

# A short introduction to the English language



This item contains selected online content. It is for use alongside, not as a replacement for the module website, which is the primary study format and contains activities and resources that cannot be replicated in the printed versions.

### About this free course

Find out more about The Open University's English language courses and qualifications:

[www.open.ac.uk/courses/english](http://www.open.ac.uk/courses/english).

This version of the content may include video, images and interactive content that may not be optimised for your device.

You can experience this free course as it was originally designed on OpenLearn, the home of free learning from The Open University –

[www.open.edu/openlearn/languages/a-short-introduction-the-english-language/content-section-0](http://www.open.edu/openlearn/languages/a-short-introduction-the-english-language/content-section-0)

There you'll also be able to track your progress via your activity record, which you can use to demonstrate your learning.

Copyright © 2023 The Open University

### Intellectual property

Unless otherwise stated, this resource is released under the terms of the Creative Commons Licence v4.0 [http://creativecommons.org/licenses/by-nc-sa/4.0/deed.en\\_GB](http://creativecommons.org/licenses/by-nc-sa/4.0/deed.en_GB). Within that The Open University interprets this licence in the following way:

[www.open.edu/openlearn/about-openlearn/frequently-asked-questions-on-openlearn](http://www.open.edu/openlearn/about-openlearn/frequently-asked-questions-on-openlearn). Copyright and rights falling outside the terms of the Creative Commons Licence are retained or controlled by The Open University. Please read the full text before using any of the content.

We believe the primary barrier to accessing high-quality educational experiences is cost, which is why we aim to publish as much free content as possible under an open licence. If it proves difficult to release content under our preferred Creative Commons licence (e.g. because we can't afford or gain the clearances or find suitable alternatives), we will still release the materials for free under a personal end-user licence.

This is because the learning experience will always be the same high quality offering and that should always be seen as positive – even if at times the licensing is different to Creative Commons.

When using the content you must attribute us (The Open University) (the OU) and any identified author in accordance with the terms of the Creative Commons Licence.

The Acknowledgements section is used to list, amongst other things, third party (Proprietary), licensed content which is not subject to Creative Commons licensing. Proprietary content must be used (retained) intact and in context to the content at all times.

The Acknowledgements section is also used to bring to your attention any other Special Restrictions which may apply to the content. For example there may be times when the Creative Commons Non-Commercial Sharealike licence does not apply to any of the content even if owned by us (The Open University). In these instances, unless stated otherwise, the content may be used for personal and non-commercial use.

We have also identified as Proprietary other material included in the content which is not subject to Creative Commons Licence. These are OU logos, trading names and may extend to certain photographic and video images and sound recordings and any other material as may be brought to your attention.

Unauthorised use of any of the content may constitute a breach of the terms and conditions and/or intellectual property laws.

We reserve the right to alter, amend or bring to an end any terms and conditions provided here without notice.

All rights falling outside the terms of the Creative Commons licence are retained or controlled by The Open University.

Head of Intellectual Property, The Open University

# Contents

Introduction	4
Learning Outcomes	5
1 What is language?	6
2 English in the world	8
3 Shakespeare's language (or 'It's all Greek to me')	10
4 Internet English	13
5 Emojis	15
6 Creativity and language	17
7 The language of comedy	19
8 The language of lying	21
9 The language of protest	23
10 Speaking robots	25
11 The future of language	26
Conclusion	28
Acknowledgements	28

## Introduction

In this free course, *A short introduction to the English language*, you'll be taken on a tour of the role that language plays in the lives of the human race, with a particular focus on the English language, and how this has emerged as a global force over the last few decades.

In eleven sections, each centred around a short video, you'll look at what language is, at how the English language first came into existence, how it developed and has been spread across the world in the millennium and a half since its birth, and how it's used in a range of different domains of life. You'll look at the language of lying, the language of literature, of comedy and persuasion – and how all these fundamental characteristics of human life are ultimately made possible because of the faculty that our species has for language.

The course will end with an examination of whether human language may one day be adopted by robots, and what this, along with all the other developments in communications technologies, means for the future of language – and for our species more generally. In each section, the videos provide the main content but are accompanied by a short introduction to the relevant topic, as well as activities to help you reflect on those topics as you progress through the course.

Interested in taking your learning further? You might find it helpful to explore the Open University's [English language courses and qualifications](#).

# Learning Outcomes

After studying this course, you should be able to:

- understand the range of roles that language plays in people's lives and in society
- understand how the English language has developed over the past 1,500 years, and how it has gained the status of a global language
- understand the challenges and opportunities that stem from the relationship between technology and language.

# 1 What is language?

You'll start by looking at a basic, but rather complicated question: *What is language?*

The answer may seem straight-forward. Language is a means of communication. It's what people use to exchange ideas with each other. It's a way of encoding information in sound, writing or gestures which can then be passed from one person to another. But when we start to think about it in a little more detail, it's not quite as simple as it may at first seem.

## Activity 1

### Part 1

Have a think about all the times and ways you've used language so far today.

- What have you used it to achieve?
- Could you have done these same things without language?
- What sorts of language have you used? Spoken, written, gestures or other forms of physical communication?
- Have you used predominantly English, or other languages as well?

Jot down any thoughts you have about this in the text box below. Once you've done so, save your answer and then read the comment for this part of the activity.

Provide your answer...

### Discussion

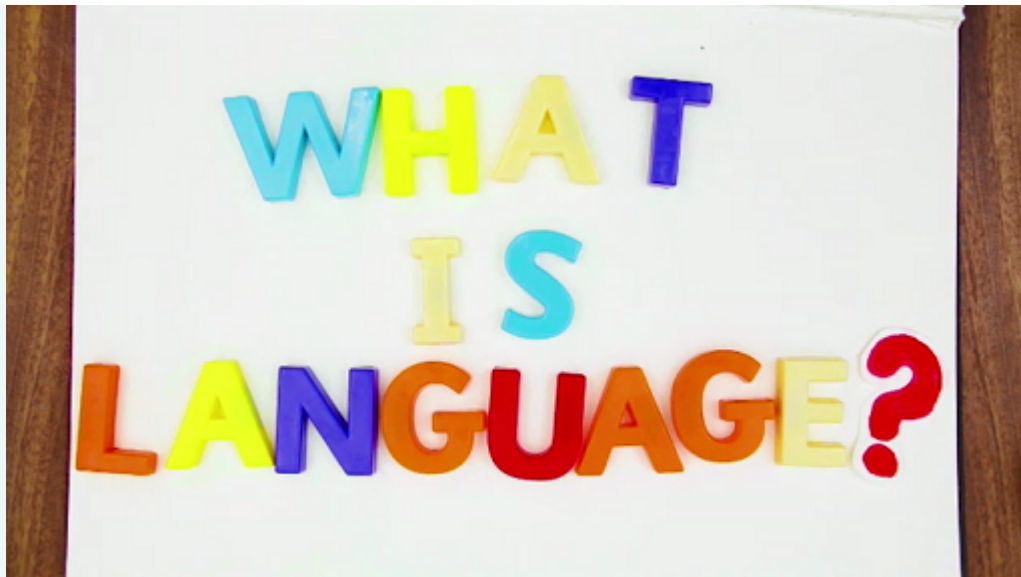
First off, you're using language to read this course. This is written language, but in a moment, when you watch the video, it'll include spoken language as well. Simply by going through the act of turning on the computer and navigating through to this page, you'll have probably encountered – and had to produce – a variety of other language. So even for a small everyday task such as sitting down to do an online course, you're using language for education purposes, for navigation purposes, perhaps for protecting your online identity through the use of passwords, and so on. And none of these things – at least in the way they are done in modern, everyday life – would have been possible without the use of language.

### Part 2

Now watch the animation below, which gives a concise overview of what language is and what we use it for. While watching, keep an eye out particularly for the different functions or purposes we use language for.

Again, type your answer or thoughts into the text box and save your answer to read the comment for this activity.

Video content is not available in this format.  
Video 1 What is language?



*Provide your answer...*

---

### Discussion

As the video notes, language isn't simply a tool we use for passing information from one person to another. This is certainly one of its main functions. However, language is also a central factor in the way we express our identity – and how others interpret our identity. It's one of the main ways we have of establishing and maintaining relationships, as well as communicating our emotions and feelings.

Another important issue touched on in the video is that a crucial part of our experience of language comes from the relationship between language and technology. This has been the case for several millennia: as the animation notes, writing itself can be seen as a technology. In the era of digital technology though, this relationship is arguably more influential on the ways in which we use language than ever.

Over the next few sections, you'll explore many of the ideas introduced in the animation in more detail. And you'll start with a look at where the language that we're communicating in now first came from.

## 2 English in the world

There's a difference between language as a human faculty and a language such as English, Kiswahili or Japanese. Language (the faculty) is an abstract concept. English, Kiswahili and Japanese are concrete entities. They have their own specific histories and are used by particular communities who nearly always have a strong relationship with 'their' language. In Section 1, you looked at language as a general faculty of humankind. Something that's innate to people in New Zealand, Tanzania or Japan, and everywhere else in the world. In this section, you're going to look at a particular language, English. And you'll start by looking at its history: at where it came from, how it developed, and how it has come to be the global force it is today.

What we call 'English' today is very different from the English that was spoken 1,500 years ago. In fact, the English language had been around for about 400 years before it even started to be called 'English'. Its origins lie with a group of Germanic tribes from north Europe – who today we collectively refer to as the Anglo-Saxons – arriving on the island of Great Britain sometime during the fifth century AD. It took root in the country and began to be spread across the population there. But it wasn't until the ninth century that the term 'English' began to be regularly used to refer to the language.

So how did the unnamed language that was originally spoken by a few tribes on a small island off the coast of continental Europe develop into the world's pre-eminent lingua franca? And how has the language itself changed over the centuries as it's been spread around the globe?

The next animation addresses all these questions, while also looking at how contact between English and other languages and cultures has had an influence on how the language is used in different parts of the world today.

### Activity 2

While watching the video, look out for:


- the way that historical events have played a vital role in how English developed
- examples of how the form of English has changed from the period referred to as Old English to the language as it's spoken today
- examples of words which have been introduced into the vocabulary of English from other languages (what are known as 'loanwords') as English speakers came into contact with speakers of other languages as a result of the historical events mentioned above.

Make some notes in the text box below and save your answer. There is no comment for this activity.

Video content is not available in this format.

Video 2 English in the world



A circular graphic of a world map with green continents and light blue oceans, centered behind the title banner.

# ENGLISH IN THE WORLD

*Provide your answer...*

### 3 Shakespeare's language (or 'It's all Greek to me')

William Shakespeare's work plays an almost unparalleled role in English-language literary culture. Shakespeare was writing in what's known today as Early Modern English. Despite some differences in syntax and in the meaning of various words, the language is mostly intelligible to modern English speakers – and certainly more so than either Middle English (the language as it existed from about 1150 to 1500) or Old English (the language as it existed from about 450 to 1150) are. Although the English Shakespeare spoke is over 400 years old, his influence on today's language can still be seen, both in the popularity of direct quotes from his work, and in the prevalence of words and phrases he either coined or popularised.

The following two animations look at the mark Shakespeare has left on modern English, with a particular focus on words and idioms.

The first film gives a brief introduction to the scope of this influence, and some of the words and phrases that he bequeathed the language.

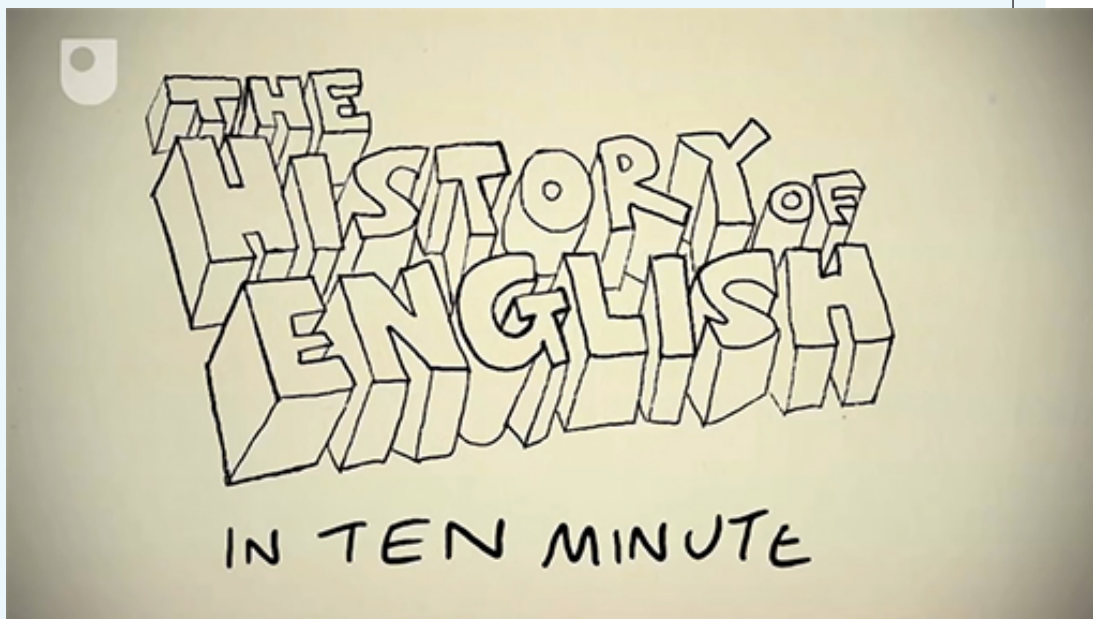
#### Activity 3

While watching the video consider whether you were aware that all of these words and phrases dated back to Shakespeare.

Make some notes in the text box below and save your answer. There is no comment for this activity.

Video content is not available in this format.

Video 3 A history of English: Shakespeare



Provide your answer...

The next animation is a short, fictionalised dramatisation of an episode in Shakespeare's life. Although it takes a few liberties with his biography, it shows the way that a phrase that's still in use in modern English features in his work, it explains where the phrase originates from and the function it has in the narrative of one of his plays, and illustrates how it's used in contemporary English conversation.

This is just one example of the many idioms that crop up in Shakespeare's work. For a look at a range of other phrases, see the [Shakespeare Speaks series](#) from the BBC in collaboration with the OU.

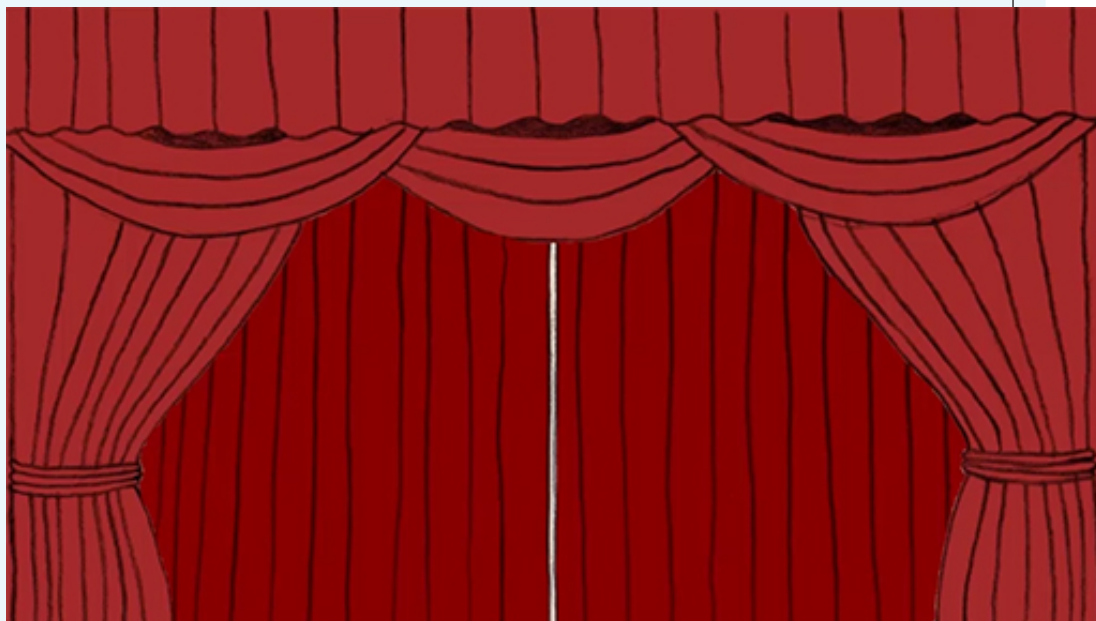
#### Activity 4

Watch the video and try to identify the most important points.

Make some notes in the text box below and save your answer. There is no comment for this activity.

Video content is not available in this format.

Video 4 Shakespeare speaks: Greek to me



Provide your answer...

An important point with regards to Shakespeare's influence on the English language is the relationship between culture and language. Many of the expressions we use in everyday conversation, as well as several individual words, take their meaning directly from specific cultural sources or historical events, and then have that meaning broadened into something more general. Take the name Romeo, for example. This can now be used to describe any young lover, but is dependent for this meaning on the archetype of the young lover in Shakespeare's play. Similar examples from other writers include Scrooge and

Pinocchio, or from history, Boycott and Quisling. In each of these cases, cultural artefacts or historical events provided the template for a general phenomenon, and the names of the original characters have entered English vocabulary as a way to refer to these phenomena.

## 4 Internet English

It's something of a mantra in sociolinguistics (the study of language and its relationship to society) that all languages change over time. You've seen briefly in Sections 2 and 3 how 1,500 years of history have altered the shape of English. There are two main reasons why a language changes. It changes as society changes – as people move from place to place and mix with different communities, and as historical events such as wars, invasions, colonialism and imperialism alter the political make-up of the world. But it also changes under the influence of new technologies.

In this section and the next, you will jump forward several centuries from Shakespeare's time and look at the impact that digital communications technologies have had on the use and nature of English over the last few years. Later in the course, you'll look at the role that artificial intelligence is likely to play in the future of language.

As has been noted in the previous sections, the relationship between language and technology has a long history and has given rise to dramatic changes in the way humans live their lives and organise themselves in societies. The impact of the internet and other digital technologies are a prime example of this relationship. The combination of the internet and mobile technologies has radically altered our everyday routines over the past 30 years. And the pace of this change shows no signs of letting up.

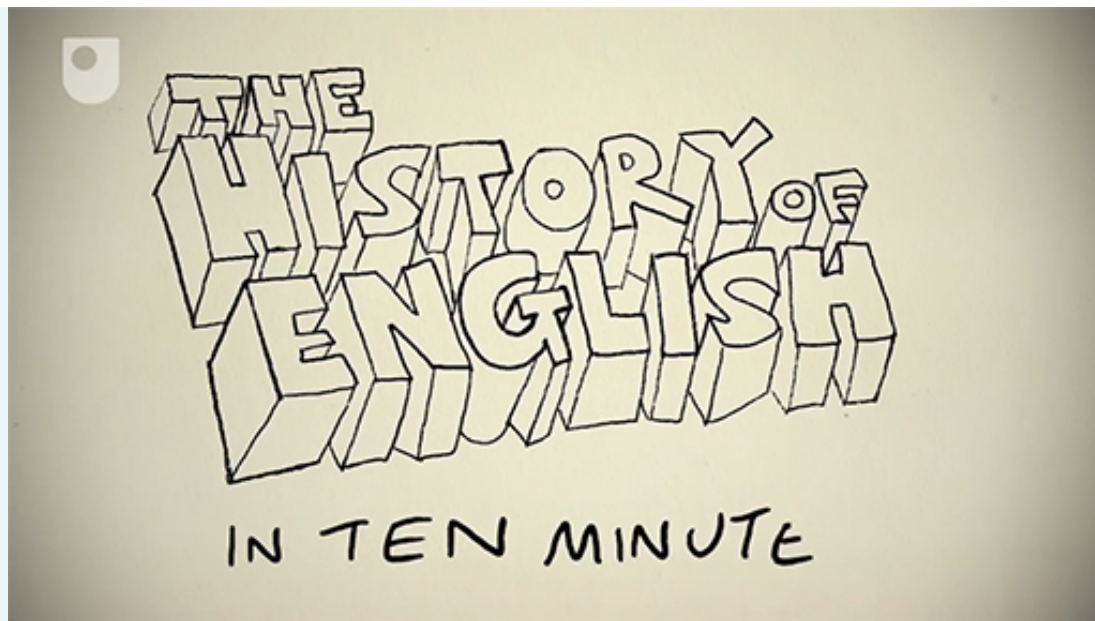
There are many ways in which internet-related technology has altered both how we use language and, in some respects, the look and nature of language. One notable way is through the coining of new words to refer to the new concepts and practices that have developed around the technology. But this isn't the only way in which vocabulary has changed under the influence of these new technologies.

### Activity 5

Watch the short animation below and consider the different ways in which technology has an influence on language and the way we use it.

Jot down any thoughts you have about this in the text box below. Once you've done so, save your answer and then read the comment.

Video content is not available in this format.  
Video 5 A history of English: internet English



Provide your answer...

### Discussion

Some of the new coinages mentioned in the film aren't that new anymore. 'Email', for example, is very established now if not slightly past its sell-by date – or at least, it often feels more like a burden than like the exciting new frontier for communication it was back in the 1990s. And while the ability to 'poke' people in the early days of social media was a much-celebrated innovation, it proved to be rather ephemeral.

Beyond the coining of new words, however, internet and mobile communication has had an influence on literacy – in terms of the amount we now write, the way we use writing for conversational purposes, and the tendency to use abbreviations as a convenient and time-saving aspect of this more casual form of writing.

One element that isn't covered in this animation though is the rise of visual communication in the era of digital communication technologies. Which brings us to the topic of emojis.

## 5 Emojis

You began this course by asking the question: *What is language?* In this section you'll look at a related question: *Are emojis a language?* Or to put it another way: *Do they count as a distinct language system in their own right? And if so, are they a truly universal language whose use transcends other linguistic boundaries?*

Emojis are a visual form of communication for use in computer-mediated communication (CMC). You see emojis all over the place these days, from souvenir shops selling emoji-shaped candy to advertising billboards using emojis to sell fast food. But they're primarily a form of online communication. They're generated by computer technology and they fill a gap in what online communication offers us.

The gap they fill comes from the way that, as noted in the previous section, social media has led to the use of writing for conversational purposes. We chat with friends via speedily typed-out messages in short bursts. But when writing, we don't have recourse to expressive features such as tone of voice, facial expressions, and other 'non-linguistic' forms of communication. So emojis can provide a simple way of expressing this emotional framing for language.

But are they also a language in their own right? Well, no. They're not a substitute for a language like English or Chinese because they don't allow for the same scope and complexity of expression. It would be nigh on impossible to 'translate' the previous sentence into emoji. What, for instance, is the emoji for 'scope'? Or for 'complexity'? And how would you deal with the meaning that's conveyed by the words in the sentence being in the particular order that they are (i.e., the syntax of the sentence)? Instead, emojis are best seen as an extension of written languages. They provide us with additional resources that can better help us convey the meaning we want to convey.

Despite not being a language in their own right, however, they are nonetheless a complex and sophisticated means of communication, even if this isn't the image they have in the popular imagination. The animation below explores the origins and development of emojis, and explains why it is they've become so popular for today's online communication. As the film illustrates, emojis didn't appear out of nowhere, but can be seen as one stage in the long development of writing and communication.

### Activity 6

Watch the film and make a note of its key points.

Make some notes in the text box below and save your answer. There is no comment for this activity.

Video content is not available in this format.

Video 6 A brief history of emoji

# ***A Brief History of Emoji***



Provide your answer...



## 6 Creativity and language

In this section you'll move to look at the relationship between language and some slightly more abstract or theoretical concepts.

One of the great strengths of human language is that it's almost endlessly flexible. With a small group of standard sounds, or the set number of letters in an alphabet, we can express our feelings and ideas about almost any experience we encounter. Using that small collection of sounds or set number of letters, you can combine them to produce sentences which will never have been uttered by anyone else in the world before – and yet are still meaningful to anyone who speaks the same language as you.

It's because of this property that the notion of creativity is so important for the way we use language. In some ways, every time we open our mouths to speak we're engaging in a creative act in that we're creating meaning for others to interpret. But this would be a rather broad definition of creativity. The video below looks in a more focused way into the relationship between language and creativity, at what we mean when we say something is creative, and at why the concept is so important in our lives.

### Activity 7

Before watching the video, have a think about the following questions:

- How would you define 'creativity' if you were asked to do so?
- Do you think that creativity, as you've just defined it, is an important part of our everyday language use?
- Are there specific uses of language, or specific contexts in which language is used, which are particularly dependent on linguistic creativity?

Jot down any thoughts you have about this in the text box below. Once you've done so, save your answer and then read the comment.

Video content is not available in this format.  
Video 7 Language and creativity



*Provide your answer...*

### Discussion

As the video argues, to call something creative is to appreciate the effect it has in the conversation, especially in the way it makes us see things in a novel light. The concept is often associated with art, literature and high culture, but some sort of linguistic creativity can be found in almost any example of language use. There are, however, some domains in which it's more salient than others and you'll look at a couple of these in the next two sections.

## 7 The language of comedy

One of the most important purposes for which we creatively manipulate language is humour. Pinning down precisely what constitutes humour is a perilous business, and the concept covers a huge range of different forms of action and expression, from gags to slapstick. Rather than concentrate on something archetypal like the linguistic format of a joke, however, in this section you'll look at other ways in which a sensitivity to language can contribute to the creation of comedy.

In the video below, you'll hear from the comedian Graham Fellows, creator and performer of the character of John Shuttleworth, about the various influences and motivations behind his creation. As you'll see, issues related to language have played a central part in the creation of the character, but in rather subtle ways. The humour comes from his observations of how people in his hometown speak, both in terms of their accents and turns of phrase. He then mixes this with slightly incongruous examples of language play – rhymes such as 'burial / Mary will' and puns such as 'undertake'. The result is something which highlights the whimsical absurdities of normal life – and everyday language use – without resorting to stereotype or mockery.

It's worth noting that humour is often quite culturally-specific – it draws on an audience's recognition of peculiarities and incongruities in the environment around them. This is certainly the case with the interview with Graham Fellows and the way that he creates his comedy from observations of the environment in which he was raised and has lived.

### Activity 8

Watch the video and make a note of its key points.

Make some notes in the text box below and save your answer. There is no comment for this activity.

Video content is not available in this format.

Video 8 The language of comedy



## The Language of Comedy

*Provide your answer...*

## 8 The language of lying

Lying is as integral to the human experience as humour is. Language may be the mechanism we have for expressing our inner thoughts to an external audience, but it's not restricted to representing these thoughts exactly as we think them. We have the ability, through language, to create entirely imaginary worlds; to envisage and communicate scenarios which have never existed. It's this faculty of thought-through-language which creates so much of the culture we live in and allows for myth-making and fictional storytelling. But it also provides us with the potential to lie.

Lying, as with humour, occurs in all areas of our lives. The video in this section, however, focuses predominantly on lying in politics. Politics is founded on persuasion – that's, say, the act of convincing someone to do something they weren't necessarily planning to do. Politicians need to persuade people to support them; they need to persuade people that their ideas for running the country are better than their rivals' ideas; and that they have the skills to carry out these ideas. On the basis of this persuasion, the electorate votes for the politicians and invests them with political power. The whole system, in other words, relies on being able to trust what politicians say, which is why the issue of lying is so contentious in the context of politics.

So what exactly counts as a lie in politics? And is the context of politics any different from other contexts in which lying takes place? The films below look at why it is that humans lie, and what precisely the nature of the relationship is between politics and lying. They ask whether there's a difference between a lie, an untruth and a falsehood, and consider what role lying plays in human communication.

### Activity 9

As you watch the films, make some notes in the text box below and save your answer. There is no comment for this activity.

Video content is not available in this format.

Video 9 The language of lying part 1



Video content is not available in this format.

Video 10 The language of lying part 2



*Provide your answer...*

## 9 The language of protest

You don't need to resort to lying, of course, to persuade people in politics. There are many other ways to try to convince people. But however powerful, persuasive, sincere and truthful your message might be, you need first to find a way to get people to hear it. And while those already in power have access to resources for mass communication – newspapers, television, radio and so on – those without power mostly don't. They thus need to find other ways to share their message with the public.

The film below examines how protest movements go about communicating their message and particularly how those without access to traditional forms of power get their voices heard. How do they raise awareness of the issues that affect their lives, and how do they influence public opinion and put pressure on those in power?

The film focuses on protests around the climate crisis. Since 2019, Extinction Rebellion (XR) have staged a number of highly effective demonstrations, firstly in the UK and then spreading out across the globe, raising awareness about the climate emergency. The film follows a group from XR as they prepare to protest against the impact that the fashion industry is having on the environment. This is discussed within the context of political protest more generally – from the Arab Spring to the Black Lives Matter and Me Too movements. In examining the ways groups organise and plan their communications, and how they use language, symbols and collective spectacle to capture the attention of the public, it explains the vital part that protests play in the political protest, and why they continue to be such a central feature of contemporary life.

### Activity 10

Watch the film and make some notes. Please note that some speakers use swear words in the video.

Make some notes in the text box below and save your answer. There is no comment for this activity.

Video content is not available in this format.

Video 11 The language of protest





Provide your answer...



## 10 Speaking robots

It seems a very obvious point, but English is a human language, and the previous sections have all focused on this. English is spoken by humans when they speak to other humans. A lot of people might address their pets in English, but they have no expectation that the pets will also reply in English. Animal communication in a range of different species can be quite sophisticated, but it never has the same level of complexity and flexibility as human language does.

But how about machines and robots? As various types of machine become ever more integrated into our everyday lives, teaching them to 'speak' seems to be a logical next step. After all, spoken language is the most direct and intuitive form of interaction for humans. But can machines ever really 'speak' and communicate in the way that humans can? What are the challenges faced by researchers into trying to teach a machine how to speak? And what does this tell us about the nature of language itself?

These are the question explored in the video below.

### Activity 11

Watch the video and make some notes in the text box below and save your answer. There is no comment for this activity.

Video content is not available in this format.

Video 12 Speaking robots



*Provide your answer...*

## 11 The future of language

As you saw at the start of this course, compared to the history of human language generally, English is relatively young having been around for just one and a half millennia. But in that time, it's grown from a parochial language spoken by a few north European tribes to one used across the globe and spoken, to some extent or other, by over two billion people – not to mention a number of robots. As things stand at the moment, it's the pre-eminent global lingua franca, and is viewed by a large proportion of the world's population as being an important resource for prospering in life. This is not to say that its status in the world is unproblematic. There's plenty of criticism of the way the language is a divisive force in societies, and how it helps the main Anglophone countries wield soft power across other parts of the world.

So what's the future of English likely to be? And what part will it play in the future of human language more generally? As you've noted time and again, language is one of the essential characteristics of what it means to be human. It's the foundation for our culture and civilisation. But with the rapid rise of new communication technologies, there's been speculation in some parts that language as we know it may become obsolete in the near future.

In the last video in this course, you'll look at all these questions.

### Activity 12

Before watching the video, have a think about the following questions:

- What are the main factors that will likely influence the future of human language and communication?
- Should we be worried about some of the changes that will likely happen to the way we communicate in the future?
- And if we have concerns about how things might develop, is there anything we should be doing now to prevent our worst-case predictions coming true?

After you've watched the video, jot down any thoughts you have about this in the text box below. Once you've done so, save your answer and then read the comment.

Now watch the video.

Video content is not available in this format.

Video 13 The future of language



*Provide your answer...*

### Discussion

The biggest agent of change is almost certainly going to be technology. You've seen throughout this course that the history of language use has been shaped from the very beginning by developments in communications technology. As the animation argues, there are a lot of scenarios we can imagine which will have profound significance for our lives. These include whether machine translation will make learning a foreign language redundant; whether a mixture of brain-computer interfaces and artificial intelligence will mean that we'll soon be able to talk to each other via computer-enabled technology. And how all this will affect issues such as privacy, surveillance and the future shape of society. All of these come with potential benefits and potential risks – and our challenge over the next few years and decades will be trying to ensure that the former outweigh the latter.

## Conclusion

The importance language plays in our life can't be underestimated yet it often goes unnoticed. By the time we're just a handful of years old we're all expert language users who can speak or sign, and understand when people talk to us.

But the expertise we have in using language doesn't translate into knowing how language works, how particular languages (like English) have developed over the centuries, and the impact this history can have on the way we use language today. It's for this reason that understanding a little about these things, and learning about the nature of language and the manifold ways in which we use it, can help us understand ourselves that much better.

Interested in taking your learning further? You might find it helpful to explore the Open University's [English language courses and qualifications](#).

## Acknowledgements

This free course was written by Philip Seargeant.

Except for third party materials and otherwise stated (see [terms and conditions](#)), this content is made available under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 Licence](#).

The material acknowledged below is Proprietary and used under licence (not subject to Creative Commons Licence). Grateful acknowledgement is made to the following sources for permission to reproduce material in this free course:

### Images

Course image: The Open University

### Audio-visual

Videos 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12 and 13: The Open University and its Licensees

Video 4: Shakespeare Speaks: Greek to Me; © BBC

Every effort has been made to contact copyright owners. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

### Don't miss out

If reading this text has inspired you to learn more, you may be interested in joining the millions of people who discover our free learning resources and qualifications by visiting The Open University – [www.open.edu/openlearn/free-courses](http://www.open.edu/openlearn/free-courses).