



Course Specification — (Bachelor)

Course Title: Linguistics for Translators

Course Code: TRN4339-4

Program: Bachelor of Arts in Translation

Department: Department of Translation

College: College of Languages and Translation

Institution: King Khalid University

Version: 1

Last Revision Date: 20 Jan 2025



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G. Specification Approval	Error! Bookmark not defined.





A. General information about the course:

1. Course Identification

1. Credit hours: (4)

2. Course type

A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		

3. Level/year at which this course is offered: (Level 7 - Year 4)

4. Course General Description:

This course, **Linguistics for Translators (TRN 4439)**, explores the intersection of linguistic theory and translation practice. Designed for Bachelor of Arts in Translation (BAT) students, it delves into the core linguistic subfields—phonetics and phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics—and their applications in the translation process. Students will gain a deep understanding of how language structures, production, meaning, and usage shape effective translation, equipping them to navigate complex linguistic challenges across diverse cultural and linguistic contexts.

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

Eng 2341: Introduction to Theoretical Linguistics

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

N/A

7. Course Main Objective(s):

- Demonstrate a thorough understanding of phonetics and phonology, including articulatory characteristics, speech sound production, transcription using the IPA, and the analysis of syllables, stress, rhythm, and intonation, while applying phonological rules to evaluate their impact on meaning and interpret variations in connected speech.
- Analyze morphemes and word formation processes to adapt linguistic elements across languages, ensuring accuracy and resolving ambiguities for coherent translations.
- Analyze and apply syntactic concepts, including constituency, phrase structure, and grammatical relations, using tree diagrams and syntactic rules to resolve ambiguities and adapt translations for grammatical accuracy and cultural relevance.
- Apply semantic concepts and relations, including synonymy, antonymy, polysemy, metaphor, deixis, and reference, to analyze sentence-level meaning and ensure contextually accurate and logical translations.
- Analyze the influence of context, including speaker intentions, politeness strategies, cultural norms, and speech acts, to conduct discourse analysis and produce translations that maintain functional impact and cultural relevance.





- Evaluate sociolinguistic factors, including language variation, policy, multilingualism, and cultural sensitivity, to shape translation practices that respect social dynamics and enhance quality for diverse audiences.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	54	90%
2	E-learning	6	10%
3	Hybrid • Traditional classroom • E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	60
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
Total		60

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	Demonstrate a thorough understanding of phonetics and phonology related concepts, including articulatory characteristics, speech sound	K1	<p>Lecture: Provide students with foundational knowledge of phonetics and phonology, emphasizing concepts pertinent to translation.</p> <p>Articulatory Phonetics: Explain the mechanisms of speech sound production, detailing the roles of the vocal tract, tongue, lips, and other articulators. Discuss the classification of consonants and vowels based on place and manner of articulation.</p> <p>International Phonetic Alphabet (IPA): Introduce the IPA as a standardized system for transcribing speech sounds across languages. Demonstrate how to accurately</p>	Assignment 1 (5 marks)





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	<p>productio n, transcripti on using the IPA, and the analysis of syllables, stress, rhythm, and intonation , while applying phonologi cal rules to evaluate their impact on meaning and interpret variations in connected speech.</p>		<p>transcribe various phonemes using IPA symbols.</p> <p>Suprasegmental Features: Analyze syllable structure, stress patterns, rhythm, and intonation in different languages. Illustrate how these features influence meaning and contribute to variations in connected speech.</p> <p><i>Methodology:</i></p> <p>Visual Aids: Utilize diagrams and videos to depict articulatory processes and the anatomy involved in speech production. Display IPA charts to familiarize students with symbols and their corresponding sounds.</p> <p>Comparative Analysis: Present examples from multiple languages to highlight universal and language-specific phonological phenomena. Discuss how phonological differences can affect translation and meaning.</p> <p>Class Discussion: Encourage students to engage critically with phonological concepts and their implications for translation.</p> <p>Case Studies: Analyze specific instances where phonological features impact translation choices. Discuss challenges translators face when dealing with phonological nuances, such as puns, rhymes, or alliteration.</p> <p>Problem-Solving Sessions: Present students with translation scenarios that involve complex phonological considerations. Facilitate discussions on potential strategies to address these challenges, encouraging students to justify their choices.</p>	





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			<p>Peer Feedback: Organize sessions where students present their analyses of phonological features in source texts and receive constructive feedback from peers.</p> <p>Group Activity: Provide hands-on experience in applying phonological analysis to translation tasks, fostering collaboration and practical application of theoretical concepts.</p> <p>Transcription Practice: Assign groups to transcribe short passages from various languages using the IPA. Encourage groups to compare their transcriptions and discuss discrepancies, promoting peer learning.</p> <p>Phonological Analysis Project: Have groups select a text and analyze its phonological features, focusing on aspects like stress, intonation, and rhythm. Each group will prepare a presentation discussing how these features influence meaning and pose challenges in translation.</p> <p>Translation Workshop: Provide groups with texts that include phonological wordplay, such as poems or advertisements. Task groups with creating translations that preserve the phonological effects of the original, followed by a discussion of their strategies and challenges encountered.</p>	
1.2	Demonstrate a thorough understanding of morphemes and word	K1	<p>Lecture: Provide foundational knowledge on morphemes and word formation processes, emphasizing their relevance in translation.</p> <p>Introduction to Morphemes: Define morphemes as the smallest units of meaning in a language. Differentiate between free</p>	<p>Quiz (10 marks)</p> <p>Formative Assessment 1 (5 marks)</p>





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	<p>formation processes to adapt linguistic elements across languages, ensuring accuracy and resolving ambiguities for coherent translations.</p>		<p>morphemes (standalone words) and bound morphemes (prefixes, suffixes).</p> <p>Word Formation Processes: Discuss various processes, including: <i>Affixation, Compounding, Conversion, Reduplication, Blending, Clipping, Acronyms and Initialisms</i>.</p> <p>Application in Translation: Highlight challenges in translating words formed through these processes, especially when equivalent structures don't exist in the target language. Discuss strategies to maintain meaning and resolve ambiguities during translation.</p> <p>Methodology:</p> <p>Visual Aids: Use charts and diagrams to illustrate different word formation processes. Provide examples from various languages to show cross-linguistic variations.</p> <p>Real-World Examples: Present case studies where understanding of morphemes and word formation was crucial in translation.</p> <p>Class Discussion: Encourage students to engage with the material, share insights, and deepen their understanding through collaborative dialogue.</p> <p>Analyzing Complex Words: Present students with complex words and ask them to break them down into their constituent morphemes. Discuss how these components contribute to the overall meaning.</p> <p>Cross-Linguistic Comparisons: Facilitate discussions on how different languages handle word formation. Explore challenges</p>	





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			<p>that arise when translating between languages with differing morphological structures.</p> <p>Translation Challenges: Discuss specific examples where word formation processes create challenges in translation. Encourage students to propose solutions and debate their effectiveness.</p> <p>Group Activity: Provide hands-on experience in analyzing and applying word formation processes, fostering collaboration and practical application of theoretical concepts.</p> <p>Morpheme Identification Exercise: Provide groups with a list of complex words from various languages. Task them with identifying and categorizing the morphemes present.</p> <p>Word Formation Project: Assign each group a specific word formation process. Have them create a presentation that: Explains the process in detail, Provides examples from multiple languages, Discusses potential translation challenges and proposes strategies to address them.</p> <p>Translation Simulation: Provide groups with a text rich in complex word formations. Ask them to translate the text into another language, paying close attention to preserving meaning and resolving ambiguities. Have groups present their translations and explain the decisions they made.</p>	
1.3	Recognize syntactic concepts, including constituents	K2	<p>Lecture: Provide foundational knowledge of syntactic concepts and their application in translation.</p>	Final Exam (40 marks)





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	<p>cy, phrase structure, and grammatical relations, using tree diagrams and syntactic rules to resolve ambiguities and adapt translations for grammatical accuracy and cultural relevance</p>		<p>Constituency and Phrase Structure: Define constituents as groups of words that function as a single unit within a sentence. Explain phrase structure rules and how they determine the hierarchical organization of sentences.</p> <p>Grammatical Relations: Discuss relationships such as subject, object, and indirect object within sentences. Illustrate how these relations affect sentence meaning and structure.</p> <p>Tree Diagrams: Introduce tree diagrams as visual representations of sentence structure. Demonstrate how to construct tree diagrams to analyze syntactic structure.</p> <p>Application to Translation: Highlight the importance of syntactic analysis in resolving ambiguities during translation. Discuss strategies for adapting translations to maintain grammatical accuracy and cultural relevance.</p> <p><i>Methodology:</i></p> <p>Visual Aids: Use diagrams and charts to illustrate syntactic structures and relationships. Provide examples of tree diagrams for various sentence types.</p> <p>Real-World Examples: Present sentences from different languages to show syntactic variations and their implications for translation.</p> <p>Class Discussion: Encourage critical engagement with syntactic concepts and their practical application in translation.</p> <p>Analyzing Ambiguities: Present sentences with syntactic ambiguities and discuss how</p>	





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			<p>different structures can lead to varying interpretations. Explore how syntactic analysis can resolve these ambiguities in translation.</p> <p>Cross-Linguistic Comparisons: Facilitate discussions on syntactic differences between languages and the challenges they pose for translators. Encourage students to share experiences and strategies for handling such challenges.</p> <p>Cultural Considerations: Discuss how cultural context influences syntactic choices and translation strategies. Examine examples where syntactic structures carry cultural nuances that must be preserved in translation.</p> <p>Pair Activity: Provide hands-on experience in syntactic analysis and its application to translation tasks.</p> <p>Tree Diagram Construction: Assign pairs of students sentences to analyze and represent using tree diagrams. Encourage pairs to explain their diagrams to each other, fostering peer learning.</p> <p>Translation Practice: Provide pairs with sentences that are syntactically complex or ambiguous. Task them with translating the sentences into another language, ensuring grammatical accuracy and cultural relevance. Have pairs present their translations and discuss the syntactic challenges they encountered and how they addressed them.</p> <p>Syntactic Ambiguity Resolution: Give pairs sentences with potential ambiguities. Ask them to identify the ambiguities, analyze possible interpretations using syntactic</p>	





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			rules, and determine the most appropriate translation for each context.	
2.0	Skills			
2.1	Apply semantic concepts and relations, including synonymy, antonymy, polysemy, metaphor, deixis, and reference, to analyze sentence-level meaning and ensure contextually accurate and logical translations.	S1	<p>Lecture: Provide foundational knowledge of key semantic concepts and their relevance in translation.</p> <p>Synonymy and Antonymy: Define and provide examples of synonyms and antonyms. Discuss the nuances and connotations that different synonyms and antonyms can convey in various contexts.</p> <p>Polysemy and Metaphor: Explain polysemy (multiple meanings of a single word) and how context determines meaning. Introduce metaphors and their role in conveying abstract concepts through concrete terms.</p> <p>Deixis and Reference: Define deixis (words or phrases that require contextual information to convey meaning) and reference. Illustrate how deictic expressions (e.g., "this," "that," "here," "there") depend on the speaker's perspective and context.</p> <p>Application in Translation: Highlight challenges in translating semantic concepts, especially when equivalent expressions don't exist in the target language. Discuss strategies to maintain meaning and resolve ambiguities during translation.</p> <p><i>Methodology:</i></p> <p>Visual Aids: Use diagrams and charts to illustrate relationships between semantic concepts. Provide examples from various languages to show cross-linguistic variations.</p>	Midterm Exam (30 marks) Formative Assessment 2 (5 marks)





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			<p><u>Real-World Examples:</u> Present case studies where understanding of semantic concepts was crucial in translation.</p> <p><u>Class Discussion:</u> Encourage students to engage with semantic concepts, share insights, and deepen their understanding through collaborative dialogue.</p> <p><u>Analyzing Ambiguities:</u> Present sentences with potential semantic ambiguities. Facilitate discussions on how different interpretations can arise and how context influences meaning.</p> <p><u>Cross-Linguistic Comparisons:</u> Encourage students to share examples from their native languages where semantic concepts differ from English. Discuss challenges these differences pose in translation and possible strategies to address them.</p> <p><u>Metaphor Translation:</u> Analyze metaphors in source texts and discuss their cultural significance. Debate various approaches to translating metaphors, considering both literal and dynamic equivalence.</p> <p>Individual Interpreting Practice: Provide hands-on experience in applying semantic analysis to translation tasks, enhancing individual proficiency.</p> <p><u>Translation Exercises:</u> Assign students short texts rich in semantic features (e.g., polysemy, metaphors, deictic expressions). Have students translate the texts into their target language, focusing on conveying accurate meaning and resolving ambiguities.</p> <p><u>Semantic Analysis Reports:</u> Ask students to write brief reports explaining the semantic challenges they encountered during</p>	





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			<p>translation. Encourage them to reflect on the strategies they employed to overcome these challenges.</p> <p>Peer Review Sessions: Organize sessions where students present their translations and analyses to peers. Facilitate constructive feedback, focusing on the effectiveness of semantic interpretations and translation choices.</p>	
2.2	Explain the influence of context, including speaker intentions, politeness strategies, cultural norms, and speech acts, to conduct discourse analysis and produce translations that maintain functional impact and cultural relevance.	S1	<p>Lecture: Provide foundational knowledge of contextual factors affecting discourse and their implications for translation.</p> <p>Speaker Intentions: Discuss how understanding a speaker's purpose influences meaning. Provide examples where misinterpreting intentions leads to translation errors.</p> <p>Politeness Strategies: Introduce theories of politeness, such as Brown and Levinson's framework. Examine how different cultures employ politeness and the challenges in translating these nuances.</p> <p>Cultural Norms: Explore how cultural expectations shape language use. Highlight instances where cultural differences necessitate adaptation in translation.</p> <p>Speech Acts: Define speech acts (e.g., requests, apologies, promises) and their components. Analyze how the same speech act can be realized differently across languages.</p> <p>Discourse Analysis in Translation: Discuss methods for analyzing discourse to uncover underlying meanings. Emphasize the importance of context in maintaining the</p>	<p>Midterm Exam (30 marks)</p> <p>Formative Assessment 2 (5 marks)</p>





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			<p>functional impact and cultural relevance of translations.</p> <p><i>Methodology:</i></p> <p><u>Visual Aids:</u> Use diagrams to illustrate speech act components and politeness strategies. Present comparative examples to show cultural variations in discourse.</p> <p><u>Real-World Examples:</u> Analyze case studies where context significantly affected translation outcomes.</p> <p>2. Class Discussion: Encourage students to engage critically with contextual factors in discourse and their translation implications.</p> <p><u>Case Study Analysis:</u> Present excerpts from texts or dialogues with rich contextual elements. Facilitate discussions on how speaker intentions, politeness, and cultural norms influence meaning.</p> <p><u>Cultural Norms Debate:</u> Assign students to research specific cultural norms affecting language use. Conduct debates on how these norms should be handled in translation to maintain cultural relevance.</p> <p><u>Speech Act Identification:</u> Provide dialogues and ask students to identify and classify speech acts. Discuss potential challenges in translating these acts into different languages.</p> <p>3. Individual Interpreting Practice: Enable students to apply discourse analysis techniques to produce contextually appropriate translations.</p> <p><u>Translation of Pragmatically Rich Texts:</u> Assign texts featuring various speech acts,</p>	





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			<p>politeness strategies, and cultural references. Have students translate these texts, focusing on maintaining functional impact and cultural relevance.</p> <p>Reflective Analysis: Ask students to write a commentary on their translation choices. Encourage reflection on how context influenced their decisions and the strategies employed to handle cultural nuances.</p> <p>Discourse Analysis Exercises: Provide transcripts of conversations or speeches. Instruct students to analyze the discourse, identifying contextual factors and their implications for translation.</p>	
2.3	Define language variation, policy, multilingualism, and cultural sensitivity, to shape translation practices that respect social dynamics and enhance quality for diverse audiences.	S2	<p>1. Lecture: Provide foundational knowledge on key concepts related to language variation, language policy, multilingualism, and cultural sensitivity, emphasizing their significance in translation practices.</p> <p>Language Variation: Discuss dialects, sociolects, and registers, highlighting how variations occur across regions, social groups, and contexts. Examine the implications of language variation for translators, including challenges in maintaining meaning and tone.</p> <p>Language Policy: Define language policy and its role in shaping language use within societies. Explore how official language policies influence translation practices, particularly in multilingual societies.</p> <p>Multilingualism: Analyze the phenomenon of multilingualism at individual and societal levels. Discuss the benefits and challenges of multilingualism in translation, such as code-switching and translanguaging.</p>	<p>Midterm Exam (30 marks)</p> <p>Final Exam (40 marks)</p>





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			<p>Cultural Sensitivity: Emphasize the importance of understanding cultural norms, values, and beliefs in translation. Provide examples of culturally sensitive translations and discuss strategies to achieve them.</p> <p><i>Methodology:</i></p> <p>Visual Aids: Utilize charts and maps to illustrate language variations and policies across different regions. Present case studies showcasing the impact of cultural sensitivity in translation.</p> <p>Real-World Examples: Analyze instances where language policy has directly affected translation choices. Discuss translations that have successfully navigated cultural nuances to maintain relevance for diverse audiences.</p> <p>2. Class Discussion: Encourage students to engage critically with the concepts of language variation, policy, multilingualism, and cultural sensitivity, fostering a deeper understanding through collaborative dialogue.</p> <p><i>Activities:</i></p> <p>Case Study Analysis: Present students with real-world scenarios where language variation and cultural sensitivity play crucial roles in translation. Facilitate discussions on the challenges faced and strategies employed to produce effective translations.</p> <p>Debate on Language Policy: Organize debates on the influence of language policies in different countries and their impact on translation practices. Encourage students to consider the balance between</p>	





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			<p>adhering to official policies and meeting the needs of diverse audiences.</p> <p><u>Sharing Personal Experiences:</u> Invite students to share their experiences with multilingualism and cultural sensitivity in translation tasks. Discuss how these experiences inform their approach to translation and the importance of cultural awareness.</p> <p>3. Pair Activity: Provide students with practical experience in applying concepts of language variation, policy, multilingualism, and cultural sensitivity to translation tasks, promoting collaboration and critical thinking.</p> <p><i>Activities:</i></p> <p><u>Translation and Analysis Exercise:</u> Assign pairs a text that includes various dialects, sociolects, or culturally specific references. Task them with translating the text into another language, ensuring that language variations and cultural nuances are appropriately conveyed. Have pairs present their translations, explaining the challenges encountered and the strategies used to address them.</p> <p><u>Policy Impact Assessment:</u> Provide pairs with information on a specific country's language policy. Ask them to assess how this policy would influence translation practices within that country, considering factors such as official language requirements and minority language recognition. Encourage pairs to propose strategies for translators to navigate these policies while maintaining cultural sensitivity.</p>	





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			<p><u>Cultural Sensitivity Workshop:</u> Assign pairs a translation project involving culturally rich content, such as idioms, traditions, or social norms. Instruct them to research the cultural context and adapt the translation to ensure it resonates with the target audience. Pairs will then present their work, highlighting the cultural considerations taken into account and the rationale behind their translation choices.</p>	
2.4	Interpret tree diagrams and syntactic rules to illustrate the deep and surface structures of sentences.	S7	<p>1. Lecture: Provide foundational knowledge of syntactic structures, tree diagrams, and the distinction between deep and surface structures.</p> <p><u>Introduction to Syntax:</u> Define syntax and its role in sentence structure. Discuss the importance of understanding syntax in translation.</p> <p><u>Deep vs. Surface Structure:</u> Explain Noam Chomsky's concepts of deep and surface structures. Illustrate how transformations link deep structures (abstract, underlying forms) to surface structures (actual spoken or written sentences).</p> <p><u>Phrase Structure Rules:</u> Introduce phrase structure rules that define how words combine to form phrases and sentences. Provide examples of common rules.</p> <p><u>Tree Diagrams:</u> Demonstrate how to construct tree diagrams to represent the hierarchical structure of sentences. Highlight the use of nodes and branches to depict relationships between constituents.</p> <p><i>Methodology:</i></p>	Assignment 2 (5 marks)





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			<p><u>Visual Aids:</u> Use diagrams to illustrate sentence structures and transformations. Present step-by-step construction of tree diagrams for various sentence types.</p> <p><u>Real-World Examples:</u> Analyze sentences from different languages to show syntactic variations and their implications for translation.</p> <p>2. Class Discussion: Encourage students to engage with syntactic concepts, share insights, and deepen their understanding through collaborative dialogue.</p> <p><i>Activities:</i></p> <p><u>Analyzing Complex Sentences:</u> Present complex sentences and discuss their deep and surface structures. Explore how different syntactic constructions can affect meaning and translation.</p> <p><u>Debate on Transformations:</u> Facilitate a discussion on the role of transformations in connecting deep and surface structures. Encourage students to consider how understanding these transformations can aid in translation.</p> <p><u>Cross-Linguistic Comparisons:</u> Discuss how different languages may represent similar deep structures with varying surface structures. Examine the challenges this poses for translators and possible strategies to address them.</p> <p>3. Pair Activity: Provide hands-on experience in constructing tree diagrams and applying syntactic rules, fostering collaboration and practical application of theoretical concepts.</p>	





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			<p><i>Activities:</i></p> <p>Tree Diagram Construction: Assign pairs of students sentences to analyze and represent using tree diagrams. Encourage pairs to identify the deep and surface structures of each sentence.</p> <p>Syntactic Transformation Exercise: Provide pairs with sentences in their deep structure form. Ask them to apply syntactic rules to transform these into their surface structures, illustrating the process with tree diagrams.</p> <p>Translation and Analysis: Have pairs select sentences from a source language and translate them into a target language. Instruct them to construct tree diagrams for both the source and target sentences, analyzing how syntactic structures influence translation choices.</p>	
3.0		Values, autonomy, and responsibility		
3.1	Demonstrate an appreciation for the diversity and complexity of languages by actively participating in class discussions and showing respect for different linguistic	V1	<p>1. Class Discussion: Encourage students to engage in meaningful dialogues about linguistic diversity, sharing insights from various languages and cultures to deepen their understanding and appreciation.</p> <p><i>Activities:</i></p> <p>Linguistic Diversity Roundtable: Organize a roundtable where students present unique linguistic features from their native languages or languages they have studied. Facilitate discussions on how these features compare to those in other languages, highlighting the richness and complexity of linguistic diversity.</p> <p>Case Study Analysis: Present case studies that showcase linguistic diversity in different cultural contexts. Encourage</p>	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.





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	perspectives.		<p>students to discuss the implications of these cases for translation practices, emphasizing the importance of cultural sensitivity.</p> <p><u>Debate on Language Policies:</u> Initiate debates on various language policies worldwide and their impact on linguistic diversity. Encourage students to consider how these policies influence translation and the preservation of minority languages.</p> <p>2. Observation: Enhance students' awareness of linguistic diversity and the practical challenges in translation through critical observation and analysis.</p> <p><i>Activities:</i></p> <p><u>Multilingual Media Analysis:</u> Assign students to observe and analyze multilingual media content, such as films, advertisements, or news broadcasts. Ask them to note how different languages are used and the cultural nuances conveyed, discussing the implications for translation.</p> <p><u>Field Observation:</u> Encourage students to visit multicultural communities or events to observe language use in natural settings. Have them reflect on the diversity of languages encountered and consider the role of translators in such contexts.</p> <p><u>Guest Speaker Sessions:</u> Invite speakers from diverse linguistic backgrounds to share their experiences with language and translation. Students should observe and engage with the speaker, noting different linguistic perspectives and challenges.</p> <p>3. Group Activity: Promote collaborative learning and respect for different linguistic</p>	





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			<p>perspectives through group activities that simulate real-world translation scenarios.</p> <p><i>Activities:</i></p> <p>Collaborative Translation Project: Form diverse groups and assign a translation project that involves multiple languages. Each group member contributes their linguistic expertise, and together they navigate the challenges of translating culturally rich content.</p> <p>Cultural Exchange Workshops: Organize workshops where students teach each other basic phrases and cultural norms from their languages. This fosters mutual respect and a deeper appreciation for linguistic diversity.</p> <p>Linguistic Landscape Analysis: In groups, have students analyze the linguistic landscape of a particular area (e.g., signage, public notices, advertisements). They should assess how language use reflects cultural diversity and discuss the implications for translators.</p>	
3.2	Independently research and present on a specific linguistic topic, demonstrating the ability to gather, analyze, and	V2	<p>1. Individual Consultation: Provide personalized guidance to support students in their independent research endeavors, addressing specific challenges and fostering self-directed learning.</p> <p><i>Strategies:</i></p> <p>Research Proposal Review: Require students to submit a brief proposal outlining their chosen linguistic topic, research questions, and proposed methodologies. During one-on-one consultations, provide constructive feedback, suggest resources, and discuss potential challenges,</p>	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.





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	<p>synthesize information without extensive guidance.</p>		<p>encouraging students to refine their research focus.</p> <p>Progress Checkpoints: Schedule periodic consultations to monitor students' progress, addressing any obstacles they encounter and guiding them toward effective problem-solving strategies. Encourage reflection on their research process, promoting self-assessment and continuous improvement.</p> <p>Skill Development: Identify individual skill gaps, such as data analysis or academic writing, and recommend targeted resources or workshops to enhance these competencies.</p> <p>2. Observation: Enhance students' research skills through critical observation, enabling them to gather empirical data and draw informed conclusions.</p> <p><i>Strategies:</i></p> <p>Field Observations: Assign students to observe linguistic phenomena in real-world settings, such as multilingual interactions in public spaces or language use in media. Instruct them to document their observations systematically, noting patterns, contextual factors, and potential implications for translation.</p> <p>Analytical Reflection: Require students to analyze their observational data, connecting their findings to existing linguistic theories and considering their relevance to translation practices. Encourage the use of reflective journals to track their analytical process and evolving understanding.</p> <p>Peer Observation: Facilitate sessions where students present their observational findings</p>	





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			<p>to peers, fostering a collaborative learning environment where they can receive feedback and alternative perspectives.</p> <p>3. Group Activity: Promote collaborative learning and the synthesis of diverse perspectives through group activities that complement individual research efforts.</p> <p><i>Strategies:</i></p> <p>Thematic Workshops: Organize workshops where groups of students explore different aspects of a broader linguistic theme, sharing their individual research findings and collaboratively identifying overarching patterns or insights. Encourage groups to develop joint presentations or reports that integrate their collective knowledge.</p> <p>Peer Review Sessions: Implement structured peer review processes where students critique each other's research drafts, providing constructive feedback and suggestions for improvement. This not only enhances the quality of their work but also develops critical evaluation skills.</p> <p>Collaborative Data Analysis: Assign groups to analyze complex linguistic data sets, encouraging them to apply various analytical frameworks and compare their interpretations. This collaborative approach allows students to tackle more extensive data than they might manage individually, promoting deeper insights.</p>	
3.3	Consistently complete assignments on time,	V3	<p>1. Attendance Tracking: Monitor and encourage consistent class attendance, which is crucial for active participation and timely completion of assignments.</p>	The course coordinator will decide the specific details of





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>participate actively in group activities, and contribute to maintaining a collaborative learning environment.</p>		<p><i>Strategies:</i></p> <p><u>Digital Attendance Systems:</u> Implement a digital attendance tracking system, such as mobile apps or student response systems, to efficiently record attendance. These tools can streamline the process and provide real-time data on student presence.</p> <p><u>Incentivize Attendance:</u> Incorporate attendance as a component of the overall course grade to emphasize its importance. Recognize and reward consistent attendance to motivate students.</p> <p><u>Early Intervention:</u> Regularly review attendance records to identify patterns of absenteeism. Reach out to students exhibiting frequent absences to offer support and address potential challenges they may be facing.</p> <p>2. Observation: Assess student engagement and participation to provide constructive feedback and foster a collaborative learning environment.</p> <p><i>Strategies:</i></p> <p><u>Class Participation Monitoring:</u> Observe and note individual student contributions during class discussions and activities. This qualitative data can inform feedback and highlight areas for improvement.</p> <p><u>Peer Observation:</u> Encourage students to observe and provide feedback on each other's participation and collaboration skills. This promotes self-awareness and mutual accountability.</p> <p><u>Reflective Observation:</u> Implement reflective exercises where students assess</p>	<p>this assessment, including the format, criteria for evaluation, and how the results are measured.</p>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>their own participation and set goals for improvement. This fosters self-regulation and personal growth.</p> <p>3. Group Work: Facilitate effective group activities that promote active participation, timely completion of tasks, and a collaborative learning environment.</p> <p><i>Strategies:</i></p> <p><u>Structured Group Assignments:</u> Design group projects with clear objectives, roles, and deadlines to ensure accountability and equitable participation.</p> <p><u>Collaborative Learning Techniques:</u> Employ collaborative learning methods, such as group dynamic assessments, to enhance translation competencies and interpersonal skills.</p> <p><u>Regular Check-ins:</u> Schedule periodic check-ins with groups to monitor progress, address challenges, and provide guidance as needed.</p>	

C. Course Content

No	List of Topics	Contact Hours
1.	PHONETICS & PHONOLOGY: SPEECH PRODUCTION, ARTICULATORY DESCRIPTION AND TRANSCRIPTION OF ENGLISH SOUNDS, PHONEMES AND ALLOPHONES.	4
2.	PHONETICS & PHONOLOGY: PHONOLOGICAL PROCESSES AND RULES, SYLLABLES AND STRESS ASSIGNMENT, INTONATION AND RHYTHM, AND SPEECH PERCEPTION.	4
3.	MORPHOLOGY: BASIC MORPHOLOGICAL TERMS AND CONCEPTS, MORPHEMES AND ALLOMORPHS.	4
4.	MORPHOLOGY: WORD FORMATION - INFLECTION AND DERIVATION, AND WORD STRUCTURE.	4
5.	SYNTAX: MAIN SYNTACTIC TERMS AND CONCEPTS, WORD AND PHRASE CATEGORIES, AND CONSTITUENCY TESTS.	4





6.	SYNTAX: HIERARCHICAL PHRASE STRUCTURE, THE BINDING PRINCIPLES, AND STRUCTURAL AMBIGUITY.	4
7.	SEMANTICS: KEY TERMINOLOGY AND CONCEPTS USED IN SEMANTICS, THE DIFFERENT TYPES OF MEANINGS, WORD, AND SENTENCE SEMANTIC RELATIONS.	4
8.	SEMANTICS: ARGUMENT STRUCTURE, FORMAL SEMANTICS, INFORMATION STRUCTURE, AND DEIXIS AND REFERENCE.	4
9.	PRAGMATICS: SPEECH ACTS, POLITENESS AND FACE, SPEECH AND DISCOURSE ANALYSIS, AND CULTURAL DIVERSITY.	4
10.	SOCIOLINGUISTICS: LANGUAGE CONTACT, LANGUAGE POLICY, LANGUAGE IN USE, AND CODE-SWITCHING.	12
11.	SOCIOLINGUISTICS: LANGUAGE VARIATION, AND LANGUAGE SENSITIVITY.	12
Total		60

This schedule accounts for the complexity of the tasks, the time required for teaching and practice, and additional time for review and assessment. The distribution may need adjustments depending on the students' progress and the actual time each topic requires. Always be ready to adapt and change according to the students' needs.

Remember that it's important to have interactive activities, engage students in discussion, and incorporate real-life context into teaching to help students better understand and apply what they've learned.

D. Students Assessment Activities

Outlined below are the student assessment activities for this course, each mapped to an overarching course-level learning outcome. While this mapping provides a broad framework for understanding the intended skills and competencies to be gained, it is worth emphasizing that it does not fully encapsulate the evaluation spectrum. Beyond the scope of course-level learning outcomes, assessments also capture unit-specific and lesson-specific objectives integral to evaluating the full spectrum of student academic achievement and growth. Hence, these assessments are not confined solely to the learning outcomes to which they are mapped; they also evaluate the nuanced objectives specified in individual units/chapters and lessons within the course. **Please note that the Midterm is cumulative, covering the course material until that point in time, whereas the final exam encompasses the entire course.** Although all assessments are mapped to specific learning outcomes, this should not be considered a limitation. In the table below, you'll find a quiz listed among various assessments. If only one quiz is indicated, it may be divided into two parts at the discretion of the course teaching team, with the original grade allocation being proportionally adjusted.

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Formative Assessment 1 (5 Marks) 1.2 Demonstrate a thorough understanding of morphemes and word formation processes to adapt linguistic	3	5%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	<p>elements across languages, ensuring accuracy and resolving ambiguities for coherent translations.</p> <p>Explanation: this assessment will evaluate students on their understanding of morphemes and word formation processes. By focusing on identifying and analyzing linguistic elements, students will build a strong foundation for adapting these elements across languages, ensuring accuracy and resolving ambiguities in translations for clear and coherent communication.</p>		
2.	<p>Formative Assessment 2 (5 Marks)</p> <p>2.2 Explain the influence of context, including speaker intentions, politeness strategies, cultural norms, and speech acts, to conduct discourse analysis and produce translations that maintain functional impact and cultural relevance.</p> <p>Explanation: This assessment will help students practice analyzing the influence of context, including speaker intentions, politeness strategies, cultural norms, and speech acts. It will ensure they are comfortable conducting discourse analysis and producing translations that maintain both functional impact and cultural relevance, which are critical skills for effective and meaningful communication.</p>	4	5%
3.	<p>Assignment 1 (5 Marks)</p> <p>1.1 Demonstrate a thorough understanding of phonetics and phonology related concepts, including articulatory characteristics, speech sound production, transcription using the IPA, and the analysis of syllables, stress, rhythm, and intonation, while applying phonological rules to evaluate their impact on meaning and interpret variations in connected speech.</p> <p>Explanation: This assessment will enable students to demonstrate a thorough</p>	6	5%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	understanding of phonetics and phonology concepts. By focusing on articulatory characteristics, speech sound production, IPA transcription, and the analysis of syllables, stress, rhythm, and intonation, students will apply phonological rules to evaluate their impact on meaning and interpret variations in connected speech, building a strong foundation for advanced linguistic analysis.		
4.	Assignment 2 (5 Marks) 2.4 Interpret tree diagrams and syntactic rules to illustrate the deep and surface structures of sentences. Explanation: This assignment will focus on syntax and the visualization of sentence structures. Students will practice creating and interpreting tree diagrams, which will help them understand the underlying structure of sentences and improve their syntactic analysis skills.	9	5%
5.	Quiz (10 Marks) 1.2 Demonstrate a thorough understanding of morphemes and word formation processes to adapt linguistic elements across languages, ensuring accuracy and resolving ambiguities for coherent translations. Explanation: The quiz will assess students' understanding of morphemes and word formation processes. By focusing on adapting linguistic elements across languages, the assessment will ensure students can accurately identify and resolve ambiguities in translations, building a strong foundation for coherent and precise linguistic analysis.	11	10%
6.	Midterm Exam (30 Marks) While aligned with specific CLOs for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge,	7	30%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	understanding, and skills up until this point in time.		
7.	<p>Final Exam (40 Marks)</p> <p>Although aligned with specific CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.</p>	16	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	<p>Yule, G. (2023). The study of language (8th ed.). Cambridge University Press.</p> <p>https://doi.org/10.1017/9781009233446</p> <p>The selected chapters are as follows:</p> <p>Chapter 3: The Sounds of Language</p> <p>Chapter 4: The Sound Patterns of Language</p> <p>Chapter 5: Word Formation</p> <p>Chapter 6: Morphology</p> <p>Chapter 8: Syntax</p> <p>Chapter 9: Semantics</p> <p>Chapter 10: Pragmatics</p> <p>Chapter 19: Social Variation in Language</p>
Essential References	<p>Almanna, A., & House, J. (2023). Linguistics for translators (1st ed.). Routledge, London.</p> <p>https://doi.org/10.4324/9781003344049</p> <p>The selected chapters are as follows:</p> <p>Chapter 2: Phonetics & phonology</p> <p>Chapter 3: Morphology</p> <p>Chapter 4: Morphological processes</p> <p>Chapter 5: Syntax</p> <p>Chapter 6: Semantics</p> <p>Chapter 8: Pragmatics</p> <p>Chapter 10: Sociolinguistics</p> <p>Chapter 11: Language variation</p>
Electronic Materials	<p>Online Dictionaries:</p> <p>1. Longman Dictionary of Contemporary English Online</p> <ul style="list-style-type: none"> • A useful resource for studying word forms, definitions, and usage examples, which can be particularly valuable for learning morphology. • Visit Longman Dictionary





	<p>2. Oxford Learners Dictionaries</p> <p>This dictionary offers in-depth word analyses, including morphological structures, and is geared toward English learners.</p>
Other Learning Materials	<p>Free Course: Describing Language - Open University</p> <ul style="list-style-type: none"> • This course provides foundational knowledge in language description, which includes aspects of morphology. The course is suitable for undergraduates and is free of charge. <p>Visit Open University Course</p>

2. Required Facilities and equipment

Items	Resources
FACILITIES	<ul style="list-style-type: none"> • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS) • ADEQUATE LIGHTING AND VENTILATION • SUITABLE SEATING ARRANGEMENTS • WHITEBOARD
TECHNOLOGY EQUIPMENT	<ul style="list-style-type: none"> • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR • DATA PROJECTOR • SPEAKERS • OPTIONAL: SMART BOARD
OTHER EQUIPMENT	<ul style="list-style-type: none"> • MARKERS AND ERASERS • NOTICE BOARD
ADDITIONAL RESOURCES	<ul style="list-style-type: none"> • OPTIONAL: LANGUAGE LAB FACILITIES • OPTIONAL: AUDIO EQUIPMENT • OPTIONAL: MOBILE CHARGING STATION

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Efficacy of Pedagogical Approaches	<ul style="list-style-type: none"> ❖ Principal Instructor ❖ Academic Peer Review Panel ❖ Student Evaluation Subcommittee 	<ul style="list-style-type: none"> ❖ Classroom Observations Utilizing Standardized Rating Instruments ❖ Peer Review Assessments Following Institutional Guidelines ❖ Triangulated Student Feedback Mechanisms





Assessment Areas/Issues	Assessor	Assessment Methods
		<p>Including Anonymized Surveys and Focus Groups</p>
Integrity and Effectiveness of Student Assessments	<ul style="list-style-type: none"> ❖ Principal Instructor ❖ Independent Academic Auditors ❖ Extern Advisory Board 	<ul style="list-style-type: none"> ❖ Assessment Tool Validation through Quantitative and Qualitative Methods ❖ Employing Rubric-Based Evaluations With Inter-Rater Reliability Measures
Quality and Relevance of Educational Resources	<ul style="list-style-type: none"> ❖ Principal Instructor ❖ Student Curriculum Feedback Panel ❖ Educational Technology and Resources Committee 	<ul style="list-style-type: none"> ❖ Utilizing Resource Evaluation Metrics and Checklists ❖ Student Resource Utilization Surveys ❖ Comparative Analysis with Nationally and Internationally Recognized Educational Standards
Achievement Level of Course Learning Outcomes (CLOs)	<ul style="list-style-type: none"> ❖ Principal Instructor ❖ Deanship of Academic Development and Quality ❖ Program Level Quality Committee 	<p>1. Semester-End Learning Outcome Mapping: Systematic mapping of all questions on all assessments to course and program learning outcomes is conducted at the end of each semester. This process involves the use of a specialized Excel sheet from the Deanship of Academic Development and Quality, which operates at two levels:</p> <ul style="list-style-type: none"> ❖ First Level: An assessment blueprint is created, in which each question on all assessments is mapped to a specific





Assessment Areas/Issues	Assessor	Assessment Methods
		<p>Course Learning Outcome before the assessments are conducted.</p> <p>❖ Second Level: After the assessments are administered, the results for each question are inputted to evaluate the alignment and performance against the predetermined Course Learning Outcomes.</p> <p>2. Program Learning Outcome Surveys: Rigorous surveys are designed and implemented to quantitatively and qualitatively measure the attainment of program-specific learning outcomes.</p> <p>3. Course Satisfaction Surveys: Comprehensive course satisfaction surveys are carried out, using factor analysis to identify key variables that influence student satisfaction levels.</p> <p>4. Alignment and Quality Committee Oversight: Each Course Learning Outcome is meticulously aligned with a corresponding Program Learning Outcome. Both are documented in the course specification and must be adhered to. A separate analysis on this alignment is conducted by the Program Level Quality Committee to ensure compliance and effectiveness. It is imperative that all instructors duly complete this alignment as outlined.</p>





G. Specification Approval

COUNCIL /COMMITTEE	COLLEGE COUNCIL
REFERENCE NO.	15
DATE	FEBRUARY 12, 2023

