



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**



**CHED MEMORANDUM ORDER**

No. 24

Series of 2017

**SUBJECT: POLICIES, STANDARDS AND GUIDELINES FOR THE  
BACHELOR OF ARTS IN ENGLISH LANGUAGE/BACHELOR OF  
ARTS IN ENGLISH LANGUAGE STUDIES**

---

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "*Higher Education Act of 1994*," in pursuance of an outcomes-based quality assurance system as advocated under CMO No. 46 series of 2012, and by virtue of Commission en banc Resolution No. 231-2017 dated March 28, 2017 the following policies, standards and guidelines (PSGs) are hereby adopted and promulgated by the Commission.

**ARTICLE I  
INTRODUCTION**

**Section 1. Rationale**

Based on the *Guidelines for the Implementation of CMO No. 46 series of 2012*, this PSG implements the "shift to learning competency-based standards/ outcomes-based education." It specifies the 'core competencies' expected of AB in English Language/AB in English Language Studies graduates "regardless of the type of HEI they graduate from." However, in "recognition of the spirit of outcomes-based education and ... of the typology of HEIs," this PSG also provides "ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions..."

**ARTICLE II  
AUTHORITY TO OPERATE**

**Section 2. Government Recognition**

All private higher education institutions (PHEIs) intending to offer AB in English Language/AB in English Language Studies must first secure proper authority from the Commission in accordance with this PSG. All PHEIs with an existing AB in English Language/ AB in English Language Studies program are required to shift to an outcomes-based approach based on this PSG. State universities and colleges (SUCs), and local colleges and universities (LCUs) should likewise strictly adhere to the provisions in these policies and standards.

### ARTICLE III GENERAL PROVISIONS

Per Section 13 of RA 7722, the higher education institution shall exercise academic freedom in its curricular offerings but must comply with the minimum requirements for specific academic programs, the general education distribution requirements and the specific professional courses.

**Section 3.** The Articles that follow give minimum standards and other requirements and prescriptions. The minimum standards are expressed as a minimum set of desired program outcomes which are given in Article IV Section 6. CHED designed a curriculum to attain such outcomes. This curriculum is shown in Article V Section 9 as a **sample** curriculum. The number of units of this curriculum is here prescribed as the "minimum unit requirement" under Section 13 of RA 7722. In designing the curriculum, CHED employed a curriculum map which is shown in Article V Section 10 as a **sample** curriculum map.

Using a learner-centered/outcomes-based approach, CHED also determined appropriate curriculum delivery methods shown in Article V Section 11. The sample course syllabi given in Article V Section 12 show some of these methods.

Based on the curriculum and the means of its delivery, CHED determined the physical resource requirements for the library, laboratories and other facilities and the human resource requirements in terms of administration and faculty. See Article VI.

**Section 4.** The HEIs are allowed to design curricula suited to their own contexts and missions provided that they can demonstrate that the same leads to the attainment of the required minimum set of outcomes, albeit by a different route. In the same vein, they have latitude in terms of curriculum delivery and in terms of specification and deployment of human and physical resources as long as they can show that the attainment of the program outcomes and satisfaction of program educational objectives can be assured by the alternative means they propose.

The HEIs can use the **CHED Implementation Handbook for Outcomes-Based Education (OBE) and the Institutional Sustainability Assessment (ISA)** as a guide in making their submissions for Sections 17, 18 and 19 of Article VII.

### ARTICLE IV PROGRAM SPECIFICATIONS

#### **Section 5. Program Description**

##### **5.1 Degree Name**

The degree program described herein shall be called Bachelor of Arts in English Language/Bachelor of Arts in English Language Studies.



All other HEIs that have existing programs differently named (e.g., BA/AB English Studies major in Language) shall adopt the above degree names.

## **5.2 Nature of the Field of Study**

Global communication in the twenty-first century is made possible by the use of a language understood by all. That language is English, the medium used in the pursuit of knowledge, the advancement of science and technology, and the development of business and industry. It gives humankind access to the infinite resources of the Internet and thus enables countries to work together to achieve their common goals. New information and research findings are efficiently shared in this international lingua franca.

As an official language in the Philippines, English is used in government and law, education, media, business and industry. As such, there is a demand for graduates who not only have adequate facility of English but can competently and effectively use the language in different contexts and for various purposes.

The courses in the program are designed to integrate theory and practice to prepare the students for effective communication in English in diverse contexts and situations.

## **5.3 Program Goals**

- a. To provide a comprehensive knowledge of the English language – its origin, growth and development, structures, and use.
- b. To enhance the students' competencies in the use of the English language in real-world contexts.
- c. To present appropriate strategies of language use through a heightened awareness of how English works in different situations in the Philippines and in Asia and the rest of the world.

## **5.4 Specific Professions/careers/occupations for graduates**

Graduates of the AB in English Language/AB in English Language Studies program are in demand in fields that require effective use of the English language to realize specific goals. Career opportunities include academic and scholarly work such as teaching and research, business and industry jobs such as public relations, advertising and documentation, and media and publishing such as writing, translating and editing, and government and diplomatic service.

## **5.5 Allied Fields**

BSE English  
AB Linguistics  
AB Literature  
BSE Literature  
AB Communication  
AB Speech Communication  
AB Mass Communication



## Section 6. Program Outcomes

The minimum standards for the AB in English Language/AB in English Language Studies program are expressed in the following minimum set of learning outcomes:

### 6.1 Common to all programs in all types of schools

- a. Articulate and discuss the latest developments in the specific field of practice. (PQF level 6 descriptor)
- b. Effectively communicate orally and in writing using both English and Filipino
- c. Work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)
- d. Act in recognition of professional, social, and ethical responsibility
- e. Preserve and promote "*Filipino historical and cultural heritage*" (based on RA 7722)

### 6.2 Common to the discipline Graduates of the Humanities programs are able to:

- a. Recognize the need for and demonstrate the ability for lifelong learning
- b. Identify multi-perspectives and interrelations among texts and contexts
- c. Apply analytical and interpretive skills in the study of texts
- d. Discuss and/or create artistic forms
- e. Demonstrate research skills specific to the sub-disciplines in the humanities
- f. Use appropriate theories and methodologies critically and creatively
- g. Appraise the role of humanistic education in the formation of the human being and society

### 6.3 Specific to a sub-discipline and a major

- a. Graduates of this program should be able to:
  - articulate a comprehensive and contextualized view of the English language system and development;
  - communicate in English (both oral and written) fluently, accurately, and creatively in diverse social, cultural, academic, and professional settings;
  - facilitate English language learning in diverse social, cultural, academic, and professional settings;
  - participate effectively in oral communication situations where language systems (phonological, morphological, syntactic, semantic) vary;



- produce well-written texts for various academic and professional purposes;

b. To achieve these outcomes, graduates must have the following competencies:

- communicate in English (both oral and written) fluently, accurately, and creatively in diverse social, cultural, academic, and professional settings;
- facilitate English language learning in a school setting;
- teach English communication skills using knowledge of best practices;
- enhance literacy development and critical/creative thinking among students through the use of different types of texts; and
- engage in English language research relevant to the school and workplace settings.

**6.4 Common to a horizontal type as defined in CMO No. 46 series of 2012**

- For professional institutions: a service orientation in one's profession
- For colleges: an ability to participate in various types of employment, development activities, and public discourses particularly in response to the needs of the communities one serves
- For universities: an ability to participate in the generation of new knowledge or in research and development projects

Graduates of State Universities and Colleges must, in addition, have the competencies to support "national, regional and local development plans." (RA 7722)

A PHEI, at its option, may adopt mission-related program outcomes that are not included in the minimum set.

**Section 7. Sample Performance Indicators**

Program Outcomes	Performance Indicators
<ul style="list-style-type: none"> <li>• Articulate a comprehensive and contextualized view of the English language system and development;</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the English language system works in the context of historical, social, cultural, and political factors</li> <li>• Explain clearly and logically how the English language changes in response to various factors</li> </ul>
<ul style="list-style-type: none"> <li>• Communicate in English (both oral and written) fluently, accurately, and creatively in diverse social, cultural, academic, and professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen/speak/read/write/ view situations, participate effectively in oral communication situations where language systems vary.</li> </ul>



Program Outcomes	Performance Indicators
<ul style="list-style-type: none"> <li>• Speak fluently, accurately and creatively in English.</li> <li>• Read and explain various kinds of texts based on factual evidence.</li> <li>• Write fluently, accurately and creatively in English.</li> </ul>	
<ul style="list-style-type: none"> <li>• Facilitate English language learning in diverse social, cultural, academic, and professional settings.</li> <li>• Teach English communication skills using knowledge of best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach reading/writing/listening/ speaking/ viewing skills in formal as well as non – formal settings using best practices in delivering knowledge (e.g. skill-based/content-based/tasked based) with appropriate methodologies (audio lingual, independent exploration, use of technology, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>• Participate effectively in oral communication situations where language systems (phonological, morphological, syntactic, semantic) vary;</li> </ul>	<ul style="list-style-type: none"> <li>• Apply and assess the appropriate communication strategies in diverse social, cultural, academic, and professional settings.</li> </ul>
<ul style="list-style-type: none"> <li>• Produce well-written texts for various academic and professional purposes;</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a well-documented paper setting for various needs in an academic setting and in the workplace.</li> <li>• Engage in English language research relevant to the school and workplace settings.</li> <li>• Enhance literacy development and critical/creative thinking among students through the use of different types of texts.</li> </ul>

## ARTICLE V CURRICULUM

### Section 8. Curriculum Description

The AB in English Language/AB in English Language Studies program shall have a minimum of 134 units. The curriculum consists of five (5) parts: (a) General Education Courses, (b) Core Courses, (c) Major Courses and (d) Cognates and (e) Foreign Language elective.



## Section 9. Sample Curriculum

### 9.1. Components:

General Education, Core Courses, Cognates, etc.

	Courses	No. of Courses	Equivalent Units per course	Total No. of Units
	<b>General Education and Mandated Courses</b>			
	GE 1 (Purposive Communication) GE 2 (Readings in Philippine History) GE 3 (Mathematics in the Modern World) GE 4 (Art Appreciation) GE 5 (Understanding The Self) GE 6 (Ethics) GE 7 (Contemporary World) GE 8 (Science, Technology and Society) GE Elective 1 GE Elective 2 GE Elective 3 Life and Works of Rizal	12	3	36
	<b>Core Courses</b>			
ELS 100	1. Introduction to the English Language System			
ELS 102	2. Theories of Language and Language Acquisition			
ELS 103	3. History of the English Language			
ELS 104	4. English Phonology and Morphology			
ELS 105	5. English Syntax			
ELS 106	6. Semantics of English			
ELS 107	7. English Discourse			
ELS 108	8. Stylistics			
ELS 109	9. Introduction to language, society and culture			
ELS 110	10. Language of Literary Texts			
ELS 111	11. Language of Non-Literary Texts			
ELS 112	12. Computer-mediated Communication			
ELS 199	13. Language Research I: Methodology			
ELS 200	14. Language Research II: Thesis			
	<b>Major Courses</b> The major courses lead to an area of specialization. The courses shall be taken in just one of two tracks: 1. English Language Studies as discipline 2. English Language across the Professions			
	<b>Track 1: English Language Studies as Discipline:</b>	5	3	15
ELS 121	1. Introduction to Pragmatics			
ELS 122	2. Psychology of Language			
ELS 123	3. Multimodal Communication			
ELS 124	4. Language and Gender			



	<b>Courses</b>	<b>No. of Courses</b>	<b>Equivalent Units per course</b>	<b>Total No. of Units</b>
ELS 125 ELS 126 ELS 127 ELS 128 ELS 129 ELS 130	5. Language and Power 6. Translation Studies 7. Introduction to Anthropological Linguistics 8. Philippine English 9. Issues and Perspectives in English Language Studies 10. Special Topics in English Language Studies			
ELS 131 ELS 132 ELS 133 ELS 134 ELS 135 ELS 136 ELS 137 ELS 138 ELS 139 ELS 140 ELS 141 ELS 142 ELS 143 ELS 144 ELS 145 ELS 146 ELS 147 ELS 148 ELS 149 ELS 150	<b>Track 2: English across the Professions</b> 1. Language Policies and Programs 2. Multilingualism and Multiculturalism 3. ELT Approaches and Methods 4. Instructional Materials Development and Evaluation 5. English Language Testing and Assessment 6. Foundations of English Language Teaching and Learning 7. English Language Curriculum Development 8. Technical Writing in the Professions 9. Business Communication 10. Language of the Internet 11. Language and Science 12. Language and Journalism 13. Language and Advertising 14. Language and Media 15. Language and Politics 16. Language of Law 17. Organizational Communication 18. Intercultural Communication 19. Issues and Perspectives in English across the Professions 20. Special Topics in English across the Professions	5	3	15
	<b>Cognates</b> The cognates provide room for specialization. These are to be taken in one discipline that shall enhance the student's knowledge and competencies. The student has the option to take these cognate courses from Track 1 and Track 2.	5	3	15
	<b>Foreign Language Elective</b>	4	3	12
	<b>Physical Education (PE)</b>	4	2	8
	<b>National Service Training Program (NSTP)</b>	2	3	6
	<b>TOTAL NO. OF UNITS</b>			<b>134</b>





### 9.2. Program of Study

\*Introduction to the English Language System, History of the English Language and Theories of Language and Language Acquisition are pre-requisites to all the other courses.

#### FIRST YEAR 1<sup>st</sup> Semester

Courses	No. of Hours a week		Units
	Lec.	Lab.	
History of the English Language	3		3
GE 1	3		3
GE 2	3		3
GE 3	3		3
GE 4	3		3
NSTP 1			2
PE 1			3
<b>TOTAL</b>	<b>15</b>		<b>20</b>

#### 2<sup>nd</sup> Semester

Courses	No. of Hours a week		Units
	Lec.	Lab.	
Introduction to the English Language System	3		3
Theories of Language and Language Acquisition	3		3
GE 5	3		3
GE 6	3		3
Cognate 1	3		3
NSTP 2			2
PE 2			3
<b>TOTAL</b>	<b>15</b>		<b>20</b>

#### SECOND YEAR 1<sup>st</sup> Semester

Courses	No. of Hours a week		Units
	Lec.	Lab.	
GE 7	3		3
English Phonology and Morphology	3		3
English Syntax	3		3
Major 1	3		3
Major 2	3		3
PE 3	2		2
<b>TOTAL</b>	<b>15</b>		<b>17</b>



### 2<sup>nd</sup> Semester

Courses	No. of Hours a week		Units
	Lec.	Lab.	
Semantics of English	3		3
Introduction to language, society and culture	3		3
Foreign Language 1	3		3
GE 8	3		3
Language of Literary Texts	3		3
PE 4	2		2
<b>TOTAL</b>	<b>17</b>		<b>17</b>

### THIRD YEAR 1<sup>st</sup> Semester

Courses	No. of Hours a week		Units
	Lec.	Lab.	
English Discourse	3		3
Stylistics	3		3
Language of Non-Literary Texts	3		3
Computer-mediated Communication	3		3
Foreign Language 2	3		3
<b>TOTAL</b>	<b>15</b>		<b>15</b>

### 2<sup>nd</sup> Semester

Courses	No. of Hours a week		Units
	Lec.	Lab.	
Language Research I: Methodology	3		3
Elective 1	3		3
Major 3	3		3
Major 4	3		3
Foreign Language 3	3		3
<b>TOTAL</b>	<b>15</b>		<b>15</b>



**FOURTH YEAR  
1<sup>st</sup> Semester**

Courses	No. of Hours a week		Units
	Lec.	Lab.	
Language Research II: Thesis	3		3
Major 5	3		3
Cognate 2	3		3
Cognate 3	3		3
Foreign Language 4	3		3
<b>TOTAL</b>	<b>15</b>		<b>15</b>

**2<sup>nd</sup> Semester**

Courses	No. of Hours a week		Units
	Lec.	Lab.	
Cognate 4	3		3
Cognate 5	3		3
GE Elective 2	3		3
GE Elective 3	3		3
Life and Works of Rizal	3		3
<b>TOTAL</b>	<b>15</b>		<b>15</b>

**Summary:**

Year 1	First Semester	20 units
	Second Semester	20 units
Year 2	First Semester	17 units
	Second Semester	17 units
Year 3	First Semester	15 units
	Second Semester	15 units
Year 4	First Semester	15 units
	Second Semester	15 units

**Total 134 units**

**Section 10. Sample Curriculum Map (Please see Annex A)**

Curriculum map is "a matrix relating all the courses listed in the program curriculum with one or more of the declared program outcomes."

The HEIs/LUCs/SUCs shall create a complete curriculum map of their current existing AB English Language/AB English Studies Curriculum. Refer to Annex A for a sample curriculum map that relates all the courses in the sample curriculum with the minimum set of program outcomes.



## **Section 11. Sample Means of Curriculum Delivery**

**Lectures.** The theories courses will rely primarily on lectures and class discussions.

**Group Discussions.** To encourage the students to develop critical thinking and creative expression, group discussions will be conducted to be supervised closely by the teacher.

**Library Research.** Library research will develop critical inquiry and train the students for systematic data gathering and evaluation of information.

**Field Work/Practicum/Internship.** The students will be required to engage in field work, practicum activities and internship to provide them with opportunities for experiential learning and to prepare them for the workplace.

## **Section 12. Sample Syllabi for Selected Core Courses (Please see Annex B)**

### **ARTICLE VI REQUIRED RESOURCES**

## **Section 13. Administration**

The Dean and Department Chair must be a full-time administrator.

### **13.1 Qualifications of a Dean**

- a. must be a Filipino citizen;
- b. must be a holder of an earned doctoral degree in the field of the humanities; and
- c. must have had a satisfactory record of administration and teaching for at least three (3) years.

### **13.2 Qualifications of a department chair**

- a. must be a holder of at least a master's degree in English Language; and
- b. must have had a satisfactory record of administration and teaching for at least three (3) years.

### **13.3 Responsibilities of a dean and department chair**

- a. supervise the smooth implementation of the program
- b. ensure that facilities, materials, and human resource requirements are met
- c. institute a periodic review of the program vis-à-vis emergent matters in the implementation process



## Section 14. Faculty

- 14.1** The faculty members should possess the educational qualifications, professional experience, and teaching ability for the successful conduct of a school's program(s).
- a. At least fifty percent (50%) of general education courses should be taught by faculty members with appropriate master's degrees.
  - b. At least 60 percent (60%) of professional courses in the program should be taught by faculty members with appropriate master's degrees.

- 14.2** At least seventy percent (70%) of the general education and professional courses in the program should be handled by full-time/full-load faculty members.

- 14.3** The school should have an effective system of recruiting and selecting qualified faculty members.

Schools are encouraged to invite qualified practitioners to teach in the program.

- 14.4** A system of ranking and evaluating faculty members should be instituted and implemented. The publication of a faculty manual for the purpose of formalizing faculty policies and standards is required.

- 14.5** There should be opportunities for faculty development to enable faculty members to keep up with the developments in their field, improve their teaching skills and course materials, continue their professional growth, and contribute to research and other scholarly pursuits.

- 14.6** The teaching load of faculty members should be as follows:

- a. Faculty members should be assigned to teach courses only in their field of specialization.
- b. The regular teaching load of full-time academic teaching personnel shall be determined by the institution but in no case shall exceed 24 units per semester or term.
- c. Faculty members teaching in more than one school must give formal notice of their teaching assignment in all schools concerned.
- d. Practitioners who are working as full-time employees are encouraged to share their knowledge and expertise as part-time instructors, subject to approval in their workplace.

- 14.7** Faculty members should not be assigned to teach more than four (4) different preparations in any one term/semester.



## **Section 15. Library**

Library personnel, facilities and holdings should conform to existing CHED requirements for libraries which are embodied in a separate CHED issuance. The library must maintain a collection of updated and appropriate/suitable textbooks and references used for the core courses in the curriculum. Library resources should complement curriculum delivery to optimize the achievement of the program outcomes for the Bachelor of Arts in English Language/Bachelor of Arts in English Language Studies program.

## **Section 16. Laboratory and Physical Facilities**

### **16.1 Classroom requirements**

Ordinary classrooms with chalk and board.

### **16.2 Laboratory requirements**

- Multimedia Laboratory, Speech/Language Laboratory (may be outsourced)
- Mini Theater/Auditorium, Speech Laboratory
- Computer Laboratory

### **16.3 Audio-visual equipment**

Overhead projectors and screens; tape recorders/players; video players; LCDs and laptops

## **ARTICLE VII COMPLIANCE OF HEIs**

Using the *CHED Implementation Handbook for OBE and ISA* as reference, a HEI shall develop the following items which will be submitted to CHED when they apply for a permit for a new program:

**Section 17.** The complete set of program outcomes, including its proposed additional program outcomes.

**Section 18.** Its proposed **curriculum** and its justification including a curriculum map.

**Section 19.** Proposed **performance indicators** for each outcome. Proposed measurement system for the level of attainment of each indicator.

**Section 20.** Proposed **outcomes-based syllabus** for each course.

**Section 21.** Proposed system of program assessment and evaluation

**Section 22.** Proposed system of program **Continuous Quality Improvement (CQI)**.

For existing programs, the CHED shall conduct regular monitoring and evaluation on the compliance of HEIs to this Policies, Standards and Guidelines using an outcomes-based assessment instrument.



**ARTICLE VIII**  
**TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS**

**Section 23. Transitory Provision**

All private HEIs, state universities and colleges (SUCs) and local universities and colleges (LUCs) with existing authorization to operate the Bachelor of Arts in English Language/ Bachelor of Arts in English Language Studies program are hereby given a period of **three (3) years** from the effectivity thereof to fully comply with all the requirements in this CMO. However, the prescribed minimum curricular requirements in this CMO shall be implemented starting Academic Year 2018-2019.

**Section 24. Repealing Clause**

Any provision of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.


All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

**Section 25. Effectivity Clause**

This CMO shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation. This CMO shall be implemented beginning **Academic Year 2018-2019**.

Quezon City, Philippines May 9, 2017.

For the Commission:



**PATRICIA B. LICUANAN, Ph.D.**  
Chairperson

**Attachments:**

Annex A – Sample Curriculum Map

Annex B – Sample Syllabi for Selected Core Courses



**ANNEX A  
SAMPLE CURRICULUM MAP**

**Program Outcomes**

- a. Articulate a comprehensive and contextualized view of the English language system and development
- b. Communicate in English (both oral and written) fluently, accurately, and creatively in diverse social, cultural, academic, and professional settings;
- c. Facilitate English language learning and use in diverse social, cultural, academic, and professional settings;
- d. Teach English communication skills using knowledge of best practices
- e. Enhance literacy development and critical/creative thinking among students through the use of different types of texts; and
- f. Engage in English language research relevant to the school and workplace settings

Courses	Program Outcomes					
	(a)	(b)	(c)	(d)	(e)	(f)
1. Introduction to the English Language System	L	P	P	P	O	O
2. Theories of Language and Language Acquisition	L	P/O	P/O	P/O	P/O	P/O
3. History of the English Language	L	O	O	O	O	O
4. English Phonology and Morphology	L	P	P	P	P	P/O
5. English Syntax	L	P	P	P	P	P/O
6. Semantics of English	L	P	P	P	P	P/O
7. English Discourse	L	P/O	P/O	P/O	P/O	P/O
8. Stylistics	L	P/O	P/O	P/O	P/O	P/O
9. Introduction to Language, Society and Culture	L/P	P/O	P/O	P/O	P/O	P/O
10. Language of Literary Texts	L	P/O	P/O	P/O	P/O	P/O
11. Language of Non-Literary Texts	L	P/O	P/O	P/O	P/O	P/O
12. Computer-mediated Communication	L	P/O	P/O	P/O	P/O	P/O
13. Language Research I: Methodology	P	P	P	P	P	L/P/O
14. Language Research II: Thesis	P	P	P	P	P	L/P/O





**ANNEX B**  
**SAMPLE COURSE SYLLABI**

**Core Courses**

Course Name	: <b>Introduction to the English Language System</b>
Course Description	: This course explains the nature and essential features of language. It provides an overview of the phonological system, morphological system, syntactic system, and semantic system of the English language. It gives an introduction to discourse as well as language acquisition and language change.
Learning Outcomes	: The students should be able to: <ol style="list-style-type: none"> <li>1. explain the nature of language,</li> <li>2. define the discipline of linguistics and its major subfields,</li> <li>3. describe and analyze the essential features of the English language system, and</li> <li>4. explain how knowledge of the English language system leads to its effective learning and use.</li> </ol>
No. of units	: 3
No. of contact hrs/wk	: 3
Prerequisites	: GE English
Course Outline	: Course Outline: <ol style="list-style-type: none"> <li>1. Introduction: The Study of Language <ol style="list-style-type: none"> <li>1.1 The Nature of Language</li> <li>1.2 The Discipline of Linguistics <ol style="list-style-type: none"> <li>1.2.1 Definition and Concepts</li> <li>1.2.2 Subfields</li> </ol> </li> </ol> </li> <li>2. The English Language System <ol style="list-style-type: none"> <li>2.1 Phonology: Sound Patterns <ol style="list-style-type: none"> <li>2.1.1 Definition and Concepts</li> <li>2.1.2 Phonology vs. Phonetics</li> <li>2.1.3 The Sounds of English</li> <li>2.1.4 Applications</li> </ol> </li> <li>2.2 Morphology: Words <ol style="list-style-type: none"> <li>2.2.1 Definition and Concepts</li> <li>2.2.2 Word Formation Processes</li> <li>2.2.3 Morphological Description</li> <li>2.2.4 Applications</li> </ol> </li> <li>2.3 Syntax: Sentence Patterns <ol style="list-style-type: none"> <li>2.3.1 Definition and Concepts</li> <li>2.3.2 Sentence Structure</li> <li>2.3.3 Rules of Syntax</li> <li>2.3.4 Applications</li> </ol> </li> <li>2.4 Semantics: Meanings <ol style="list-style-type: none"> <li>2.4.1 Definition and Concepts</li> <li>2.4.2 Lexical Relations</li> <li>2.4.3 Semiotics</li> <li>2.4.4 Applications</li> </ol> </li> <li>2.5 Discourse <ol style="list-style-type: none"> <li>2.5.1 Definition and Concepts</li> <li>2.5.2 Pragmatics and Speech Acts</li> <li>2.5.3 Approaches to Discourse Analysis</li> <li>2.5.4 Applications</li> </ol> </li> </ol> </li></ol>



	<ul style="list-style-type: none"> <li>3. Language and the Brain <ul style="list-style-type: none"> <li>3.1 Parts of the Brain</li> <li>3.2 First Language Acquisition</li> <li>3.3 Second Language Acquisition</li> </ul> </li> <li>4. Language, Culture and Society <ul style="list-style-type: none"> <li>4.1 Language Varieties: Dialects and Sociolects</li> <li>4.2 Language and Gender</li> </ul> </li> <li>5. Language Development and Change <ul style="list-style-type: none"> <li>5.1 Language Families</li> <li>5.2 Language Change</li> </ul> </li> <li>6. Synthesis</li> </ul>
Suggested Readings	<ul style="list-style-type: none"> <li>1. Aarts, Bas and April McMahon. 2006. <i>The Handbook of English Linguistics</i>. MA and Oxford: Wiley-Blackwell.</li> <li>2. Blake, N.F. and Jean Moorhead. 1993. <i>Introduction to the English Language</i>. Hampshire and London: The Macmillan Press Ltd.</li> <li>3. Bergmann, Anousduka, Kathleen Currie Hall and Sharon Miriam Ross. 2007. <i>Language Files: Materials for an Introduction to Language and Linguistics</i>. 10<sup>th</sup> ed. Columbus: The Ohio State University Press.</li> <li>4. Carstairs-McCarthy, Andrew. 2002. <i>An Introduction to English Morphology: Words and Their Structure</i>. Edinburgh: Edinburgh University Press, Ltd.</li> <li>5. Crystal, David. 1997. <i>The Cambridge Encyclopedia of Language</i>. Cambridge: UP.</li> <li>6. Eckert, Penelope and Sally McConnell-Ginet. 2013. <i>Language and Gender</i>. 2<sup>nd</sup> ed. New York: Cambridge University Press.</li> <li>7. Finegan, Edward. 2012. <i>Language: Its Structure and Use</i>. 6<sup>th</sup> ed. Australia: Cengage Learning.</li> <li>8. Fromkin, Victoria, Robert Rodman and Nina Hyams. 2014. <i>An Introduction to Language</i>. 10<sup>th</sup> ed. Australia: Cengage Learning.</li> <li>9. Hurford, James R., Brendan Heasley and Michael B. Smith. 2008. <i>Semantics: A Coursebook</i>. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press.</li> <li>10. McMahon, April. 2002. <i>An Introduction to English Phonology</i>. Edinburgh: Edinburgh University Press, Ltd.</li> <li>11. Rowe, Bruce M. and Diane P. Levine. 2009. <i>A Concise Introduction to Linguistics</i>. 2<sup>nd</sup> ed. Boston, MA: Pearson Education, Inc.</li> <li>12. Saussure, Ferdinand de. <i>A Course in General Linguistics</i>.</li> <li>13. Yule, George. 2014. <i>The Study of Language</i>. New York: Cambridge University Press.</li> </ul>



Course Name	: <b>Theories of Language and Language Acquisition</b>
Course Description	: The course explains the theories of the origin of human language and of language acquisition and development.
Learning Outcomes	: The student should be able to: 1. Explain how language is acquired by humans 2. Determine the best methods to teach/learn a language 3. Explain how the different parts of the brain fulfill specific language-related functions
No. of units	: 3
No. of contact hrs/wk	: 3
Prerequisites	: GE English
Course Outline	: <ol style="list-style-type: none"> <li>1. Overview <ol style="list-style-type: none"> <li>1.1 Theories of origin of human language <ol style="list-style-type: none"> <li>1.1.1 Bow-wow Theory</li> <li>1.1.2 Ding-dong Theory</li> <li>1.1.3 Sing-song Theory</li> <li>1.1.4 Pooh-pooh Theory</li> <li>1.1.5 Goo-goo Theory</li> <li>1.1.6 Yow-he-ho Theory</li> <li>1.1.7 Biblical Theory</li> <li>1.1.8 Gesture Theory</li> </ol> </li> <li>1.2 Key concepts <ol style="list-style-type: none"> <li>1.2.1 First Language Acquisition vs. Second Language Acquisition</li> <li>1.2.2 Acquisition vs. Learning</li> <li>1.2.3 Competence vs. Performance</li> </ol> </li> </ol> </li> <li>2. Language and the Brain <ol style="list-style-type: none"> <li>2.1 Parts of the Brain</li> <li>2.2 Critical Age Hypothesis</li> </ol> </li> <li>3. Stages in Language Acquisition <ol style="list-style-type: none"> <li>3.1 Prelinguistic</li> <li>3.2 Linguistic</li> </ol> </li> <li>4. Theories of Language Acquisition <ol style="list-style-type: none"> <li>4.1 Behaviorist Theory</li> <li>4.2 Acculturation Model and Nativization Model</li> <li>4.3 Accommodation Theory</li> <li>4.4 Cognitive Theory</li> <li>4.5 Discourse Theory</li> <li>4.6 The Monitor Model</li> <li>4.7 Social Interaction Theory</li> <li>4.8 The Variable Competence Model</li> <li>4.9 The Universal Hypothesis</li> <li>4.10 Neurofunctional Theory</li> </ol> </li> <li>5. FLA/SLA Process</li> </ol>
Suggested Text and References	: <ol style="list-style-type: none"> <li>1. Brown, Douglas H. 2000. <i>Principles of Language Learning and Teaching</i>. New York: Longman</li> <li>2. Dörnyei, Zoltan. 2009. <i>The psychology of second language acquisition</i>. Oxford: Oxford University Press.</li> <li>3. Ellis, Rod. 2008. <i>The Study of Second Language Acquisition</i>. Oxford: Oxford University Press.</li> <li>4. Krashen, Stephen D. 2003. <i>Explorations in Language Acquisition and Use</i>, Portsmouth, NH: Heinemann.</li> <li>Lightbrown, Patsy M. and Nina Spada. 2013. <i>How Languages are Learned</i>. Oxford: Oxford University Press.</li> </ol>



Course Name	: <b>History of the English Language</b>
Course Description	: This course explains the external (historical, political, cultural forces) and internal (changes in the language features) histories of the English language.
Learning Outcomes	: The students should be able to: <ol style="list-style-type: none"> <li>1. Trace the internal history of English through the development of its forms and structures – phonological, morphological, syntactic, and semantic;</li> <li>2. Trace the external history of English by identifying the factors – economic, political, social, and cultural – that influenced its development;</li> <li>3. Chart the growth of English as a global language.</li> </ol>
No. of units	: 3
No. of contact hrs/wk	: 3
Prerequisites	: GE English
Course Outline	: <ol style="list-style-type: none"> <li>1. The Indo-European Family of Languages <ol style="list-style-type: none"> <li>1.1 The discovery of Sanskrit</li> <li>1.2 The Germanic languages</li> </ol> </li> <li>2. The English Language in Britain <ol style="list-style-type: none"> <li>2.1 Old English</li> <li>2.2 Middle English</li> <li>2.3 Modern English</li> </ol> </li> <li>3. The English Language in America <ol style="list-style-type: none"> <li>3.1 The Settlement of America</li> <li>3.2. American Dialects</li> </ol> </li> <li>4. The English Language in Asia <ol style="list-style-type: none"> <li>4.1 The English language in the Philippines</li> <li>4.2 The English language in other Asian countries</li> </ol> </li> <li>5. The English language in the World <ol style="list-style-type: none"> <li>5.1 The importance of English</li> <li>5.2 The future of English in the World</li> </ol> </li> </ol>
Suggested Text and References	: <ol style="list-style-type: none"> <li>1. Algeo, John, Carmen Acevedo Butcher and Thomas Pyles. 2014. <i>The Origins and Development of the English Language</i>. 7<sup>th</sup> ed. United States: Cengage Learning.</li> <li>2. Barber, Charles. 2000. <i>The English Language: A Historical Introduction</i>. Cambridge: UP.</li> <li>3. Baugh, Albert C. and Thomas Cable. 2002. <i>A History of the English Language</i>. London: Routledge.</li> <li>4. Bragg, Melvyn. 2003. <i>The Adventure of English: The Biography of a Language</i>. 2003. London: Hodder and Stoughton.</li> <li>5. Crystal, David. 2004. <i>The Stories of English</i>. London: Penguin Books.</li> <li>6. Gooden, Philip. 2009. <i>The Story of English: How the English Language Conquered the World</i>. 2009. London: Quercus Publishing Plc.</li> <li>7. McCrum, Robert, William Cran and Robert MacNeil. 1986. <i>The Story of English</i>. New York: Viking Penguin Inc.</li> <li>8. McCrum, Robert. 2010. <i>Globish: How the English Language Became the World's Language</i>. New York: W.W.Norton &amp; Company, Inc.</li> <li>9. Smith, Jeremy J. 2005. <i>Essentials of Early English: An Introduction to Old, Middle and Early Modern English</i>. 2<sup>nd</sup> ed. London: Routledge.</li> </ol>



### Course Descriptions

<b>Core Courses</b>	
<b>Introduction to English Language System</b>	This course explains the nature and essential features of language. It provides an overview of the phonological system, morphological system, syntactic system, and semantic system of the English language. It gives an introduction to discourse as well as language acquisition and language change.
<b>Theories of Language and Language Acquisition</b>	The course explains the theories of the origin of human language and of language acquisition and development.
<b>History of the English Language</b>	This course explains the external (historical, political, cultural forces) and internal (changes in the language features) histories of the English language.
<b>English Phonology and Morphology</b>	The course deals with the study of the patterns and system of sounds and the structure and formation of words in the English language.
<b>English Syntax</b>	The course centers on the analysis of structures of phrases and sentences in the English language.
<b>Semantics of English</b>	The course deals with the meaning of words, phrases and sentences in the English language.
<b>English Discourse</b>	The course focuses on the study of spoken and written English above the sentence level.
<b>Stylistics</b>	The course examines style in language, specifically, the application of linguistic devices to literary studies.
<b>Introduction to Language, Society and Culture</b>	The course examines language in its social context, that is, the ways in which groups of people use language.
<b>Varieties of English</b>	The course examines English language variation in different regions and among various social groups (dialects) and in different contexts and situations of use (registers).
<b>Language of Literary Texts</b>	The course introduces various approaches to the study of different literary genres.
<b>Language of Non-Literary Texts</b>	The course introduces various approaches to the study of non-literary texts.
<b>Computer-Mediated Communication</b>	The course discusses the social and linguistic features of various forms of texts brought about by information and communication technology.
<b>Language Research I: Methodology</b>	The course examines various methods of conducting research. It explains the entire process of doing research with special emphasis on English language-related topics.
<b>Language Research II: Thesis</b>	The course covers the process of writing a research-based thesis on a language-related topic.
<b>Track I</b>	<b>English Language Studies as a Discipline</b>
<b>Introduction to Pragmatics</b>	The course examines language use in context.
<b>Psychology of Language</b>	The course focuses on the study of the nature and psychological development of human language.
<b>Multimodal Communication</b>	The course examines the interface of various modes and genres of communication.
<b>Language and Gender</b>	This course analyzes the differences between men and women's speech, their speaking styles, and the



	differences in their discourses by assessing the language forms they use. The methodological issues/approaches involved in the analysis are discussed particularly variationist and interactional sociolinguistics, critical discourse analysis, ethnography, and conversational analysis.]
<b>Language and Power</b>	The course examines the dynamics of communication and the use of language as an effective means of wielding authority.
<b>Translation Studies</b>	The course is a study of different approaches to translation.
<b>Introduction to Anthropological Linguistics</b>	The course examines the role of language in understanding cultures.
<b>Philippine English</b>	The course describes the linguistic features and the socio-linguistic bases of the Philippine variety of English.
<b>Issues and Perspectives in English Language Teaching</b>	This course examines issues and areas of concern in English language teaching.
<b>Special Topics in English Language Studies</b>	The course explores special topics that focus on current trends in English language studies.
<b>Track II:</b>	<b>English Across the Professions</b>
<b>Language Policies and Programs</b>	This course examines language policies set by the government and the educational system and how these affect programs designed and implemented in various institutions.
<b>Multilingualism and Multiculturalism</b>	The course focuses on language concerns in multilingual and multicultural contexts.
<b>ELT Approaches and Methods</b>	The course evaluates traditional and current approaches and methods of English language teaching.
<b>Instructional Materials Development and Evaluation</b>	This course introduces the students to the theory, principles, and practice of instructional materials design and development.
<b>English Language Testing and Assessment</b>	The course introduces the students to the principles, methods, and design of English language tests and assessment instruments.
<b>Foundations of English Language Teaching and Learning</b>	This course introduces the theory and principles of English language teaching informed by knowledge of language acquisition and learning processes.
<b>English Language Curriculum Development</b>	This course introduces the students to the basic principles and frameworks of curriculum development. The course analyzes existing English language curricula based on how they address specific concerns and contexts in higher education.
<b>Technical Writing in the Professions</b>	The course provides the theories, principles and practice of technical communication across professions.
<b>Business Communication</b>	The course deals with the study of written communication in the business setting. It trains the students in writing business letters, business reports, memoranda, minutes of meetings, and employment communication, among others.
<b>Language of the Internet</b>	The course focuses on various forms and uses of e-language



<b>Language and Science</b>	The course analyzes the specialized vocabulary, text organization, language features of scientific texts and how they differ from the academic ways of using the language.
<b>Language and Journalism</b>	The course analyzes the language used in journalism in the context of the fundamental principles of gathering, writing, editing, and publishing news articles for various media.
<b>Language and Advertising</b>	The course critiques the linguistic text of advertisements as well as the context and other elements that accompany this verbal text.
<b>Language and Media</b>	The course analyzes the use of language in various forms of media.
<b>Language and Politics</b>	The course centers on analyzing, critiquing, and writing political discourse, including speeches, slogans and political campaigns, manifestos, and press releases.
<b>Language of Law</b>	The course analyzes the ways in which language and law intersect and discusses the nature of legal language as well as language in the legal process.
<b>Organizational Communication</b>	The course presents the role of communication in organizational contexts and how communication modes, structures, and networks help in developing healthy relationships and effective management of the workplace.
<b>Intercultural Communication</b>	The course analyzes information shared across different cultures. As an interdisciplinary field of study, it exposes the students to verbal and non-verbal communication, communication styles, interpretation as well as values shared across various social settings.
<b>Issues and Perspectives in English across the Professions</b>	This course equips the students with a survey of contemporary issues confronting the use of English across professions.
<b>Special Topics in English across the Professions</b>	The course explores special topics that address contemporary and evolving issues in English language studies.

