



**Ministry of Higher Education and Scientific Research**  
**Cihan University Sulaimaniya**  
*Department of: Translation*

**Linguistics**

**3<sup>rd</sup> Year- 1<sup>st</sup> Semester**

**Lecturer:**

**Dr. Momen Yaseen M.Amin**

**Course Book**

**Academic Year: 2025-2026**

|                                      |   |
|--------------------------------------|---|
| <b>1. Course Name</b>                | <b>English-Kurdish Translation</b>  |
| <b>2. Course Code</b>                |   |
| <b>3. Lecturer in Charge</b>         | <b>Dr. Momen Yaseen M. Amin</b>   |
| <b>4. Department/ College</b>        | <b>Department of Translation</b>  |
| <b>5. Contact information</b>        | <b>e-mail: <a href="mailto:momen.amin@sulicihan.edu.krd">momen.amin@sulicihan.edu.krd</a><br/>Mobile:</b>   |
| <b>6. Office Hours</b>               | <b>Availability of the lecturer during the week:</b>  |
| <b>7. Teacher's Academic Profile</b> | <p>✓ <input type="checkbox"/> Graduated from the English Department, College of Education, Salahaddin University, in 2010.</p> <p>✓ <input type="checkbox"/> Obtained an MA in English Language and Literature from Bangalore University, India, in 2013.</p> <p>✓ <input type="checkbox"/> Earned a PhD in English Language Teaching from Eastern Mediterranean University (EMU), Northern Cyprus–Turkey, in 2021.</p> |
| <b>8. Keywords</b>                   | Linguistics,  |
| <b>9. Course Overview:</b>           | <p>Linguistics plays a crucial role in language teaching. Teachers need to understand not only the general characteristics of language but also the specific features of the language they teach. This includes knowing how language functions, how meaning is expressed, and what structures shape communication in that language. By studying linguistics, students gain deeper</p>                                   |

insights into the nature of language and can apply this knowledge effectively in their teaching. For example, if teachers recognize that language learning relies heavily on habit and practice, they will focus on creating opportunities for learners to use the language in real communication until it becomes second nature.

This course introduces students to the basic descriptive levels of language, its aims, key aspects, and its connections with other disciplines. It also familiarizes them with the nature of human language in contrast to non-human communication systems, highlighting its unique properties, functions, and components. A detailed exploration of language components will be presented within the framework of modern linguistic theories and schools of thought. Throughout the course, examples will be drawn primarily from English and Kurdish.

#### **10 Course Objectives:**

By the end of this course, students are expected to be able to:

- a) Acquire a solid theoretical background in linguistics and develop their own perspectives on key issues related to language and linguistics.
- b) Distinguish between, and understand the relationships among, the major branches of linguistics: phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- c) Analyze linguistic constructions at both morphological and syntactic levels.
- d) Classify languages according to their morphological and syntactic structures.
- e) Recognize the mutual influence between language and society/culture.
- f) Gain familiarity with psycholinguistic phenomena, including language acquisition and language disorders.

#### **11 Course Requirements:**

 Students have to be punctual and regularly attend the classes.

- ✚ Students are required to participate and discuss the material presented in the class.
- ✚ Students are required to be prepared for the subjects discussed and given assignments.
- ✚ Students need to read texts, ask questions, get ready to share their parts with their colleagues, develop their critical thinking competences.
- ✚ Students should simply be a part of the collaborative progressive atmosphere of the lecture.

## 12 Forms of Teaching:

The instructor will employ the **Communicative Language Teaching (CLT)** approach, emphasizing both linguistic competence and communicative competence. Instruction will be delivered through a variety of methods and techniques. Students are expected to:

- Attend carefully to lectures and explanations.
- Prepare in advance and actively participate in class discussions.
- Engage in teamwork, pair work, and group activities.
- Present reports and contribute to collaborative learning tasks.

## 13 Assessment scheme:

- Class participation .....5%
- Activity 1 .....10%
- Activity 2.....10%
- Presentation .....5%
- Term exam .....20%
- **Final Exam: 50%** .....

**Note:** Students have to contact the Head of the Department if they need to miss class. It is students' own responsibility to find out what works they may have missed. More than 10% absences without serious causes will automatically result in their dismissal from the course.

#### 14 Students Learning Outcome:

By the end of the course, students will have developed their listening and speaking skills and will be able to:

1. Distinguish between human language and animal communication.
2. Define language from multiple perspectives.
3. Provide a clear, linguistically informed definition of linguistics.
4. Identify the features of human language as outlined by Charles Hockett, the American linguist.
5. Explain the different functions of language.
6. Differentiate between language and communication.
7. Recognize the main branches of linguistics: phonetics, phonology, morphology, syntax, semantics, and pragmatics.
8. Understand the concept of language as a rule-governed system, comparable to a game.

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##### Course Reading List and References:

Students will be provided with speaking and listening strategies to help them gain better control of these two essential skills. In addition, they will receive a list of topic-related vocabulary in advance to prepare for classroom activities and assignments given by the instructor.

Learners are also encouraged to explore online resources and academic websites for self-study and to gather supplementary materials for class discussions.

##### Recommended References:

1. Aitchison, J. (2015). *Introduction to Language and Linguistics*.
2. Yule, G. (2011). *The Study of Language*. Cambridge: Cambridge University Press.

### The Topics of the Semester:

| No. | Title of the subject   | weeks     | Lecturer's name |
|-----|--|-----------|-----------------|
| 1-  | <b>Week #1: Linguistics</b>  | <b>1</b>  | <b>Momen</b>    |
| 2-  | <b>Week #2: Language</b>   | <b>2</b>  | -               |
| 3-  | <b>Week #3: <i>Design Features of Language</i></b>                             | <b>3</b>  | -               |
| 4-  | <b>Week #4: <i>What differentiates language from animal communication?</i></b> | <b>4</b>  | -               |
| 5-  | <b>Week #5: Human Language and Animal Communication</b>                        | <b>5</b>  | -               |
| 6-  | <b>Week #6: Functions of Language</b>  | <b>6</b>  | -               |
| 7-  | <b>Week #7: Language as a game</b>   | <b>7</b>  | -               |
| 8-  | <b>Week #8: Phonetics &amp; Phonology</b>                                      | <b>8</b>  | -               |
| 9-  | <b>Week #9: Phonetics &amp; Phonology</b>                                      | <b>9</b>  | -               |
| 10- | <b>Week #10: Morphology &amp; Syntax</b>                                       | <b>10</b> | -               |
| 11- | <b>Week #11: Morphology &amp; Syntax</b>                                       | <b>11</b> | -               |
| 12- | <b>Week #12: Semantics &amp; Pragmatics</b>                                    | <b>12</b> | -               |
| 13- | <b>Week #13: Semantics &amp; Pragmatics</b>                                    | <b>13</b> | -               |
| 14- | <b>Week #14: Review</b>  | <b>14</b> | -               |
| 15- | <b>Week #15: Exam preparation and Questions</b>                                | <b>15</b> | -               |

## Sample Exam Questions – Linguistics Course

### Part I: Definitions (Answer briefly)

1. Define *linguistics* in your own words.
2. What is the difference between *phonetics* and *phonology*?
3. Give two functions of language with examples.

### Part II: Short Answer Questions

4. Distinguish between human language and animal communication. Provide at least two examples.
5. Identify and briefly explain three features of human language mentioned by Charles Hockett.
6. Differentiate between *morphology* and *syntax* with an example from English or Kurdish.

### Part III: Analysis Questions

7. Analyze the following word morphologically: *unbelievable*.
8. Draw a simple syntactic tree for the sentence: *The students are reading a new book*.
9. Explain how semantics and pragmatics differ, using one sentence to illustrate each.

### Part IV: Essay / Discussion Questions

10. Discuss how language influences society and how society, in turn, influences language. Provide relevant examples.
11. Explain the importance of studying linguistics for language teachers.
12. Language is often compared to a “game.” Discuss this analogy with reference to linguistic rules and usage.

## Peer Review

I certify that:

- 1- I read and verify all requirements of teaching quality assurance are respected in this course book.
- 2- The scientific contents are new, convenient and well organized for this stage.
- 3- The order of chapters is well done.
- 4- References are new and available for students.

That's why I signed on this course book. And I take all responsibilities.

**Name:**

**Scientific title:**

**Institute:**

**Department:**

**E-mail**

**Mobile:**

**Date**

**Signature:**