



Course Specification

(Bachelor)

Course Title: **Contrastive Linguistics**

Course Code: **317 TRANS-3**

Program: **BA in Translation**

Department: **Translation**

College: **College of Languages and Translation**

Institution: **Najran University**

Version: **2024**

Last Revision Date: **26/10/2024**

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A. General information about the course:

1. Course Identification

1. Credit hours: (3 Hours)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: ((Level 6/ 3rd Year)

4. Course General Description:

The course aims at helping students gain insights into the approaches and techniques adopted in comparing two languages. Moreover, it enables students to apply the contrastive linguistics methodology for establishing morphological, lexical, phonological, and syntactic similarities and differences across English and Arabic and to predict and correct the errors of second language learners. It helps students gain insights into how languages work and differ. The students will also be able to identify the cultural and linguistic differences between English and Arabic at the levels of phonetics, phonology, morphology, syntax and pragmatics

5. Pre-requirements for this course (if any):

311ENG-3 Introduction to Linguistics

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

Developing the students' skills pertaining to identifying approaches and techniques adopted in comparing two languages that have immediate bearing on translation.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		





No	Mode of Instruction	Contact Hours	Percentage
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify phonological, morphological, structural, semantic and syntactic rules of both English and Arabic.	K1	<ul style="list-style-type: none"> - Lecturing - Class discussion - Exercises 	<ul style="list-style-type: none"> - Assignments - Quizzes - Midterm exam - Final Exam
1.2	Recognize the contrastive features between English and Arabic linguistic systems.	K1	<ul style="list-style-type: none"> - Lecturing - Class discussion - Exercises 	<ul style="list-style-type: none"> - Assignments - Quizzes - Midterm exam - Final Exam
1.3				
2.0	Skills			
2.1	Identify syntactic, semantic,	S4	<ul style="list-style-type: none"> - Lecturing 	<ul style="list-style-type: none"> - Assignments





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	morphological, cultural, and stylistic differences between Arabic and English structures.		- Class discussion - Exercises	- Quizzes - Midterm exam - Final Exam
2.2	Identify syntactic, semantic, morphological, cultural, and stylistic similarities between Arabic and English structures.	S4	- Lecturing - Class discussion - Exercises	- Assignments - Quizzes - Midterm exam - Final Exam
1.3.	Translate short texts from English into Arabic and vice versa efficiently and professionally.	S3	- Lecturing - Class discussion - Exercises	- Assignments - Quizzes - Midterm exam - Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Bear responsibility for self-study and self-improvement.	V1	Self-learning strategies	Observation card
3.2	Show self-confidence during the activities and tasks assigned to him.	V3	Self-learning strategies	Observation card
3.3				

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction: Definition and scope of contrastive linguistics	3
2.	Methodologies in Contrastive Linguistics	6
3.	Contrastive Analysis	9





4.	Phonological and Morphological Comparisons	3
5.	Syntactic Structures and Sentence Types	3
6.	Semantic and Pragmatic Aspects	3
7.	Error Analysis	9
8.	Cross-linguistic Influence and Translation	6
9.	Applications of Contrastive Linguistics to Translation	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Ongoing assessment (quiz, assignment, etc)	Weeks 7-9	20%
2.	Midterm exam	Week 11	30%
3.	Final exam	16-17	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<p>1. Pan, w. & Than, W. N.(2007). Contrastive Linguistics: History, philosophy and methodology, London: Routledge. James, C. (1990). Contrastive Analysis. Harlow, Essex: Longman.</p> <p>2. Gass, Suzan and Larry Selinker. eds. (1983). Language Transfer in Language Learning. Rowley, Massachusetts: Newbury House.</p>
Supportive References	<p>1. Lado, Robert. (1957). Linguistics across Cultures. University of Michigan Press.</p> <p>2. Fisiak, J. (ed.) (1984) Contrastive linguistics. Prospects and problems. 3 Berlin: Mouton de Gruyter. 5. Krzeszowski, T. (1990). Contrasting Languages: The Scope of Contrastive Linguistics. Berlin: Mouton De Gruyter.</p> <p>4. Amer, Walid (2016). Issues in contrastive linguistics. IUG bookshop.</p>
Electronic Materials	NA
Other Learning Materials	All additional learning materials are uploaded on the blackboard system in the form of PDF files.



2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Large and air-conditioned classrooms
Technology equipment (projector, smart board, software)	Laptop or a desktop computer / overhead projector
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, program leaders	Indirect
Effectiveness of Students assessment	Faculty	Direct
Quality of learning resources	Students, faculty	Indirect
The extent to which CLOs have been achieved	Faculty/ Students	Direct/ Indirect
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	TRANSLATION DEPARTMENT
REFERENCE NO.	6/1446
DATE	25/12/2024