



# Course Specification

## (Bachelor)

Course Title: **Contrastive Linguistics**

Course Code: **343 Tran-3**

Program: **BA in English language**

Department: **English Department**

College: **College of Languages and Translation**

Institution: **Najran University**

Version: **2024 TP 153**

Last Revision Date: **26/11/2024**



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## A. General information about the course:

### 1. Course Identification

#### 1. Credit hours: ( 3 )

3 hrs a week

#### 2. Course type

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

#### 3. Level/year at which this course is offered: ( level 5/3<sup>rd</sup> year)

#### 4. Course General Description:

Contrastive Linguistics is an introduction to the study of contrastive analysis. It introduces students to the key concepts, history, hypotheses, principles, and steps of contrastive analysis. Further, it presents issues of language transfer, language interference and error analysis, focusing particularly on the comparison of English and Arabic. It covers the basic techniques and steps for comparing and contrasting Arabic and English languages at various linguistic levels: the phonological, morphological, lexical and syntactic levels.

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

NA

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

NA

#### 7. Course Main Objective(s):

This course aims to provide students with key concepts, hypotheses, approaches, techniques and principles of Contrastive Linguistics which enable them to apply contrastive linguistics methodology for exploring morphological, lexical, phonological, and syntactic similarities and differences across English and Arabic.

### 2. Teaching mode (mark all that apply)

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



No	Mode of Instruction	Contact Hours	Percentage
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>	45	100%
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	Outline the concepts, principles, steps and significance of contrastive and error analysis.	K1	- Lectures - Class discussion	Assignment(s) Quizz(es) Midterm exam Final Exam
1.2	Identify the phonological and structural differences and similarities between Arabic and English.	K2	- Lectures - Class discussion	Assignment(s) Quizz(es) Midterm exam Final Exam
2.0	Skills			
2.1	Carry out a contrastive analysis of English and Arabic	S1	- Lectures - Class discussion	Assignment(s) Quizz(es) Midterm exam



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	at different linguistics levels.			Final Exam
2.2	Examine critically errors of English and Arabic Language learners' production in terms of positive and negative transfer.	S1	- Lectures - Class discussion	Assignment(s) Quizz(es) Midterm exam Final Exam
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Show self-confidence during the activities and tasks assigned to him/her.	V1	Self study	Observation
3.2	Make the right choices about the subjects related to student's major.	V2	Self study	Observation
3.2	Bear responsibility for self-study and self-improvement.	V3	Self study	Observation

### C. Course Content

No	List of Topics	Contact Hours
1.	<ul style="list-style-type: none"> <li>Introduction to contrastive Linguistics (Orientation)</li> <li>What is Contrastive Linguistics?,</li> <li>Why Contrastive Linguistics?</li> <li>Comparative linguistics and Contrastive linguistics</li> </ul>	3
2.	<ul style="list-style-type: none"> <li>The Historical Development of Contrastive Linguistics</li> </ul>	2
3.	<ul style="list-style-type: none"> <li>The Principles and Methods of Contrastive Analysis:</li> <li>Basic Assumptions and Hypotheses Underlying Contrastive Analysis (CA):                             <ul style="list-style-type: none"> <li>The Psychological Basis of Contrastive Analysis: Transfer</li> <li>The Strong and Weak Versions of Contrastive Analysis Hypothesis</li> </ul> </li> </ul>	4





	<ul style="list-style-type: none"> <li>The Predictive Power of Contrastive Analysis</li> </ul>	
4.	<ul style="list-style-type: none"> <li>Criteria for Comparison :                             <ul style="list-style-type: none"> <li>The Surface Structure (SS)</li> <li>The Deep Structure (DS)</li> <li>Translation Equivalence</li> </ul> </li> <li>CA Hypothesis Hierarchy of Difficulty Levels of Description</li> </ul>	5
5.	<ul style="list-style-type: none"> <li>Methodological Steps in CA :                             <ul style="list-style-type: none"> <li>Selection, Description, Comparison, Prediction and Verification</li> </ul> </li> </ul>	2
6.	<ul style="list-style-type: none"> <li>A Contrastive Study of the Arabic and English Letters, Sounds, Morphemes, Open and Closed Classes</li> </ul>	3
7.	<ul style="list-style-type: none"> <li>A contrastive study of the Arabic and English tenses</li> </ul>	4
6.	Analysis of Passivization in Arabic and English	3
7.	<ul style="list-style-type: none"> <li>Loanwords in English and Arabic :                             <ul style="list-style-type: none"> <li>Arabic loanwords in English</li> <li>English Loanwords in Arabic</li> </ul> </li> </ul>	3
8.	<ul style="list-style-type: none"> <li>Error Analysis: Definitions, Goals, and Development</li> </ul>	3
9.	<ul style="list-style-type: none"> <li>The Importance of Learners' Errors, Linguistic Ignorance and Deviance</li> <li>Defining Mistake and Error</li> </ul>	4
10.	<ul style="list-style-type: none"> <li>Procedures and Techniques of Error Analysis, Sources of Error, Implications of CL in Second Language Learning</li> </ul>	3
11.	<ul style="list-style-type: none"> <li>Error Taxonomies, Errors Based on:                             <ul style="list-style-type: none"> <li>Linguistic Category, Surface Strategy Taxonomy, Comparative Taxonomy, The Criticism of Error Analysis (part 1)</li> </ul> </li> </ul>	3
12.	<ul style="list-style-type: none"> <li>Error Taxonomies, Errors Based on:                             <ul style="list-style-type: none"> <li>Linguistic Category, Surface Strategy Taxonomy, Comparative Taxonomy, The Criticism of Error Analysis (part 2)</li> </ul> </li> </ul>	3
Total		45

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continuous Assessment (Assignment, Quiz, etc.)	All through	20%
2.	Midterm	10-11	30%
3.	Final Exam	17-19	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	<ol style="list-style-type: none"> <li>1. Ping Ke (2019). Contrastive Linguistics. Singapore: Springer.</li> <li>2. El-Zawawy, Amr M. (2016). Studies in Contrastive Linguistics and Stylistics. Nova Science Publishers: New York</li> <li>3. Krzeszowski, Tomasz P. (1990). Contrasting Languages_ The Scope of Contrastive Linguistics. De Gruyter Mouton: Berlin.</li> </ol>
Supportive References	<p>Benson, C. (2002). "Transfer/Cross-linguistic Influence". ELT Journal 56.1: 68-70.</p> <p>Enghels, R., B. Defrancq &amp; M. Jansegers. (2020). New Approaches to Contrastive Linguistics: Empirical and Methodological Challenges. Berlin: Mouton.</p> <p>Odlin, T., 1989: Language Transfer: Cross-linguistic influence in language learning. New York:</p> <p>Corder, S. P., 1981: Error Analysis and Interlanguage. Oxford: Oxford University Press.</p> <p>Corder, S. P., 1984: "The Significance of Learners' Errors", in J. C. Richards, ed. (1967) Error Analysis: Perspectives on Second Language Acquisition, London: Longman, pp. 19-27. (Reprinted from IRAL 5)</p>
Electronic Materials	<ul style="list-style-type: none"> <li>• <a href="https://encord.com/blog/guide-to-contrastive-learning/#:~:text=Written%20by,apart%20those%20that%20are%20dissimilar.">https://encord.com/blog/guide-to-contrastive-learning/#:~:text=Written%20by,apart%20those%20that%20are%20dissimilar.</a></li> <li>• <a href="https://youtu.be/utJadAkzb48?si=jJhcZrPM82zJBT">https://youtu.be/utJadAkzb48?si=jJhcZrPM82zJBT</a></li> <li>• <a href="https://www.slideshare.net/khaliliavataalk/contrastive-analysis-31991152">https://www.slideshare.net/khaliliavataalk/contrastive-analysis-31991152</a></li> <li>• <a href="https://www.slideserve.com/sissy/contrastive-analysis">https://www.slideserve.com/sissy/contrastive-analysis</a></li> </ul>
Other Learning Materials	<p>All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures &amp; also electronic versions of available textbooks/references.</p>

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, laboratories

Items	Resources
<b>Technology equipment</b> (projector, smart board, software)	Projector, smart board, software
<b>Other equipment</b> (depending on the nature of the specialty)	Other relevant resources

## 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	Students, faculty	Indirect, Direct
Other	-	-

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	ENGLISH DEPARTMENT COUNCIL
<b>REFERENCE NO.</b>	13-1446
<b>DATE</b>	24.12.2024

