/language/Pages/faculty-members.aspx>

In the AOU system, all tutors are available for contact in:

**(A)** Weekly tutorials

**(B)** Office hours. Other arrangements can be made through the LMS system and direct phone calls.

#### **SUPPORT STAFF**

FLS support staff at the HQ and in Branches are ready to help you when help is needed. Please contact your tutor/supervisor for a list of support staff at your branch.

#### **EXTERNAL EXAMINERS:**

The BA in English Language, Literature and Translation (Track) is validated through a process of external peer review by the Open University (OU), UK as being of an appropriate standard and quality to lead to the Open University validated award of **BA in ELLT (Hons)**. All assessments, TMAs, MTAs and Final Exams are reviewed by a group of External Examiners (EEs) appointed by the British Open University and AOU. EEs review and endorse exams, suggest changes in exams, if necessary, etc. FLS, as is the case with faculties, send EEs samples of TMAs, MTAs and final Exams. The General Course Coordinators (GCCs) of the courses consult with them regarding assessments as well as teaching procedures. They attend the Course Assessment Committee (CAC) meetings and Faculty Examination Committee (FEC) meetings and send reports to the Deanship that summarize their evaluation of the teaching learning process as well as assessments.

The following table contains FLS's ELL External Examiners (EEs)

The existing EEs will deal with the new modules in the Track.

| NAME  | PLACE OF WORK   | AREA OF RESPONSIBILITY                                     |
|---|---|--|
| <b>Prof. John Strachan</b><br>(Chief External Examiner) | Dean of Graduate College,<br>Pro-Vice-Chancellor for Research and Enterprise,<br>Bath Spa University, Britain.  | Chief EE   |
| <b>Ms. Sara Etchells</b>                                | Associate Professor & Course Leader of English Language and Linguistics,<br>Anglia Ruskin University, Cambridge, UK   | L201A and L201B  |
| <b>Dr. Hanem Al-Farahaty</b>                            | Associate Professor of Arabic Language, Translation and Interpreting  <br>Michael Beverley Innovation Fellow (MBIF, 2021-22)<br>School Academic Lead for Inclusive Practice (SALIP)  <br>School of Languages, Cultures and Societies  <br>University of Leeds   LS2 9JT | TR301N, TR3021, TR303 TR304, TR305, TR306, TR307 and TR308 |



## 10. PROGRAMME SPECIFICATION:

| PROGRAMME SPECIFICATION   |  |
|---------------------------|--|
| Duration of the programme | 4 years (8 semesters) and can be extended up to 8 years (16 semesters)                 |
| Dual accreditation        | Open University UK and Ministry of Higher Education in the country of the AOU Branches |

The components of the programme (Track) has been presented above.

***See the University website for the BA in ELLT Programme Specification.***  
**<https://www.arabou.edu.kw/faculties/language/Pages/undergraduate-programs.aspx>**

## 11. PROGRAMME EDUCATIONAL AIMS AND OBJECTIVES

### EDUCATIONAL AIMS AND OBJECTIVES

The English Language, Literature and Translation Programme will:

- Provide for development in the subject area.
- Provide students with solid English language skills.
- Provide students with a broad understanding of the English language, contemporary use and development as a global language.
- Provide students with a wide-ranging knowledge of the literary texts that have been either written in English or translated into English.
- Combine the study of major principles and scholarly approaches to translation with application and practice.
- Provide the required know-how for competent translators who can work in private and public sectors using language with flexibility, knowledge and expertise.
- Develop students' skills of analysis and interpretation of both literary and non-literary texts.
- Enable students to develop a critical understanding of the traditions and approaches to the study and interpretation of language and literary texts.
- Provide students with opportunities to develop conceptual and communication skills, and to progress towards more independent thinking and judgment.
- Develop students' IT and socio-cultural skills.

## **12. PROGRAMME LEARNING OUTCOMES**

The term "learning outcomes" (LOs) represents a central concept that refers to the objectives that you attain at the end of a particular learning/teaching activity or at the conclusion of a certain course or programme. LOs are characteristically divided into four categories:

- (1) Knowledge and understanding,
- (2) Cognitive skills,
- (3) Practical and professional skills and
- (4) Key/transferable skills.

**The following are the BA in ELLT Learning Outcomes:**

**On Successful completion of the programme, students will be able to:**

- Communicate effectively in English & Arabic -- orally and in writing.
- Understand the principles and major concepts of translation and translate a wide range of texts with acceptable accuracy.
- Understand the importance of conveying the precise message of a text while preserving the author's voice and style.
- Use skilfully computer and electronic translation tools.
- Demonstrate cultural awareness of idiomatic conventions and expressions that deal with culture-specific issues.
- Demonstrate knowledge of thematic skills involved in translating various documents.
- Adopt relevant computational and software programmes pertinent to translation.
- Demonstrate ability to write well in source and target languages.
- Analyze texts in a wide range of genres and styles.
- Render -- with accuracy -- business, legal, economic, political and technical texts.
- Show awareness and ability to select and use strategies and technical solutions to handle different translation tasks.

**The intended learning outcomes of this degree are described in four areas:**

### **Area 1: Knowledge and understanding**

On completion of the degree, you will have knowledge and understanding of:

**A1.** the character and conventions of a range of literary genres and structures to explore their different roles and functions in creative writing

**A2.** the ideas, behaviours, and customs of diverse groups of people, and how do cultural encounters affect the creative process of writing;

**A3.** 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;

**A4.** how language, and literature may be described and analysed;

**A5.** the different theoretical approaches to the study of literature, language and translation;

**A6.** the main principles, concepts and strategies of translation;

**A7.** the importance of conveying the correct message of a text while preserving the author's voice and style;

**A8.** idiomatic expressions and rhetorical devices in the source and target language

## **2: Cognitive Skills:**

On completion of the degree, you will be able to:

**B1.** develop critical skills in creative writing and analysis of diverse genres and translated texts;

**B2.** use appropriate linguistic and critical terminology to describe and analyse texts;

**B3.** synthesize information and ideas drawn from varied sources and critically evaluate alternative explanations, arguments and theories;

**B4.** demonstrate skills involved in translating various documents;

**B5.** apply appropriate technical and professional strategies in translation;

**B.6** distinguish different text types and the comparable stylistic approach in translating them;

**B7.** adopt relevant computational and software programmes

## **Area 3: Practical and professional skills:**

On completion of the degree, you will be able to:

- C1.** use and present English material in written and spoken form in a clear and effective manner;
- C2.** use reference material successfully, including bilingual and monolingual dictionaries;
- C3.** use the more specific knowledge, analytical skills and methods of language and literature studies as a basis for work in many professions (e.g. teaching and translation);
- C4.** develop ability in translating various documents and texts;
- C5.** demonstrate competent knowledge and experience in translating texts and discourses between Arabic and English;
- C6.** reproduce with reasonable accuracy business, legal, economic and technical texts in Arabic and English;
- C7.** develop awareness and ability to select and use strategies and technical solutions to tackle different translation tasks;
- C8.** develop expertise in using a range of translation and professional tools;

**Area 4: Key/transferable skills:**

On completion of the degree, you will be able to:

**Communication:**

- D1.** 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;
- D2.** read, synthesize and evaluate the significance of substantial quantities of material;
- D3.** present sustained and persuasive arguments cogently and coherently;

**Information Technology**

- D4.** use relevant computational tools and software packages where appropriate for the analysis of data.

### **Improving own learning and performance**

**D5.** study and learn more independently, and from a variety of different media and teaching methods;

**D6.** Improve ability to write well in source and target languages

**D7.** Communicate and translate effectively as bilinguals and bicultural professionals in Arabic and English and in the spoken and written forms

### **MAPPING PROGRAMMES' ILOS TO MODULES' ILOS:**

See Programme Specification on AOU's Website for information on how the Programme Learning outcomes are mapped against to the modules learning outcomes.

## **13. DESCRIPTION OF PROGRAMME MODULES AND MODULE LEARNING OUTCOMES**

Please refer to the AOU website for a brief catalogue description for each module in the programme. Each course you will study will have a detailed description that provides you with the course objectives, learning outcome, intended content, teaching methods, assessment methods including TMA, quizzes and final exams as well as the prescribed textbooks and a list of at least fifteen resources available at the University e-library that you can refer to. For this information, you can see the following: [www.arabou.edu.kw](http://www.arabou.edu.kw)

## **14. PROGRAMME KEY READINGS**

Refer to Module Specifications

## **15. ASSESSMENT METHODS AND STRATEGIES**

AOU has explicit procedures for ensuring that student performance is properly judged and academic standards are maintained through assessment practice to promote effective learning. All AOU assessments are conducted with rigour and fairness and with due regard for anonymity.

The following are some of the procedures which FLS implements:

- To guarantee objectivity in marking, students' names and registration numbers are covered on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;

- FLS adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided by the concerned GCC with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.
- FLS ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives and memos sent from the Deanships at AOU HQ as well as through posting relevant information on AOU website.

#### **ASSESSMENT AND PROGRESSION REGULATIONS**

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

- (i) Tutor-Marked Assignments (TMAs)
- (ii) Mid-Term Assessment (MTA) or Quizzes and active participation
- (iii) Final Exam (FE)

Students' module 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 (CA):**

This comprises:

- Course TMA, and
- Course MTA

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

##### **(ii) Final Assessment:**

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

##### **Minimum pass marks for modules**

In order to pass the module, 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 15/50 on Continuous Assessment: TMA(s) & MTA(s).

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

### Allocation of Marks

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

- (i) Prepare one TMA
- (ii) Take one MTA or Quizzes and active participation
- (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        | 20   | 50         |
|                       | MTA        | 30   |            |
| FINAL ASSESSMENT      | FINAL EXAM | 50   | 50         |
| GRAND TOTAL           |            | 100  | 100        |

### Notes on TMAs, MTAs & Finals

#### (i) Tutor-Marked Assignments (TMAs)

These assignments are allocated a specific time in the course calendar. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. The TMA carries 20% of the overall grade of the course.

#### (ii) Mid-Term Assessment (MTA)

MTAs are viewed to be another contributor to monitoring the progression of students' achievement. They carry 30% of the overall grade of the course.

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.

#### (iii) 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.

### MARKING DESCRIPTOR

| GRADE | CONTENT | LANGUAGE & ORGANIZATION |
|-------|---------|-------------------------|
|-------|---------|-------------------------|

|                |   |  |
|----------------|---|--|
| <b>A</b>       | Excellent answers showing confident and wide-ranging knowledge of core material, good understanding of any relevant theory, and a capacity to address the question in a structural, direct and effective way, thoughtfully and with insight. Originality of thought or ideas from outside the course are an added asset. Examples are to the point. | <ul style="list-style-type: none"> <li>- Has an introduction, defining plan of essay.</li> <li>- Body divided into several paragraphs/sections</li> <li>- Conclusion, which directly relates arguments to topic.</li> <li>- Evidence that it has been edited.</li> <li>- Error-free grammar &amp; register.</li> <li>- Wide range of specialized terminology.</li> </ul>   |
| <b>B to B+</b> | Very good answers showing secure knowledge of course materials. Adopting an analytical approach and providing relevant discussion covering most of the key issues. Distinguished from A answers by being less insightful or by showing less comprehensive knowledge of the course.  | <ul style="list-style-type: none"> <li>- First four criteria above maintained</li> <li>- Demonstrates extensive grammar control.</li> <li>- Terminology specialized but less varied.</li> </ul>  |
| <b>C to C+</b> | Competent answers reflecting adequate knowledge of the more directly relevant course material and concepts, with reasonable structure and adequate coherence related to the question set.   | <ul style="list-style-type: none"> <li>- Introduction and/or conclusion short but still satisfactory.</li> <li>- Evidence of editing.</li> <li>- Less grammar control than above.</li> <li>- Good range of specialized terminology.</li> </ul>   |
| <b>D</b>       | Answers which omit some concepts /evidence and/or lack coherence /structure, and/or make minor errors while still demonstrating basic understanding. Or bare pass answers which show awareness of some relevant material and attempt to relate it to the question.  | <ul style="list-style-type: none"> <li>- Introduction and/or conclusion short but acceptable.</li> <li>- no evidence of editing.</li> <li>- Few grammatical errors that impede communication.</li> <li>- Above average range of specialized terminology.</li> <li>- Slightly confused introduction and/or conclusion, but body still fair.</li> <li>- Some error types that impede communication.</li> <li>- Fair range of specialized terminology.</li> </ul> |



|          |  |  |
|----------|--|--|
| <b>F</b> | Answers which attempt to draw upon relevant material but do not reflect sufficient knowledge of the course and/or neglect the focus required by the question, and/or are incomplete in some important aspects whilst being acceptable in others. | <ul style="list-style-type: none"> <li>- No introduction and /or no conclusion.</li> <li>- Body badly organized or irrelevant.</li> <li>- Poor grammar control (extremely limited range of grammar &amp; register).</li> <li>- Limited or not specialized range of terminology.</li> </ul> |
|----------|--|--|

**Student Complaints and Appeals**

The AOU has an online complaint system allowing students to complain through the examinations department. The Branch Examinations Committee (BEC) considers these complaints, and the student is informed of its decision within one week. Students who do not wish to use the online system of complaints and appeal can file a complaint in person. The same committee considers appeals by students and it must respond within the same time frame.

**16. GENERAL GUIDANCE ON WRITING ASSIGNMENTS**

**16.1 General Guidance on Completing Assignments**

**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.

**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    |

|           |            |
|-----------|------------|
| <b>C+</b> | <b>2.5</b> |
| <b>C</b>  | <b>2.0</b> |
| <b>D</b>  | <b>1.5</b> |
| <b>F</b>  | <b>0.0</b> |

**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.

| <b>Score</b>  | <b>Performance Standards</b> |
|---------------|------------------------------|
| 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                  |

**Repeating Courses**

- a) The student may not retake any course in which he obtains grade (C) or above.
- b) The student who fails in an elective course may retake the same course or any other elective course for the purpose of completing the programme’s approved study plan requirements. The student’s new grade resulting from such repeat courses shall be included in his or her semester and cumulative averages. However, in case of a student’s fail mark, the number of course hours shall be excluded from his or her cumulative average, provided that no modification occurs in the semester average pertaining to the semester in which he or she failed.
- c) The student who fails in a compulsory course must retake the same course in a subsequent semester. The student’s grade resulting from such repeat course shall be entered in his or her record. However, in case he or she fails therein, the number of course hours shall be excluded from his or her cumulative average,

provided that no modification occurs in the semester average for the semester in which he or she failed.

- d) For the purposes of raising the student's cumulative average to the required limit for graduation purposes only, the student may retake any course in his or her study plan other than OUUK courses. The student's new grade, whether higher or lower than the previous grade, shall be included in his or her cumulative average. The student's number of points obtained the first time as well as the number of course hours shall be excluded when computing his or her new cumulative average.
- e) For the purpose of raising the student's cumulative average to the required limit for graduation purposes only, the student may retake any OUUK course included in his or her programme's study plan in which he or she had previously obtained a (D) grade, provided that the ceiling of the student's new grade shall be (C). The student's number of points obtained the first time as well as the number of course hours shall be excluded when computing his or her new cumulative average.
- f) All awards recommended by The Arab Open University Examination Boards are ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). This panel has the authority of the OU Senate to ratify the recommendations of all Examination Award Boards (EAB) after satisfying itself that the recommendations have been determined with due regard to the approved regulations, that the correct procedures have been followed, and that the appropriate academic standards have been upheld.

Once the Examination Board has taken place, The Arab Open University sends documentation to the OUVP via secure electronic transfer. Once documentation is complete, it is submitted to the MRAQCP. Once confirmed, The Arab Open University is informed, and if conferred, results can be released to students as final.

### **Cheating and Plagiarism**

Any student caught cheating or found to have committed an act of plagiarism shall be referred to the Branch Disciplinary Committee, which shall take its decisions as per rules in effect at the AOU. Punishment, if warranted, may include dismissal from the University. The following are considered acts of cheating and plagiarism:

- i. Copying printed material and submitting it as part of TMAs, or examination scripts without proper acknowledgement and documentation
- ii. Copying material from the internet, including tables and pictures without proper acknowledgement
- iii. Copying other students' work
- iv. Using material prepared for the student by individuals or institutions, i.e. material which is not the student's own work
- v. Taking unauthorized material into the examination room.

#### **Student Grievance Procedures**

Branch authorities look into each grievance and usually respond to the student concerned within a week. There are different types of grievances (appeals, complaints) and there are specific procedures for their submission and processing.

#### **Student Appeals**

- i. Students may appeal their final grade to the Branch Examination Committee (BEC) within one week from the announcement of course results.
- ii. The Branch Examination Committee ensures that the marks have been compiled properly. It also ensures that all answer scripts have been marked and verified and notifies the student of the acceptance or rejection of his/her appeal.
- iii. If the appeal is rejected, students may then appeal the Branch Examination Committee (BEC) decision to the Faculty Examination Committee (FEC) through the Branch Director within one week after notification by the branch committee. Reasons for appeal together with supporting documents must be provided. The appeal is then forwarded for review by the Faculty Examination Committee (FEC)
- iv. The decision of the Faculty Examination Committee is final but students who wish to pursue their appeal beyond this point should do so within one week from the date of notification of the Faculty Examination Committee findings. In such cases, the Committee looks into the appeal once again and this time its decision is considered final and irrevocable. The student shall be notified of the decision through the branch within one week of it being made

- v. In all cases, if a grade is modified as a result of an appeal then all examination committees must be informed.
- vi. If the student is not satisfied with the outcome of the entire appeal process, the student may appeal to the University President or to the Centre for Inclusion and Collaborative Partnerships (CICP).

### **Procedures for Appeals and Complaints**

#### **Appeals**

- Students may appeal their final course grades by filling the online appeals form within 7 days from the announcement of the final course results. The student can also attach any relevant documents.
- Copies of the appeal form will automatically be sent to the Branch Examination Committee (BEC) and concerned departments.
- The BEC will consider the appeal and if the appeal is valid a copy of the BEC recommendation will be sent to the Vice President for Academic Affairs (VPAA).
- The VPAA will send his recommendation that the appeal is upheld to the Central Examination Committee (CEC).
- The grade will only be changed after the approval of the CEC.
- The CEC decision will be communicated to the BEC with a copy to Student Affairs Office to inform the student and the student Affairs Office will notify the student with the decision.
- If the appeal is rejected and the student is dissatisfied with the decision to dismiss the appeal, he or she may take the appeal to a higher level by appealing to the Faculty Examination Committee (FEC) through the Branch Director within 7 days of notification of the decision to reject the appeal.
- If the student is still not satisfied with the FEC decision, he/she may appeal to the President of the University or to Open University Validation Services (CICP).

#### **Complaints**

- The student may lodge a complaint any time during the academic year, by completing the University formal student complaints form. The student must state the grounds for complaint, giving detailed reasons to support his or her case. A copy will be automatically forwarded to the concerned department and to Student Affairs Office.
- The concerned department will examine the complaint and it may consult other members of University staff or departments if it is deemed appropriate in particular cases.
- The concerned department may find grounds for complaint and produce a report on the case setting out its recommendations and the documentations considered.
- The report will be sent to the Assistant Director for Administration and Finance or Assistant Director for Academic Affairs based on the nature and subject of the complaints for approval.
- Upon the approval of the concerned Assistant Director, the Student Affairs Office will notify the final outcome of the complaint to the student.
- If the student is dissatisfied with the decision, he or she may appeal through the Branch Director to Vice President for Academic Affairs (VPAA) or Vice President for Administrative and Financial Affairs (VPAF) within 7 days of notification of the decision to reject the complaint. The student will be informed through the Branch Director with the decision of the respective Vice President.
- The student may also complain to the University President and to CICIP if he/she is not satisfied with the decision of the VPAA or VPAF.

For further details on assessment and programme, students may refer to the *FLS Assessment booklet* and *FLS Programme Handbook* online. Information is available under “**Support Material**”.

(Copy the link below to your internet browser)

<https://www.arabou.edu.kw/index.php/support-material>

### **Students with Special Needs**

- i. Students with special needs should present their case to their tutor who will discuss the matter with the appropriate authority
- ii. Students with special needs requiring an extension to the examination time must submit their requirement supported by a medical report not less than three weeks before the date of the examination.
- iii. Students with special needs who feel that certain circumstances have impacted negatively on their performance when completing their assignments should submit proof of this to their tutor who will discuss the matter with the appropriate authority.

#### **Other Institutional Policies and Regulations**

##### **Attendance at Tutorials**

With due regard to local accreditation conditions required from each university branch:

- i. Face-to-face classroom meeting hours allocated for tutorials in each course during the single semester shall be 4 classroom hours against each credit hour allotted to the course, pursuant to arrangements made by the concerned branch which suit its circumstances
- ii. Face-to-face tutorial classroom hours may be increased in case of certain courses having special nature pursuant to ratio to be determined by the Branch Programme Coordinator and the Branch Director, with a view to fulfilling local accreditation requirements
- iii. Attending face-to-face tutorial sessions of the registered course is mandatory by the student whose absence from such tutorials may not exceed 25% of the prescribed tutorials as stated in the approved university calendar.

##### **Study Regulations**

###### **Duration of Study and Study Load**

- i. The academic year consists of two regular semesters, each of which lasts for sixteen (16) weeks
- ii. The summer semester lasts for eight (8) weeks

- iii. The University Council approves the university calendar for each academic year. The calendar includes important dates pertinent to the beginning of semesters, adding and dropping courses, final examinations, etc.
- iv. The minimum load of a regular student is eight (8) credit hours. The maximum is twenty-one (21) credit hours per semester in all branches
- v. Students with a cumulative average of less than 2 points shall not be allowed to register for more than 12 credit hours
- vi. The maximum period of study at the AOU is sixteen (16) semesters, equivalent to eight (8) academic years. (Summer semesters are not included.)

#### **Postponement, Suspension and Withdrawal**

- i. A continuing student may submit an application within two weeks of the beginning of the semester to postpone his/her study. Such a postponement period should not exceed (six semesters) whether continuous or interrupted. The postponement period shall not be included within the maximum period required for graduation
- ii. During the add/drop period, the student may withdraw from study after the approval of the concerned authority at the branch.
  - A student who does not register in a certain semester is considered suspended. If he/she submits subsequently an acceptable excuse before the end of the semester, the suspension period is considered a postponement
  - If the student resumes study after a period of postponement or suspension with an acceptable excuse, he/she can complete the study of the second part of the course provided that he/she has satisfied the requirements of the first part of the course. The marks obtained in the first part will contribute to the final grade of the course provided that the period of postponement or suspension does not exceed six semesters.
- iii. A student's enrolment shall be cancelled if he/she fails to register for any course during the first semester following his/her first enrolment at the University and/or not registering in any course for three consecutive semesters without a valid excuse.



### **Study Fees**

The AOU is a non-profit university and aims to keep its fee levels as low as possible, consistent with the need to offer a high quality learning experience for its students. The study fees differ depending on the nature of courses and the living standards of the Arab country where the university branch exists.

### **Student Transfer**

#### **i. Transfer between Academic Programmes**

A student is eligible to transfer from one programme to another provided that he/she fulfils the admission requirements of the programme to which he/she wishes to transfer and that the transfer takes place at the beginning of the semester following the one in which he/she has been admitted. In this case, all the modules that the student has already completed successfully and which correspond with the requirements of the new programme will be taken into account. The number of course hours which do not belong to the study plan of the programme to which the student has transferred, as well as the points he/she has attained against such courses, shall be excluded from his/her cumulative average. The student should fill in a special request to transfer form during the period announced in the university calendar.

The transfer is subject to the following conditions:

- i. The availability of a vacant place in the programme
- ii. The student's average in the secondary school certificate should not be less than the average announced and accepted by the programme into which the student wishes to transfer
- iii. Satisfying any other academic qualifications required by the programme when submitting the application
- iv. Passing any examination(s) required by the programme to which the student wants to transfer.

#### **ii. Transfer between Branches**

A student who is registered in one branch of the University is eligible to transfer to another branch, but normally only at the beginning of the semester. In this case, all completed courses are taken into account for the student. However, transfer between branches is subject to local requirements, i.e. additional local requirements might need to be met. The tuition fees for the new courses are calculated according to the fees of the new branch.

Transfer is dependent on the following:

- i. The availability of space in the programme and fulfillment of local requirements
- ii. The student's average in the secondary school certificates should not be less than the average required by the programme to which the student is applying to transfer
- iii. When applying for transfer from a branch, the student should be registered in that branch without any disciplinary issues outstanding
- iv. The student shall fill in a special request to transfer form before the end of the semester, stating the reasons for his/her transfer
- v. In certain circumstances, a student may apply for transfer from one branch to another during the semester provided that he/she can provide a valid reason for transfer. In this case, the tutorials, examinations and other study requirements are not affected
- vi. The student shall pay the appropriate transfer fee when filing the application. If the application is rejected, the student has the right to receive a refund of the money
- vii. Normally, transfer should occur within the same programme in which the student is registered. If not, admission to a different programme should be done simultaneously with the transfer application
- viii. Where necessary, it is the student's responsibility to get a residence permit in the branch country to which he/she wants to transfer
- ix. When a transfer has been approved by the two branches, the student's file is sent to the new branch
- x. Before joining the new branch, the student should be informed about any admission conditions or requirements observed in the new branch so that he/she can fulfill these conditions either before or after joining the new branch.

#### **Conduct By-laws and Disciplinary Procedures**

These by-laws shall cover all university-registered students regarding any violation of the University rules, regulations and by-laws. In particular, they cover the following violations:

- i. Any act incompatible with honour and dignity or breaching good conduct inside or outside the University
- ii. Any act leading to the damage of the University premises and properties
- iii. Cheating or attempting to cheat in examinations

- iv. Cheating in carrying out assignments and reports or any other duties required in this regard
- v. Organization of non-academic societies and meetings inside the University without the prior approval of the competent University administration
- vi. Circulation of publications, newsletters, or posters, or collecting signatures for any purpose, without permission from the competent party in the University
- vii. Any "sit-in" strike inside the University premises or participation in any demonstration incompatible with the University rules and values in force.

A student who attempts to cheat or does cheat in the examination, as described in a report signed by the head invigilator or the examination supervisor, may be subjected to the following punishments, separately or collectively, following investigation by the Branch Disciplinary Council:

- i. Verbal or written notice
- ii. Warning
- iii. Final warning
- iv. Failure in the examination and concerned course
- v. Dismissal from the University for one semester or more
- vi. Total and final dismissal from the University

Any punishment imposed will be recorded in the student's file.

A student may submit an appeal against the decision taken by the Disciplinary Committee or the Disciplinary Council within fifteen days from the date of being informed of the decision. The decision of the Higher Disciplinary Board is then final and binding.

## **17. PROGRAMME CALENDARS**

Information about the programme calendar for each module will be posted on LMS at the beginning of the semester in which a module is offered.

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# **APPENDICES**

## **Appendix 1**

**Learning outcomes: Certificate of Higher Education in English Language and Literature:**

**The intended learning outcomes of this certificate are:**

**Area 1: Knowledge and understanding**

On completion of the degree, you will have knowledge and understanding of:

- A2.** the ideas, behaviours, and customs of diverse groups of people, and how do cultural encounters affect the creative process of writing;
- A4.** how language, and literature may be described and analysed;
- A5.** the different theoretical approaches to the study of literature, language and translation;
- A6.** the main principles, concepts and strategies of translation;
- A7.** the importance of conveying the correct message of a text while preserving the author's voice and style;
- A8.** idiomatic expressions and rhetorical devices in the source and target language.

**2: Cognitive Skills:**

On completion of the degree, you will be able to:

- B2.** use appropriate linguistic and critical terminology to describe and analyse texts;
- B3.** synthesize information and ideas drawn from varied sources and critically evaluate alternative explanations, arguments and theories;
- B4.** demonstrate skills involved in translating various documents;
- B5.** apply appropriate technical and professional strategies in translation;
- B6.** distinguish different text types and the comparable stylistic approach in translating them;
- B7.** adopt relevant computational and software programmes.

**Area 3: Practical and professional skills:**

On completion of the degree, you will be able to:

- C1.** use and present English material in written and spoken form in a clear and effective manner;
- C2.** use reference material successfully, including bilingual and monolingual dictionaries;
- C4.** develop ability in translating various documents and texts;
- C5.** demonstrate competent knowledge and experience in translating texts and discourses between Arabic and English;
- C7.** develop awareness and ability to select and use strategies and technical solutions to tackle different translation tasks.

#### **Area 4: Key/transferable skills:**

On completion of the degree, you will be able to:

##### **Communication:**

- D1.** 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;
- D2.** read, synthesize and evaluate the significance of substantial quantities of material;
- D3.** present sustained and persuasive arguments cogently and coherently;

##### **Improving own learning and performance**

- D5.** study and learn more independently, and from a variety of different media and teaching methods;
- D6.** Improve ability to write well in source and target languages.

## **Appendix 2**

### **Learning outcomes: Diploma of Higher Education in English Language and Literature.**

The below listed learning outcomes relate specifically to knowledge gained from completing Level Two modules. However, the Diploma incorporates within it the learning outcomes associated with the certificate.

#### **Area 1: Knowledge and understanding**

On completion of the Diploma, you will have knowledge and understanding of:

- A1.** the character and conventions of a range of literary genres and structures to explore their different roles and functions in creative writing;
- A2.** the ideas, behaviours, and customs of diverse groups of people, and how do cultural encounters affect the creative process of writing;
- A3.** 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.
- A4.** how language, and literature may be described and analysed;

**A7.** the importance of conveying the correct message of a text while preserving the author's voice and style;

## **2: Cognitive Skills:**

On completion of the degree, you will be able to:

- B1.** develop critical skills in creative writing and analysis of diverse genres and translated texts;
- B2.** use appropriate linguistic and critical terminology to describe and analyse texts;
- B3.** synthesize information and ideas drawn from varied sources and critically evaluate alternative explanations, arguments and theories;

## **Area 3: Practical and professional skills:**

On completion of the degree, you will be able to:

- C1.** use and present English material in written and spoken form in a clear and effective manner;
- C2.** use reference material successfully, including bilingual and monolingual dictionaries;
- C3.** use the more specific knowledge, analytical skills and methods of language and literature studies as a basis for work in many professions (e.g. teaching and translation);

## **Area 4: Key/transferable skills:**

On completion of the degree, you will be able to:

### **Communication:**

- D1.** 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;
- D2.** read, synthesize and evaluate the significance of substantial quantities of material;
- D3.** present sustained and persuasive arguments cogently and coherently;

### **Improving own learning and performance**

- D5.** study and learn more independently, and from a variety of different media and teaching methods;

**Appendix 3:**

**Sample TMA  
THIS IS A SAMPLE TMA**



**Arab Open University**

**U214B TMA**

**FACULTY OF LANGUAGE STUDIES**

| <b>Part (I): STUDENT INFORMATION (to be completed by student)</b>                          |           |                  |                          |                   |                |                |
|--|-----------|------------------|--------------------------|-------------------|----------------|----------------|
| <b>1. Name:</b>  |           |                  | <b>2. Student ID No:</b> |                   |                |                |
| <b>3. Section No:</b>  |           | <b>4. Tel. :</b> |                          | <b>5. E-mail:</b> |                |                |
| <b>I confirm that the work presented here is my own and is not copied from any source.</b> |           |                  |                          |                   |                |                |
| <b>Part (II): TUTOR'S FEEDBACK/FEEDFORWARD (to be completed by tutor)</b>                  |           |                  |                          |                   |                |                |
| <b>TUTOR'S REMARKS:</b>  |           |                  |                          |                   |                |                |
| <b>FEEDBACK</b>  | Excellent | Very Good        | Good                     | Satisfactory      | Unsatisfactory | <b>Remarks</b> |
|  | 5         | 4                | 3                        | 2                 | 1              |                |
| <b>(Knowledge of course material)</b>  |           |                  |                          |                   |                |                |
| <b>Analytical skill</b>  |           |                  |                          |                   |                |                |
| <b>Relevance to topic</b>  |           |                  |                          |                   |                |                |
| <b>Command of the language</b>   |           |                  |                          |                   |                |                |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <b>Organization of ideas into a coherent essay</b>  |  |  |  |  |  |  |
| <b>Referencing: in-text citations and bibliography</b>  |  |  |  |  |  |  |
| <b>Research ethics: Acknowledging resources</b>   |  |  |  |  |  |  |
| <b>Word limit.)</b>   |  |  |  |  |  |  |
| <b>FEEDFORWARD (for TMA&amp;MTA)</b><br><br><b>HOW TO IMPROVE FUTURE WORK/</b><br><br><b>(Tutor's advice is based on each student's performance and the ILOs)</b> |  |  |  |  |  |  |
| <b>Earned Mark</b>  |  |  |  |  |  |  |

**THIS IS DERIVED FROM THE INTENDED LEARNING OUTCOMES**  
**THE SCALE CAN BE ADJUSTED BASED ON THE WEIGHT OF THE**  
**ASSIGNMENT**

| <b>GRADE</b>                   | <b>CONTENT</b>   | <b>LANGUAGE &amp; ORGANIZATION</b>   |
|--------------------------------|--|--|
| <b>A</b><br><br><b>(18-20)</b> | Excellent answers showing confident and wide-ranging knowledge of core material, good understanding of relevant theory, and a capacity to address the question in a structured, direct and effective way, thoughtfully and with insight. Originality of thought or ideas from outside the course are an added asset. Examples support the main argument. | <ul style="list-style-type: none"> <li>- Has an introduction defining plan of essay.</li> <li>- Body divided into several paragraphs</li> <li>- Conclusion which directly relates arguments to topic.</li> <li>- Evidence that essay has been edited.</li> <li>- Error-free grammar &amp; register.</li> </ul> |



|   |   |   |
|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>-Wide range of specialized terminology.</li> <li>- Consistent in-text citation and correct referencing</li> </ul>  |
| <p><b>B to B+</b></p> <p><b>(16-17)</b></p> | <p>Very good answers showing secure knowledge of course materials. Adopting an analytical approach and providing relevant discussion covering most of the key issues. Distinguished from A answers by being less insightful or by showing less comprehensive knowledge of the course.</p> | <ul style="list-style-type: none"> <li>- First four criteria above maintained</li> <li>-Demonstrates extensive grammar control.</li> <li>-Terminology specialized but less varied.</li> <li>- Minor Inconsistency in in-text citation and referencing</li> </ul>  |
| <p><b>C to C+</b></p> <p><b>(14-15)</b></p> | <p>Competent answers reflecting adequate knowledge of the more directly relevant course material and concepts, with reasonable structure and adequate coherence related to the question set.</p>  | <ul style="list-style-type: none"> <li>-Introduction and/or conclusion short but still satisfactory.</li> <li>- Evidence of editing.</li> <li>- Less grammar control than above.</li> <li>-Good range of specialized terminology.</li> <li>-Inconsistent in in-text citation and referencing</li> </ul>   |
| <p><b>D</b></p> <p><b>(10-13)</b></p>       | <p>Answers which omit some concepts /evidence and/or lack coherence /structure, and/or make minor errors while still demonstrating basic understanding. Or bare pass answers which show awareness of some relevant material and attempt to relate it to the question.</p>                 | <ul style="list-style-type: none"> <li>-Introduction and/or conclusion short but acceptable.</li> <li>- No evidence of editing.</li> <li>- Few grammatical errors that impede communication.</li> <li>- Above average range of specialized terminology.</li> <li>- Slightly confused introduction and/or conclusion, but body still fair.</li> <li>- No evidence of editing.</li> <li>-Some error types that impede communication.</li> <li>- Fair range of specialized terminology.</li> <li>-Inaccurate in-text citation and referencing</li> </ul> |
| <p><b>F</b></p> <p><b>Below 10</b></p>      | <p>Answers which attempt to draw upon relevant material but do not reflect sufficient knowledge of the course and/or neglect the focus required by the question, and/or are incomplete in</p>   | <ul style="list-style-type: none"> <li>- No introduction and /or no conclusion.</li> <li>- Body badly organized or irrelevant.</li> </ul>   |

|  |   |   |
|--|---|---|
|  | some important aspects whilst being acceptable in others. | -Poor grammar control (extremely limited range of grammar & register).<br>-Limited or not specialized range of terminology.<br>-No in-text citations and no referencing |
|--|---|---|

**U214B TMA**  
**Semester 1, 2021-2022**  
**Cut-off date: Week 10**  
**Length: 1500-2000 words**



Discuss the knowledge that learners need to acquire in order to communicate effectively in English.



Areas of discussing the TMA's topic are related to U214B Course Book 2 and specifically Unit 3.



Discussing the TMA's subject matter has to draw on the following ideas:

1. Crystal's categories (5 pts)
2. The linguistic and prosodic features (5pts)
3. Formulaic language, rules of use and interactional routines (5 pts)
4. Linguistic competence and linguistic performance (5pts)

**N.B.** Students need to read in depth Unit 3 and think about the TMA questions as they read. Students need to take notes from Unit 3 and DVD 2 on areas related to the TMA question.

When writing, students need to pay attention to structure, layout and correct language and use appropriate referencing and citation.



- Al-Khatib, H. (2003). *Language alternation among Arabic and English youth bilinguals: reflecting or constructing social realities?* *International Journal of Bilingual Education and Bilingualism* 6 (6), pp. 409-422.
- Allington, D. and Hewings, A. (2012). "Reading and Writing in English", in Allington and Mayor, *Communicating in English*. Routledge. pp. 47-76.
- Kenner, C, G. Kress, H. Al-Khatib, R. Kam & K. C. Tsai. (2004). *Finding the Keys to Literacy: How Young Children Interpret Different Writing Systems*. *Language and Education* 18 (2), pp.124-144.
- Crystal, D. (2012). "A global language", in Sergeant, P. and Swann, J., (eds.) *English in the World: History, Diversity, Change*. Milton Keynes. The Open University.
- Mayor, B. (2012). "Growing up with English", in Allington and Mayor, *Communicating in English*. Routledge. pp. 91-134.

- [REDACTED]
  - You can include information from the course book but it is highly recommended to use external sources from the e-library.
  - You are requested to visit the e-library on campus and use it to carry out your TMAs properly.
  - You are also requested to show your tutor that you used the e-library to complete your TMA. But avoid submitting a copy/paste paper, it is a plagiarized work, which is strictly banned and firmly penalized by AOU.

If you submit an assignment that contains work other than yours without acknowledging the sources, you are committing plagiarism. This might occur when:

- Using a sentence or phrase that you have come across
- Copying word-for-word directly from a text
- Paraphrasing the words from the text very closely
- Using text downloaded from the Internet
- Borrowing statistics or assembled fact from another person or source
- Copying or downloading figures, photographs, pictures or diagrams without acknowledging your sources
- Copying from the notes or essays of a fellow student

(Slightly adapted from OU document on quoting versus plagiarism)

**It is important to remember that plagiarism is strictly barred and would be subject to punitive action by the Arab Open University.**

**Appendix 4:**

**Sample Student Answer**

**THIS IS A SAMPLE COMPLETED TMA**



**Arab Open University**

**U214B TMA**

**FACULTY OF LANGUAGE STUDIES**

| <b>Part (I): STUDENT INFORMATION (to be completed by student)</b>                          |                  |                       |                                |                          |                       |   |
|--|------------------|-----------------------|--------------------------------|--------------------------|-----------------------|---|
| <b>1. Name: XXXXXXXXXXXX</b>   |                  |                       | <b>2. Student ID No: XXXXX</b> |                          |                       |   |
| <b>3. Section No: XXXX</b>   |                  | <b>4. Tel.: XXXXX</b> |                                | <b>5. E-mail: XXXXXX</b> |                       |   |
| <b>I confirm that the work presented here is my own and is not copied from any source.</b> |                  |                       |                                |                          |                       |   |
| <b>Part (II): TUTOR'S FEEDBACK/FEEDFORWARD (to be completed by tutor)</b>                  |                  |                       |                                |                          |                       |   |
| <b>TUTOR'S REMARKS:</b>  |                  |                       |                                |                          |                       |   |
| <b>FEEDBACK</b>  | <b>Excellent</b> | <b>Very Good</b>      | <b>Good</b>                    | <b>Satisfactory</b>      | <b>Unsatisfactory</b> | <b>Remarks</b>  |
|  | <b>5</b>         | <b>4</b>              | <b>3</b>                       | <b>2</b>                 | <b>1</b>              |   |
| <b>(Knowledge of course material)</b>  |                  | <b>√</b>              |                                |                          |                       | <b>Minor inaccuracies about very specific points, but general discussion shows good comprehension of the themes and</b> |

|  |  |   |  |  |  | the process involved. |
|--|--|---|--|--|--|-----------------------|
| Analytical skill   | √  |   |  |  |  |                       |
| Relevance to topic   | √  |   |  |  |  |                       |
| Command of the language  |  | √ |  |  |  |                       |
| Organization of ideas into a coherent essay  | √  |   |  |  |  |                       |
| Referencing: in-text citations and bibliography  | √  |   |  |  |  |                       |
| Research ethics: Acknowledging resources   | √  |   |  |  |  |                       |
| Word limit.)   | √  |   |  |  |  |                       |
| <b>FEEDFORWARD (for TMA&amp;MTA)</b><br><br><b>HOW TO IMPROVE FUTURE WORK/</b><br><br>(Tutor's advice is based on each student's performance and the ILOs) | <p>Very well organized essay. The focus is clear on children's language acquisition in all its aspects.<br/> Theory and linguistic aspects are well presented and discussed. Most concepts are illustrated with examples.<br/> There are a couple inaccuracies in expressing the points.<br/> -Citations need to also include the year of publication, and spaces between paragraphs cannot be more than a blank line.<br/> Well done.</p> |   |  |  |  |                       |
| <b>Earned Mark</b>   | 17.5   |   |  |  |  |                       |

**THIS IS DERIVED FROM THE INTENDED LEARNING OUTCOMES**  
**THE SCALE CAN BE ADJUSTED BASED ON THE WEIGHT OF THE**  
**ASSIGNMENT**

| GRADE   | CONTENT   | LANGUAGE & ORGANIZATION  |
|---|---|--|
| <p style="text-align: center;"><b>A</b><br/><br/><b>(18-20)</b></p>       | <p>Excellent answers showing confident and wide-ranging knowledge of core material, good understanding of relevant theory, and a capacity to address the question in a structured, direct and effective way, thoughtfully and with insight. Originality of thought or ideas from outside the course are an added asset. Examples support the main argument.</p> | <ul style="list-style-type: none"> <li>- Has an introduction defining plan of essay.</li> <li>- Body divided into several paragraphs</li> <li>- Conclusion which directly relates arguments to topic.</li> <li>- Evidence that essay has been edited.</li> <li>- Error-free grammar &amp; register.</li> <li>-Wide range of specialized terminology.</li> <li>- Consistent in-text citation and correct referencing</li> </ul> |
| <p style="text-align: center;"><b>B to B+</b><br/><br/><b>(16-17)</b></p> | <p>Very good answers showing secure knowledge of course materials. Adopting an analytical approach and providing relevant discussion covering most of the key issues. Distinguished from A answers by being less insightful or by showing less comprehensive knowledge of the course.</p>   | <ul style="list-style-type: none"> <li>- First four criteria above maintained</li> <li>-Demonstrates extensive grammar control.</li> <li>-Terminology specialized but less varied.</li> <li>- Minor Inconsistency in in-text citation and referencing</li> </ul>   |
| <p style="text-align: center;"><b>C to C+</b></p>                         | <p>Competent answers reflecting adequate</p>  | <p>-Introduction and/or conclusion short but still satisfactory.</p>   |

|                                 |  |   |
|---------------------------------|--|---|
| <b>(14-15)</b>                  | knowledge of the more directly relevant course material and concepts, with reasonable structure and adequate coherence related to the question set.  | <ul style="list-style-type: none"> <li>- Evidence of editing.</li> <li>- Less grammar control than above.</li> <li>-Good range of specialized terminology.</li> <li>-Inconsistent in in-text citation and referencing</li> </ul>  |
| <b>D</b><br><br><b>(10-13)</b>  | Answers which omit some concepts /evidence and/or lack coherence /structure, and/or make minor errors while still demonstrating basic understanding. Or bare pass answers which show awareness of some relevant material and attempt to relate it to the question. | <ul style="list-style-type: none"> <li>-Introduction and/or conclusion short but acceptable.</li> <li>- No evidence of editing.</li> <li>- Few grammatical errors that impede communication.</li> <li>- Above average range of specialized terminology.</li> <li>- Slightly confused introduction and/or conclusion, but body still fair.</li> <li>- No evidence of editing.</li> <li>-Some error types that impede communication.</li> <li>- Fair range of specialized terminology.</li> <li>-Inaccurate in-text citation and referencing</li> </ul> |
| <b>F</b><br><br><b>Below 10</b> | Answers which attempt to draw upon relevant material but do not reflect sufficient knowledge of the course and/or neglect the focus required by the question, and/or are incomplete in some important aspects whilst being acceptable in others.                   | <ul style="list-style-type: none"> <li>- No introduction and /or no conclusion.</li> <li>- Body badly organized or irrelevant.</li> <li>-Poor grammar control (extremely limited range of grammar &amp; register).</li> <li>-Limited or not specialized range of terminology.</li> <li>-No in-text citations and no referencing</li> </ul>  |

**U214B TMA**  
**Semester 1, 2021-2022**  
**Cut-off date: Week 10**  
**Length: 1500-2000 words**

Discuss the knowledge that learners need to acquire in order to communicate effectively in English.

Areas of discussing the TMA's topic are related to U214B Course Book 2 and specifically Unit 3.

Discussing the TMA's subject matter has to draw on the following ideas:

5. Crystal's categories (5 pts)
6. The linguistic and prosodic features (5pts)
7. Formulaic language, rules of use and interactional routines (5 pts)
8. Linguistic competence and linguistic performance (5pts)

**N.B.** Students need to read in depth Unit 3 and think about the TMA questions as they read. Students need to take notes from Unit 3 and DVD 2 on areas related to the TMA question.

When writing, students need to pay attention to structure, layout and correct language and use appropriate referencing and citation.

- Al-Khatib, H. (2003). *Language alternation among Arabic and English youth bilinguals: reflecting or constructing social realities? International Journal of Bilingual Education and Bilingualism* 6 (6), pp. 409-422.
- Allington, D. and Hewings, A. (2012). "Reading and Writing in English", in Allington and Mayor, *Communicating in English*. Routledge. pp. 47-76.



- Kenner, C, G. Kress, H. Al-Khatib, R. Kam & K. C. Tsai. (2004). *Finding the Keys to Literacy: How Young Children Interpret Different Writing Systems. Language and Education 18 (2)*, pp.124-144.
- Crystal, D. (2012). “A global language”, in Sergeant, P. and Swann, J., (eds.) *English in the World: History, Diversity, Change*. Milton Keynes. The Open University.
- Mayor, B. (2012). “Growing up with English”, in Allington and Mayor, *Communicating in English*. Routledge. pp. 91-134.

•

- You can include information from the course book but it is highly recommended to use external sources from the e-library.
- You are requested to visit the e-library on campus and use it to carry out your TMAs properly.
- You are also requested to show your tutor that you used the e-library to complete your TMA. But avoid submitting a copy/paste paper, it is a plagiarized work, which is strictly banned and firmly penalized by AOU.

If you submit an assignment that contains work other than yours without acknowledging the sources, you are committing plagiarism. This might occur when:

- Using a sentence or phrase that you have come across
- Copying word-for-word directly from a text
- Paraphrasing the words from the text very closely
- Using text downloaded from the Internet
- Borrowing statistics or assembled fact from another person or source
- Copying or downloading figures, photographs, pictures or diagrams without acknowledging your sources
- Copying from the notes or essays of a fellow student

(Slightly adapted from OU document on quoting versus plagiarism)

**It is important to remember that plagiarism is strictly barred and would be subject to punitive action by the Arab Open University.**

### Acquiring English

How do children acquire language? ✓ This is one of the most interesting questions that have been studied recently by many linguists around the world. Chomsky argues that “for many people language acquisition starts around twelve months when children say their first word, ✓ but in fact, children start this process even before they are born because they have the ability to perceive in the womb some of the language around them” (Mayor , 2012, P.92) ✓. So, language acquisition starts earlier than most people think and it also ends later than most people think. ✓ It happens, whether parents try to teach their children or not. ✓ However, parents play an important role by talking to their children, because children who are not spoken to will never acquire language. ✓ English, specifically, which is a global language and is being taught almost everywhere in the world requires many tasks across all levels of a language to learn it. So, in order to acquire English, children need to go through several steps until they have the ability to communicate in it effectively.

✓

According to David Crystal, “for children to be able to speak English effectively, they must follow few steps or go through several stages” (Mayor, pp.91-92). According to him, “one third of the world’s total population is exposed to English in one way or another” (Mayor P.91). For example, nowadays many children are acquiring English because of the use of the internet and applications that only use English. ✓ In his point of view, “children have to know the 44 sounds of combination between vowels and consonants and the ways of combining them to become meaningful. In other words, children have to know the rules of combining the sounds and which sound is combined with the other to produce the right word. ✓ After knowing the sounds of English, children will start to recognize words and they will have the ability to produce more than 50 thousand words of active vocabulary and a passive ability to understand half of that number more words. Moreover, children will have to know the grammatical structure of sentences and how to build them in order to speak correctly in English. ✓ Another important aspect of learning English is to focus on the prosodic features which will deliver different messages according to the use of the tone of voice. ✓ For example, my niece is a little child whose age is 9 months and surprisingly she can differentiate when her mother is angry or happy with her by only the tone of her mother’s voice. ✓ After learning all these strategies, children have to know how

to break these rules in order to make use of language in other fields like jokes, poetry and storytelling. ✓ Children learn these steps through growing up and it might continue to the adulthood” (Mayor. PP 91-92).

Don't leave all this space.

Another important step in acquiring English is to pay attention to the linguistic and prosodic features of talk. Humans , and especially children, are capable of speaking the language through following and imitating people who speak the language around them. Naom Chomsky argues that “people have a predictable developmental path which means that acquiring the language starts very early before children speak and it develops through stages of life” (Mayor , 2012, p. 92). ✓For example, a 5 years old child will speak differently compared to a 10 years old child because both of them has his own rate of development path in the language. Interesting research was done and showed that if children are not exposed to language until the age of six, they will never be able to speak or develop a language(source). Chomsky also emphasizes/ confirms the importance of exposing children to language from their first days of life to motivate the process of learning the language and develop structures of talk. Parents or caregivers play an important role in their children’s acquiring the language. “Caregivers usually use baby talk when communicating with children. Babytalk means talking in exaggerated intonation and simplified language to make it easier for children to understand the language” (Mayor p.?). Children start the process of learning English by imitating and absorbing linguistic forms from their parents or care givers. They start to recognize language as a set of rules and store it in their brain to interact with people around them✓. Interestingly, children start to recognize the tone of language, the stress on the first syllable and which sounds are meaningful in their language. In addition, children must (have knowledge of) the processes of making the language in their brains which called cognitive

**Commented [NH1]:** -Because each of them is at a different stage of their developmental path  
-The sequence is the same though.

**Commented [NH2]:** Assures ... someone (it is a transitive verb. The connotative meaning embedded is to calm someone who is in doubt or who is nervous,

**Commented [NH3]:** These processes are thought to be spontaneous and the child might not be conscious or aware of the learning process.

perspective. A cognitive perspective studies the mental process of how children produce utterances and how they develop it in their brain. It has been proven that monolingual English-speaking children follow a predictable developmental path, so they acquire grammar and vocabulary through several stages. However, children will differ in producing the language according to their knowledge and the environment around them. As Chomsky said earlier, all children have the same ability of acquiring the language and he argues that this applies to the grammar of all languages. So, all languages share nouns and verbs, but it differs from one language to another depending on the word order, for example. As a result, children will have the ability to recognize the nouns and verbs, but they will need to be exposed to a language in order to form a meaningful sentence. After exposing children to English, they will learn the word order of subject, verb and object. In addition to that, they will have the ability to recognize which inflections to use for tenses and plural. After some time, children will produce grammatically correct language without any problems. Also, knowing how to use connectors to combine sentences has an important role in children's English acquisition process. Another important way of acquiring grammar in English is something called telegraphic language. It is a common way of using short sentences consisting only of the most important words in a sentence - (the content not the function words) - in a simplified language to achieve an action. For example, instead of saying I want to drink milk, children say 'drink milk'. Moreover, when children start to use function words, they will start making mistakes in order to build a complete sentence. Children start making mistakes because they copy what they hear and they generalize one rule of what they heard of grammar to all language. For example, if a child hears the word 'played' which conveys a past tense, he will probably generalize this rule to all words in the past tense like (goed) and (woked). (source)Some people think that making mistakes is a sign of regressing, but quite the opposite, making mistakes is a good sign of progressing and developing in the language, as the child understands the rule and is independently forming new sentences. In addition to learning the grammar of a language, it is important to emphasize the learning of vocabulary production. Linguists have noticed that children use overextensions of words to things around them. This means that they use a word that conveys a meaning of a certain thing and extend it to other words that have the same features of size, sound, function, texture, etc.(source). For example, my little friend's child uses the word (sky) for anything that flies. It is worth saying that bilingual children as monolingual

**Commented [NH4]:** The initial stage of including grammar in the language they produce and

children around the world follow the same developmental path in each language. So, there is **interference** is not the only reason for errors in language production among children who learn two languages or more at the same time. Linguistic and prosodic features are as important as any step in acquiring English effectively.

**Commented [NH5]:** Interference of course exists , but researchers point out hat it is not the only reason for ungrammatical forms, or mistakes in word choice.

Don't leave all this space

The social perspective is a very important approach to explain how acquiring English effectively happens. According to Michael Tomasello (1992) **v** "a language is made up of conventional symbols shaped by their communicative and social functions"(p.). Children acquire these symbols in the context of the culturally constituted factual structures that make these functions prominent. **v** In the process of acquisition, children rely on cultural learning skills. These skills derive from the ability to alternately engage with adults in cultural activities. Besides learning the basics of English which are the grammar and vocabulary, children need to apply this knowledge in real life situations**v**. Knowing what to say, how to say it and when to say it is a very necessary skill in order to acquire language effectively**v**. Ochs and Shciefelin argued that "children firstly learn the meaning of speech acts before knowing the language of speech acts" (Mayor, p.93) **v**. So, the purpose of learning the language for them is to communicate and interact with people around them. **v** Children learn the acts that symbolize words such as using expressions and moving hands instead of using words**v**. For example, children will start using speech acts like moving hands to say goodbye or repeating voices like babbling or crying as indication to attract people around them**v**. So, we can say that learning a language requires children to be familiar with social interactions. Also, learning a language is considered essential for children in order to be a part of a community. According to Michael Halliday "children use their voice from an early age to order things, to form a relationship and to get things done for him" (Mayor, pp.?). Children also use semantic relations to express themselves and talk about actions and possession**v**. For example, they use the words (mommy book) or (daddy watch) to refer it to their parents. This leads to the fact that children need to have knowledge about the social **context** in order to

**Commented [NH6]:** The perspective is the way experts approach children's language acquisition

use language to communicate with people and express themselves in a community.

The last important step in acquiring the language effectively is to measure the level of linguistic competence and linguistic performance .. There is difference between the child's active linguistic performance, how they speak the language and what comes out from their mouth and what they already know in their brain (source). What they say and how they use their language with possible errors is linguistic performance. Linguistic competence is what they know of the rules, but they may produce it in a wrong way because sometimes they cannot produce it correctly. They cannot apply this knowledge in speaking properly. We test linguistic performance. According to Del Hymes "normal children acquire the language and they know how to use it in real life situations with people around them" (Mayor p.105,106). This is called communicative competence which refers to knowing the language and its appropriate usage. Children start by performing speech acts and using them to achieve purposes. They may act like adults as they develop in recognizing various ways of using the language by asking for their needs and communicating with people. Children in this case need to know about the structure of what to say and whether the person who is spoken to will follow the speech act or not (source)

In conclusion, English acquisition has been the focus of study by linguists in the last few years. Interestingly, children start this process before they were born in the last couple of months when they start hearing the spoken language around them. Children become adept in a new language very quickly because this process happens automatically. Children must be exposed to English in order to speak and communicate effectively and usually this happens with the help of the parent or caregivers. Although acquiring language is easy for children, they will have to go through several stages in order to communicate effectively with other people.

Reference list:

- 1- Tomasello, M., 1992. *The social bases of language acquisition*. [online] Available at: <<https://doi.org/10.1111/j.1467-9507.1992.tb00135.x>> [Accessed 23 November 2021].
- 2- Mayor, B. (2012): "Growing up with English", in Allington and Mayor, *Communicating in English*. Routledge. pp. 91-106 [Accessed 23 November 2021].

# Cover Page and Rubrics for Written Translation Modules

**THIS RUBRIC IS BASED ON THE INTENDED LEARNING OUTCOMES (ILOs)**  
**THE SCALE CAN BE ADJUSTED BASED ON THE WEIGHT OF THE**  
**ASSESSMENT**



## Arab Open University

TMA/MTA/Final

### FACULTY OF LANGUAGE STUDIES

|   |                  |                  |                          |                     |                       |                |
|---|------------------|------------------|--------------------------|---------------------|-----------------------|----------------|
| <b>Part (I): STUDENT INFORMATION (to be completed by student)</b>                   |                  |                  |                          |                     |                       |                |
| <b>1. Name:</b>   |                  |                  | <b>2. Student ID No:</b> |                     |                       |                |
| <b>3. Section No:</b>   |                  | <b>4. Tel. :</b> |                          | <b>5. E-mail:</b>   |                       |                |
| I confirm that the work presented here is my own and is not copied from any source. |                  |                  |                          |                     |                       |                |
| <b>Part (II): TUTOR'S FEEDBACK/FEEDFORWARD (to be completed by tutor)</b>           |                  |                  |                          |                     |                       |                |
| <b>TUTOR'S REMARKS:</b>   |                  |                  |                          |                     |                       |                |
| <b>FEEDBACK</b>   | <b>Excellent</b> | <b>V. Good</b>   | <b>Good</b>              | <b>Satisfactory</b> | <b>Unsatisfactory</b> | <b>Remarks</b> |
| Knowledge of Course Material  |                  |                  |                          |                     |                       |                |
| Coherence of ideas  |                  |                  |                          |                     |                       |                |
| Delivery of ST content and message  |                  |                  |                          |                     |                       |                |
| Usage of apt register   |                  |                  |                          |                     |                       |                |
| Accuracy of lexical choices   |                  |                  |                          |                     |                       |                |
| Usage of coherence devices  |                  |                  |                          |                     |                       |                |
| Grammar and syntax  |                  |                  |                          |                     |                       |                |
| Mechanics   |                  |                  |                          |                     |                       |                |
| Spelling  |                  |                  |                          |                     |                       |                |
| <b>FEEDFORWARD (for TMA&amp;MTA)</b>  |                  |                  |                          |                     |                       |                |



|   |  |
|---|--|
| <b>HOW TO IMPROVE FUTURE WORK</b><br>(Tutor's advice is based on each student's performance and the ILOs) |  |
| <b>Earned Mark</b>  |  |

| Criterion              | Mark  | Descriptor  |
|------------------------|-------|---|
| ST Content & Message   | 4-5   | Translation reflects perfect understanding of ST with no contra sense at all or only <b>ONE</b> contra sense which does not impede comprehension of TT. TT delivers the ST message and content without deletions and with high accuracy.  |
|                        | 3-3.5 | Translation reflects very good understanding of ST with accuracy. Only <b>2-3</b> contra senses are present that do not impede reader's understanding of TT because the overall message is not affected. TT delivers the ST message and content with high accuracy even though <b>1 or 2</b> deletions occur. |
|                        | 2.5   | Translation reflects good understanding of ST with <b>3-5</b> contra senses which slightly affect the understanding of ST content and message. TT delivers the ST message and content with accuracy even though <b>3-4</b> deletions occur.   |
|                        | 2     | Translation reflects fair understanding of ST with <b>6-7</b> contra senses which distort a great deal of ST message and content. TT sometimes delivers the ST message and content with the occurrence of <b>4-5</b> deletions.   |
|                        | 0-1.5 | Translation reflects poor understanding of ST with <b>8</b> or more contra senses which distort most of the text and affects the rendering of ST content and message. TT barely delivers the ST message and content with major deletions.   |
| Lexis and Register     | 4-5   | Translation displays excellent use of the apt register and tone. The lexical choices, collocations, and terminology are accurate and perfectly suit text type requirements. Only <b>1</b> lapse in word choice/register.  |
|                        | 3-3.5 | Translation displays very good use of register and tone. The lexical choices, collocations, and terminology are accurate and suit the requirements of the text type. Only <b>2-3</b> lapses in word choice and/or register.   |
|                        | 2.5   | Translation displays good use of register and tone. The lexical choices, collocations, and terminology are mostly accurate and suit the requirements of the text type. Only <b>3-5</b> lapses in word choice and/or register.   |
|                        | 2     | Translation displays average use of register and tone. The lexical choices, collocations, and terminology are not always accurate or suit the requirements of the text type. There are <b>6-8</b> lapses in word choice and/or register.  |
|                        | 0-1.5 | Translation displays poor use of register and tone. The lexical choices, collocations, and terminology are mostly inaccurate and do not suit the requirements of the text type. There are more than <b>8</b> lapses in word choice and/or register.   |
| Cohesion and Coherence | 4-5   | Translation perfectly shows perfect logical flow of ideas with no errors in the use of cohesive devices.  |
|                        | 3-3.5 | Translation shows logical flow of ideas with <b>1-2</b> errors in the use of cohesive devices which do not always impede the understanding of TT.   |
|                        | 2.5   | Translation mostly shows logical flow of ideas with <b>3-5</b> errors in the use of cohesive devices which might impede the understanding of TT.  |
|                        | 2     | Translation shows fair logical flow of ideas with <b>6-8</b> errors in the use of cohesive devices which impede the understanding of TT.  |
|                        | 0-1.5 | Translation shows poor logical flow of ideas with more than <b>8</b> errors in the use of cohesive devices which definitely impede the understanding of TT.   |

|                              |           |   |
|------------------------------|-----------|---|
| <b>Grammar and Mechanics</b> | 4-5       | Translation shows excellent usage of TL syntactic and grammatical structures. A variety of TL sentence structures are consistently used without errors. No grammatical, punctuation, and/or spelling errors exist.  |
|                              | 3-3.5     | Translation shows very good usage of TL syntactic and grammatical structures. A variety of TL sentence structures are consistently used but with <b>1-2</b> errors. Only <b>1-2</b> grammatical, punctuation, and/or spelling errors exist which do not impede the understanding of the TL. |
|                              | 2.5       | Translation shows good usage of TL syntactic and grammatical structures. Some TL sentence structures are used more accurately than others. <b>3-5</b> grammatical, punctuation, and/or spelling errors exist which slightly impede the understanding of the TL.                             |
|                              | 2         | Translation shows fair usage of TL syntactic and grammatical structures. Fair use of TL various sentence structures. <b>5-7</b> grammatical, punctuation, and/or spelling errors exist which mostly impede the understanding of the TL.   |
|                              | 0-1.5     | Translation shows poor usage of TL syntactic and grammatical structures. Poor or no use of TL various sentence structures. More than <b>8</b> grammatical, punctuation, and/or spelling errors exist which impede the understanding of the TL.  |
| <b>Total</b>                 | <b>20</b> |   |

\*If the TT produced by the student is plagiarized from a machine translation engine or another translated work, the student receives a ZERO.

# Cover Page and Rubrics for Interpretation Modules

THIS RUBRIC IS BASED ON THE INTENDED LEARNING OUTCOMES (ILOs)  
THE SCALE CAN BE ADJUSTED BASED ON THE WEIGHT OF THE  
ASSESSMNET



**TMA/MTA/Final**

**FACULTY OF LANGUAGE STUDIES**

|  |                  |                  |             |                     |                          |                |
|--|------------------|------------------|-------------|---------------------|--------------------------|----------------|
| <b>Part (I): STUDENT INFORMATION (to be completed by student)</b>  |                  |                  |             |                     |                          |                |
| <b>1. Name:</b>  |                  |                  |             |                     | <b>2. Student ID No:</b> |                |
| <b>3. Section No:</b>  |                  | <b>4. Tel. :</b> |             | <b>5. E-mail:</b>   |                          |                |
| I confirm that the work presented here is my own and is not copied from any source.  |                  |                  |             |                     |                          |                |
| <b>Part (II): TUTOR'S FEEDBACK/FEEDFORWARD (to be completed by tutor)</b>  |                  |                  |             |                     |                          |                |
| <b>TUTOR'S REMARKS:</b>  |                  |                  |             |                     |                          |                |
| <b>FEEDBACK</b>  | <b>Excellent</b> | <b>V. Good</b>   | <b>Good</b> | <b>Satisfactory</b> | <b>Unsatisfactory</b>    | <b>Remarks</b> |
| Knowledge of Course Material   |                  |                  |             |                     |                          |                |
| Coherence of ideas   |                  |                  |             |                     |                          |                |
| Delivery of ST content and message   |                  |                  |             |                     |                          |                |
| Usage of apt register  |                  |                  |             |                     |                          |                |
| Accuracy of lexical choices  |                  |                  |             |                     |                          |                |
| Usage of coherence devices   |                  |                  |             |                     |                          |                |
| Fluency and intonation   |                  |                  |             |                     |                          |                |
| Pronunciation  |                  |                  |             |                     |                          |                |
| Grammar and sentence structure   |                  |                  |             |                     |                          |                |
| <b>FEEDFORWARD (for TMA&amp;MTA) HOW TO IMPROVE FUTURE WORK (Tutor's advice is based on each student's performance and the ILOs)</b> |                  |                  |             |                     |                          |                |
| <b>Earned Mark</b>   |                  |                  |             |                     |                          |                |

| Criterion              | Mark  | Descriptor  |
|------------------------|-------|---|
| ST Content & Message   | 4-5   | Skillfully interprets the ST content and intent of the message, with <b>no</b> unjustified omissions, insertions and distortions.   |
|                        | 3-3.5 | Interprets the ST content and intent of the message, with <b>1-2</b> instances of unjustified omissions, insertions and/or distortions.   |
|                        | 2.5   | Interprets the ST content and intent of the message, with <b>3-5</b> instances of unjustified omissions, insertions and/or distortions.   |
|                        | 2     | Interprets the ST content and intent of the message, with <b>6-7</b> instances of unjustified omissions, insertions and/or distortions.   |
|                        | 0-1.5 | Interprets the ST content and intent of the message, with <b>repetitive</b> instances of unjustified omissions, insertions and/or distortions.  |
| Lexis and Register     | 4-5   | Interpreting displays excellent use of the apt register and tone. The lexical choices, collocations, and terminology are accurate. Only <b>2</b> lapses in word choice and/or register.   |
|                        | 3-3.5 | Interpreting displays very good use of register and tone. The lexical choices, collocations, and terminology are <b>mostly</b> accurate. Only <b>3-4</b> lapses in word choice and/or register.   |
|                        | 2.5   | Interpreting displays good use of register and tone. The lexical choices, collocations, and terminology are <b>sometimes</b> accurate. Only <b>5-6</b> lapses in word choice and/or register.   |
|                        | 2     | Interpreting displays average use of register and tone. The lexical choices, collocations, and terminology are not always accurate. There are <b>7-8</b> lapses in word choice and/or register.   |
|                        | 0-1.5 | Interpreting displays poor use of register and tone. The lexical choices, collocations, and terminology are <b>barely</b> accurate. There are more than <b>9</b> lapses in word choice and/or register.   |
| Cohesion and Coherence | 4-5   | Interpreting skillfully shows perfect logical flow of ideas with no errors in the use of cohesive devices.  |
|                        | 3-3.5 | Interpreting shows logical flow of ideas with <b>1-2</b> errors in the use of cohesive devices which do not always impede the understanding of TT.  |
|                        | 2.5   | Interpreting mostly shows logical flow of ideas with <b>3-5</b> errors in the use of cohesive devices which might impede the understanding of TT.   |
|                        | 2     | Interpreting shows fair logical flow of ideas with <b>6-8</b> errors in the use of cohesive devices which impede the understanding of TT.   |
|                        | 0-1.5 | Interpreting shows poor logical flow of ideas with more than <b>8</b> errors in the use of cohesive devices which definitely impede the understanding of TT.  |
| Language Competency    | 4-5   | Interpreting demonstrates student's fluency with clear voice, pronunciation, and intonation with an excellent use of a variety of TL grammatical and syntactic structures.  |
|                        | 3-3.5 | Interpreting demonstrates student's fluency, mostly clear voice, pronunciation, and intonation, except for <b>1-2</b> lapses which do not impede understanding. Interpreting shows very good usage of TL grammatical and syntactic structures except for <b>1-2</b> lapses. |

|              |           |   |
|--------------|-----------|---|
|              | 2.5       | Interpreting demonstrates an average level of fluency: usually clear voice, pronunciation, and intonation, except for <b>3-4</b> lapses which might impede understanding. Interpreting shows average usage of TL grammatical and syntactic structures with <b>3-4</b> lapses.   |
|              | 2         | Interpreting fairly demonstrates fluency: voice, pronunciation, and intonation are usually unclear that they impede understanding. <b>5-6</b> errors occur. Interpreting fairly uses TL grammatical and syntactic structures with <b>5-6</b> lapses.  |
|              | 0-1.5     | Interpreting demonstrates poor fluency: voice, pronunciation, and intonation are barely clear in a manner which impedes understanding. More than <b>7</b> lapses in fluency. Interpreting also shows poor usage of TL syntactic and grammatical structures with more than <b>7</b> lapses which impede understanding. |
| <b>Total</b> | <b>20</b> |   |

## Glossary of Acronyms Mentioned in the Document

|  |      |
|--|------|
| Arab Open University   | AOU  |
| Branch Examination Committee   | BEC  |
| Continuous Assessment  | CA   |
| Course Assessment Committee  | CAC  |
| Central Examination Committee  | CEC  |
| <i>[Open University Validation Services]</i> Centre for Inclusion and Collaborative Partnerships | CICP |
| External Examiner  | EE   |
| The BA Hons English Language, Literature Programme   | ELL  |
| The BA Hons English Language, Literature and Translation (Track)                                 | ELLT |
| English Language Unit  | ELU  |
| English Placement Test   | EPT  |
| Faculty Examination Committee  | FEC  |
| Faculty of Language Studies  | FLS  |
| The General Course Coordinator   | GCC  |
| Grade Point Average  | GPA  |
| Learning Management System   | LMS  |
| learning outcomes  | LOs  |
| Mid-term Assessment  | MTA  |
| Open University , UK   | OUUK |
| Programme coordinator  | PC   |
| Tutor Marked Assessment  | TMA  |
| Vice-President for Academic Affairs  | VPAA |
| Administrative and Financial Affairs   | VPAF |



**Contact Us:**  
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**We wish you the very best of luck!**

Feb. 2022