

TRIBHUVAN UNIVERSITY

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

COURSES OF STUDY

FOR

MASTER OF PHILOSOPHY AND DOCTOR OF PHILOSOPHY (MPHIL-PhD) IN
LINGUISTICS

(EFFECTIVE FROM THE ACADEMIC YEAR 2022)

2022 (2078 VS)



TABLE 2: COURSES OF STUDY

II SEMESTER		
Code	Course title	Credit-hour
LING 711	Philosophy of Methodology and Linguistic Thoughts	3
LING 712	Research Methodology and Academic Writing	3
Anyone from the followings:		
LING 713-1	Functional Typological Grammar	3
LING 713-2	Basic Linguistic Theory	
LING 713-3	Computational Linguistics	
Anyone from the followings:		
LING 714-1	Language and Discourse	3
LING 714-2	Anthropological Linguistics	
LING 714-3	Multilingualism, Language Planning and Policy	
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TABLE 3: COURSES OF STUDY

III SEMESTER		
Code	Course title	Credit-hour
For the students who write dissertation for MPhil		
LING720	MPhil-Dissertation	6
For the students who directly enroll in PhD in the third semester		
LING721	Synthesis Paper I	3
LING722	Synthesis Paper II	3
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Course Code: LING711

Course Title: Philosophy of Methodology and Linguistic Thoughts

Lecture hours: 48

Credit: 3

Evaluation: External exam (60%) and internal assessment (40%)

Course Description

This course has twofold objectives. The first of this course is designed that explores three particular aspects of methodological design, such as the philosophical foundations, inquiry paradigm, and theoretical frameworks, exploring the historical and recent developments and evolutions in each area. Secondly, it introduces the interlink between philosophy of language, and philosophy of linguistic thoughts. Theoretical paradigms; grammatical models, interdisciplinary fields, practical application of the knowledge along with technical methods will be explored in line of correct bulk of linguistic thought.

Course Objectives

The objectives of the course are to:

- explore three particular aspects of methodological design, such as the philosophical foundations, and inquiry paradigm, and theoretical frameworks, exploring the historical and recent developments and evolutions in each area
- inform a comprehension of how philosophical perspectives inform methodology,
- explore the current linguistic paradigms in line of grammatical models;
- introduce the interdisciplinary fields of linguistics for language description;
- make familiar with practical application and technical methods in linguistics

Part A: Philosophy of Methodology (Credit 1.5)

Units	Contents	Teach Hours
1.	Introduction and Understanding Theory	4
	1.1 Ontology and epistemology	
	1.2 Idealism and materialism	
	1.3 Critical thinking and judgments	
2.	Empiricism, Positivism and Critical theory	4
	2.1 Empiricism	
	2.2 Positivism	
	2.3 Critical theory	
3.	Constructivist, Participatory Paradigms of Inquiry, and Phenomenology	6
	3.1 Constructivism and its types	
	3.2 Action research and its types	
	3.3 Empiricism	
	3.4 Phenomenology	
4.	Postmodernism, Post-structuralism and Ethnography	5
	4.1 Postmodernism	
	4.2 Post-structuralism	

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	4.3	Ethnography and its types (positivist ethnography, critical ethnography, postmodern ethnography)	
5.	Grounded Theory		5
	5.1	Philosophical underpinnings	
	5.2	Using grounded theory (Theoretical sampling, Axial and selective coding, Theoretical sensitivity)	
	5.3	Surveys in grounded theory	

Part B: Linguistic Thoughts (Credit 1.5)

Units	Contents	Teach Hours
1.	Introduction	5
	1.1 Language and Linguistics	
	1.2 Linguistics and Philosophy	
2.	Theoretical Paradigms	4
	2.1 Origin-centered Paradigms	
	2.2 Form-centered Paradigms	
	2.3 Meaning-centered Paradigms	
3.	Grammatical Models	3
	3.1 Rule-concerned Grammars	
	3.2 Form-concerned Grammars	
	3.3 Meaning-concerned Grammars	
4.	Interdisciplinary Fields	3
	4.1 Head-Focused Interdisciplinaries	
	4.2 Society-Focused Interdisciplinaries	
	4.3 Style-Focused Interdisciplinaries	
	4.4 Environment-Focused Interdisciplinaries	
5.	Practical Applications	4
	5.1 Teaching-related Applications	
	5.2 Text-related Applications	
	5.3 Speech-related Applications	
	5.4 Language-related Applications	
6	Technical Methods	5
	6.1 Data Collection	
	6.2 Corpus Linguistics	
	6.3 Computational Linguistics	

Textbooks

Hamawand, Z. (2020). *Modern Schools of Linguistic Thought: A Crash Course*. Palgrave Machmillan.

Howell, K. E. (2016). *An introduction to the philosophy of methodology*. Los Angeles/London/ New Delhi/Singapore/ Washington DC: Sage.



Peregrin, J. (2012). Linguistics and philosophy, in *Handbook of Philosophy of Science Volume 14 Philosophy*. (2012). (eds). Ruth Kempson, Time Fernando and Nicholas Asher, ELSEVIER: The Netherlands.

Reading list

Audi, R. and P. Audi. (1991). *Cambridge dictionary of philosophy*. Cambridge: Cambridge University Press.

Chapman, S. and C. Routledge. (2009). *Key ideas in linguistics and the philosophy of language*. New York and London: Edinburgh University Press.

Hollis, M. (1994). *The philosophy of social sciences*. Cambridge: Cambridge University Press.

Kempson, R., T. Fernando, and N. Asher. (2012). Philosophy and linguistics. In: *Philosophy of linguistics*. Amsterdam, The Netherlands: Westview press, 1-32.

Risjord, M. (2014). *Philosophy of social science: A contemporary introduction*. New York and London: Routledge Taylor and Francis Group.

Rosenberg, A. (2016). *Philosophy of social science*. (5th edition). Boulder: Westview press.

Winch, P. (2008). *The idea of social science and its relation to philosophy (with a new introduction by Raimond Gaita)* (2nd edition). New York and London: Routledge Taylor and Francis Group.



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Course Code: LING712

Course Title: Research Methodology and Academic writing

Lecture hours: 48

Credit: 3

Evaluation: External exam (60%) and internal assessment (40%)

Course Description

This introductory course on research method and academic writing is designed to familiarize the MPhil-PhD scholars with the research methodology and Academic writing in order to help them organize their researches and their reports scientifically by collecting relevant data from the field, presenting the data systematically and making academic writing more plausible and clearer.

Course Objectives

On completion of this course, the students will be able:

- to understand the value, skill and purpose of research;
- to manipulate, organize and create appropriate research tools for the research;
- to explain the principles and methods of research and linguistic fieldwork;
- to enable students to know the basic knowledge of academic writing;
- to practice some techniques of academic writing.

Credit	Units	Contents	Teaching hours
Credit I	1. Introduction to the research	1.1 Basics of research (Research and its types) 1.2 Choosing a subject or the topic 1.3 Problem formulation and specifying objectives 1.4 Reviews of the literature 1.5 Developing research proposal	8
	2. Collection of the linguistic data	2.1 Methods of data collection, nature of data, and types of data 2.2 Ethical issues, instruments and techniques, documents, interview, observation, questionnaire, mixed method and metadata 2.3 Data analysis: tools, techniques and models	4
Credit II	3. Basics of the academic writing	3.1 Understanding academic writing 3.2 Vocabulary, paragraph and grammar 3.3 Reading for critical approach 3.4 Reviewing, revising and crafting	8
		3.5 Linguistic features of academic writing 3.6 Understanding title to planning 3.7 Finding key points and note taking 3.8 Summarizing and paraphrasing 3.9 Avoiding plagiarism	10

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Credit III	4. Techniques use of academic writing	4.1 Arguments and assembling the claims 4.2 Cohesion and coherence 4.3 Reference and style	6
	5. Preparation for field and practical work	5.1 Sources of information 5.2 Data analysis: Phonetic and Phonological, Morphological Syntactic analysis. 5.3 Transcription (phonetic or phonemic; narrow or broad), translation, glossing, annotation 5.4 Practical exercises on data collection (as mentioned in Unit 2)	12

Textbooks

- Bailey, S. (2015). *Academic writing: A handbook for international students* (4th. Edition). Rutledge.
- Blaxter, L.; Christina H.; and Malcolm T. (2010). *How to research*, 4th ed. Berkshire, UK: Open University Press.
- Bowern, Claire. (2008). *Linguistic fieldwork: A practical guide*. New York: Palgrave Macmillan.

Reading list

- Angela M. T. (2006). *Writing and presenting research*. London: Sage publications Ltd.
- Butler, C S. (1985). *Statistics in linguistics*. Oxford: Basil Blackwell.
- Dowdy, S., Stanley W., and Daniel C. (2004). *Statistics for research*, 3rd ed. New Jersey: John Wiley and Sons, Inc.
- Fang. (2021). *Demystifying Academic writing: Genres, moves, skills and strategies*. Rutledge.
- Goddard, W. and Stuart M. (2001). *Research methodology: an introduction*, 2nd ed. Lansdowne, South Africa: Juta & Co. Ltd.
- Graddol, D.; Jenny C.; and Joan S. (1994). *Describing language*, 2nd ed. Buckingham: Open University Press.
- Grix, J. (2004). *The foundations of research*. New York: Palgrave Macmillan.
- Kothari, C. R. (2004). *Research methodology: methods and techniques*, 2nd revised ed. New Delhi: Newage International (P) Limited, Publishers.
- Litosseliti, L. (ed). (2010). *Research methods in linguistics*. London: Continuum International Publishing Group.
- Murrey, R. & Sarah M. (2006). *Handbook of Academic Writing: A Fresh Approach*. Open University Press.
- Swales, J.M. & Christine B. Feak. (2012). *Academic Writing for Graduate Students: Essential Skills and Tasks* (3rd Edition). Michigan ELT.



Course Code: LING713-2

Course Title: Functional Typological Grammar

Lecture hours: 48

Credit: 3

Evaluation: External exam (60%) and internal assessment (40%)

Course Description

This course is intended to introduce basic principles of Functional-typological grammar and provide a tool for the students to analyze the structure of a language from formal and functional perspectives.

Course Objectives

On the completion of this course, the students will be:

- able to understand the fact that language is functional and grammar is typological;
- able to understand that how forms of natural language are adapted for different communicative functions; and
- able to analyze different constructions of a language in terms of their essentially communicative character.

Course Contents

CREDIT	UNITS	CONTENTS	TEACH HOURS
Credit I	I. FUNCTIONAL APPROACH TO LANGUAGE	1.1 Structuralism vs. functionalism 1.2 Cognitive representative system 1.3 Peripheral sensory-motor codes 1.4 Grammatical code 1.5 Grammatical vs. pre-grammatical communication 1.6 Theme and variation	6
	II. TYPOLOGICAL APPROACH TO GRAMMAR	2.1 Functional domains 2.2 Cross-language diversity 2.3 Universals 2.4 Ranges of typological variation 2.5 The bounds of rule-governedness 2.6 Categories, continua and prototypes 2.7 Iconicity vs. arbitrariness 2.8 Markedness, complexity and frequency	8
	III. LEXICON	3.1 Major lexical word classes 3.2 Membership criteria of major word class 3.8 Minor word classes	2
Credit II	IV. SIMPLE VRRBAL CLAUSES, GRAMMATICAL RELATIONS, CASE	4.1 Classification of verbs and simple clauses 4.2 Properties of grammatical relations 4.3 Case marking systems 4.3 Word order	8

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	MARKING SYSTEMS AND WORD ORDER		
	V. TENSE, ASPECT, MODALITY AND NEGATION	5.1 Tense: major divisions 5.2 Aspects: perfective vs. imperfective, perfect, immediate aspect 5.3 Modality: Epistemic and deontic modality 5.4 Negation	8
Credit III	VI. REFERENTIAL COHERENCE, NON-DECLARATIVE SPEECH ACTS AND DE-TRANSITIVE VOICE	6.1 Pronouns and grammatical agreement 6.2 Non-declarative speech acts 6.3 De-transitive voice	7
	VII. NOUN PHRASES, RELATIVE CLAUSES, CONTRASTIVE FOCUS, MARKED TOPIC, CLAUSE UNION AND INTER-CLAUSE COHERENCE	7.1 Types of noun phrases 7.2 Types of relative clauses 7.3 Contrastive focus 7.4 Marked topic 7.5 Clause union 7.6 Inter-clause coherence	7
	VIII. FUNCTIONAL-TYPOLOGICAL STUDIES IN THE LANGUAGES OF NEPAL	8.1 Tibeto-Burman languages: Kham, Thakali, Magar, Kaiké, Koyee, Dumi, Bhujel, Western Tamang, Dhimal, etc 8.2 Indo-Aryan languages: Darai, Nepali 8.3 Others	2

Textbooks

- Givón, T. (2001). *Syntax: An Introduction*, Vol.1. Amsterdam: John Benjamins.
Givón, T. (2001). *Syntax: An Introduction*, Vol.2. Amsterdam: John Benjamins.

Reading materials (Seminal papers have been collected from different sources. They will be prescribed to the students while dealing with the related topics)

- Givón, Talmy. (2010). "The Adaptive Approach to Grammar." In Bernd Heine and Heiko Narrog, eds. *The Oxford Handbook of Linguistic Analysis*. Oxford: Oxford University Press. 27-49.



Course Code: LING713-2

Course Title: Basic Linguistic Theory

Lecture hours: 48

Credit: 3

Evaluation: External exam (60%) and internal assessment (40%)

Course Description

This course introduces students to techniques for analyzing and describing phonological, morphological and syntactic issues in languages. The course aims to present a framework which connects different topics, such as phonology, morphology, and syntax in a cogent and coherent way, showing their dependencies and locating each in its place within the overall tapestry of a language. The course makes the students familiar with examining and explaining underlying principles of grammatical organization. The course also provides a summary of the prototypical grammatical patterns found in the world's languages and how languages deviate from these prototypes.

Course Objectives

The objectives of the course are to:

- (a) explain an outline characterization of the structure of human languages,
- (b) provide a guide for describing and analyzing natural languages by inductive generalization contributing to the typological theory,
- (c) to introduce the meaning-cum-structure-based architecture of language with the clause as the most essential construction, consisting of a predicate and a number of arguments, and
- (d) guide the students in making grammatical descriptions of the languages of Nepal using the basic linguistic theory.

Contents

Credits		Hours
I.	I. Basics and principles to follow	
	1.1 Linguistics as a branch of natural science 1.2 Prototypical patterns and variations 1.3 Grammatical labels 1.4 Meaning and its organization in a language 1.5 A grammar as an integrated system 1.6 Writing a grammar 1.6.1 Primary sources 1.6.2 Unfashionable issues 1.6.3 Avoiding fashion fads and sloppy terminology	9
	II. Analysis, Argumentation and Explanation	7
	2.1 What is linguistic analysis? 2.2 Analyses should be clear and plausible 2.3 Argumentation needed to justify an analysis 2.4 Choosing between alternative analyses 2.5 Different analyses for varying purposes 2.6 Different analyses of similar data 2.7 Intertwining of levels 2.9 Explanation Try to erase two topics	

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II	III. Doing typology	6
	3.1 Requirement for consistent analysis	
	3.2 What should be compared	
	3.3 Phonological typology	
	3.4 Grammatical typology	
	3.5 Lexical typology	
	3.6 The question of sampling	
	IV. Phonological analysis	6
	4.1 Phonemic analysis.	
	4.2 Basic concepts in phonemic analysis	
	4.3 Procedures for phonemic analysis	
	4.4 The procedure applied	
	4.5 Phonological universals: vowel and consonant systems	
	4.6 Identifying phonetically similar segments	
	4.7 Free variation	
	4.8 Phonotactics, neutralization, and underspecification	
	V. Lexicon	4
	5. Lexicon	
	5.1. Organizing the lexicon	
	5.2. Constructing a lexicon	
	5.3. Structure of the lexicon	
	5.3.1. Nouns	
	5.3.2. Adjectives	
	5.3.3. Verbs	
III	VI. Tense, aspect and modality	5
	6.1 Tense (Temporal realization, markedness and neutralization, lexical time words)	
	6.2 Realis and irrealis, modalities	
	6.3 Completion-perfect and imperfect	
	6.4 Boundedness-telic and atelic	
	6.5 Temporal extent-punctual and durative	
	6.6 Composition-perfective and imperfective	
	6.7 Aspect	
	III. Information structure	5
	7.1 Topic, focus and contrast	
	7.2 Topics, participants, and pivots	
	7.3 Asides, or parentheticals	
	7.4 Putting sentences together (linking sentences, ellipsis)	
	III. Clause combining	6
	8.1 Relative clause	
	8.1.1 Relative clause, and its marking	
	8.1.2 Function and meaning of relative clause	
	8.1.3 Putting sentences together (linking sentences, ellipsis)	
	8.2 Complement clauses and strategies	
	8.2.1. Distinguishing complement clauses	
	8.2.2 Grammatical criteria, grammatical parameters, types and meanings	
	8.2.3 Introduction to complementation strategies (serial verb,	

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	relative clause, nominalization)	
8.3	Adverbial clauses	

Textbooks

- Burquest, Donald A. (2001). *Phonological analysis: A functional approach*, (2nd edition) Dallas, Texas: SIL International.
- Dixon, R. M. W. (2010-2012). *Basic linguistic theory*, vols. 1–3. Oxford: Oxford University Press.

Reading list

- Aikhenvald, Alexandra Y., and Dixon, R. M. W. (2011). *Language at large: Essay on syntax and semantics*. Leiden: Brill.
- Aikhenvald, Alexandra Y. (2015). *The art of grammar: A practical guide*. Oxford: Oxford University Press.
- Aikhenvald, Alexandra Y., and Dixon, R. M. W. (2017). (eds). *The Cambridge Handbook of Linguistic Typology*, Cambridge: Cambridge University Press.
- Ambeka, Felix K, Alan Dench and Nicholas Evans. (2006). *Catching language: Standing challenge for grammar writing*. Oxford: Mouton de Gruyter.
- Croft, William. (2003). *Typology and universals* (2nd edition). Cambridge: Cambridge University Press.
- Dixon, R. M. W. (2005). *A semantic approach to English grammar*. Oxford: Oxford University Press.
- Dixon, R. M. W. (2021). *The essence of linguistic analysis: An integrated approach*. Leiden, Boston: Brill.
- Dryer, Mathew S. (2021). Descriptive theories, explanatory theories, and basic linguistic theory. In: Ambeka, Dench and Evans. 207-234.
- Haspelmath, M. (2021). Framework-free grammatical theory. In: Bernd Heine and Heiko Narrog. *The Oxford handbook of linguistic analysis* (2 ed.). DOI: 10.1093/oxfordhb/9780199677078.013.0014
- Kelley, B. and A. Lahaussais. (2021). "Chains of influence in Himalayan grammars: Models and interrelations shaping descriptions of Tibeto-Burman languages of Nepal". *Linguistics*. 59.1. 207-245.
- Lahaussais, A. and M. Vuillermet (eds). (2021). *Methodological tools for linguistic description and typology*. Language Documentation & Conservation Special Publication No. 16. Honolulu: University of Hawai'i Press.
- Nakayama, T. and K. Rice (eds). (2014). *The art and practice of grammar writing*. Language Documentation & Conservation Special Publication No. 8. Honolulu: University of Hawai'i Press.
- Payne, T. E. (1997). *Describing morphosyntax: A guide for field linguists*. Cambridge: Cambridge University Press.
- Payne, T. E. and D. J. Weber (eds). (2007). *Perspectives on grammar writing*. Amsterdam/New York: John Benjamins.
- Shopen, T (ed). (2007). *Language typology and syntactic description*, 3 volumes, 2nd edition. Cambridge: Cambridge University Press.
- Typological tools for linguistic analysis. <<https://www.eva.mpg.de/lingua/tools-at-lingboard/stimuluskits.php>> University Press.

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Course Code: LING713-3

Course Title: Computational Linguistics

Lecture hours: 48

Credit: 3

Evaluation: External exam (60%) and internal assessment (40%)

Course Description

This course deals with the basic ideas of computational linguistics and computational techniques that have been applied in a variety of natural language processing.

Course Objectives

The primary goal of the course is to acquaint students with the theoretical and applied aspects of computational linguistics. More specifically, this course aims to:

- i. introduce the basics and history of computational linguistics;
- ii. explain the basic computational techniques to analyze the various aspects of language such as words and their formation, phonology, syntax, semantics and pragmatics;
- iii. discuss the various applications of computational techniques to practical fields such as machine translation, text-to-speech, speech-to-text, text summarizing, data mining, dialogue systems/conversation machines, information retrieval, assistive computing and language teaching; and
- iv. involve students in applying their knowledge of computational linguistics to practical works, esp. related to languages of Nepal.

CREDIT	Units	CONTENTS	Teach hrs.
Credit I	1. Introduction to computational linguistics	1.1 Knowledge in Speech and Language Processing, Ambiguity, Models and Algorithms 1.2 Language, thought, and understanding 1.3 Brief history	6
	2. Words	2.1 Regular expressions and automata 2.2 Words and Transducers 2.3 N-grams	10
Credit II	3. POS and Parsing	3.1 Part-of-speech tagging 3.2 Syntactic Parsing 3.3 Statistical Parsing	10
	4. Complexity	4.1 Language and complexity	6
Credit III	5. Unification	5.1 Features and unification	5
	6. Semantics	6.1 Computational lexical semantics	5
	7. Discourse	7.1 Computational Discourse	6

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Textbooks

Credit I:

Jurafsky, D. and J. H. Martin. (2009). *Speech and language processing: An introduction to natural language processing, computational linguistics, and speech recognition*. Pearson Education, Inc: New Jersey [page 35-48, 51-113 and 119-154]

Credit II:

Jurafsky, D. and J. H. Martin. (2009). *Speech and language processing: An introduction to natural language processing, computational linguistics, and speech recognition*. Pearson Education, Inc: New Jersey [page 157-202, 461-490, 493-519 and 563-576]

Credit III:

Jurafsky, D. and J. H. Martin. (2009). *Speech and language processing: An introduction to natural language processing, computational linguistics, and speech recognition*. Pearson Education, Inc: New Jersey [page 523-559, 671-709 and 715-753]

Reading list

Beesley, K. R. And L. Karttunen. (2003). *Finite state morphology*. CSLI Publications.

Coleman, J. (2005). *Introducing Speech and Language Processing*, Cambridge University Press

Hopcroft, J. E., Motwani, R. Ullman, J.D. (2006). *Introduction to automata theory, Languages and computation*. Pearson Education: New Delhi.

Lawler, J. and H, A. Dry eds. (1998). *Using Computers in Linguistics: A Practical Guide*, Routledge: London and New York.

Manning, Christopher D., Hinrich Schütze. (1999). *Foundations of statistical natural language processing*. Cambridge: The MIT press.

Mitkov, R. (ed.) (2003). *The Oxford handbook of computational linguistics*, Oxford: OUP.

Note: Useful and available Website



Course Code: LING714-1
 Course Title: Language and Discourse

Lecture hours: 48
 Credit: 3

Evaluation: External exam (60%) and internal assessment (40%)

Course Description

This course is designed to provide basic knowledge about language, literature and various aspects of discourse studies. It consists of literary theories and its development including critical discourse analysis, folklore studies, cultural linguistics and ideologies of language in various levels of society. The course consists of three main parts/area i.e., language and critical discourse analysis, folk literature and cultures and language and discourse studies in Nepal.

Course Objectives

- To enable students to know about the basic and fundamental knowledge of literature and its relation to discourse
- To learn about the history and development of language critical discourse and folklore culture
- To be familiar about the basic methodologies of discourse and literary analysis
- To make prepare for the research on language and discourse studies in Nepal.

CREDIT	UNITS	CONTENTS	Teaching hours
Credit I	1. Language and Discourse Analysis	1.1 Language and literary analysis (a) Literature and Text (b) Theory and discourse 1.2 Language and critical linguistics (a) Gender (b) Disability and sign language 1.3 CDA: Theories and development (a) Michael Foucault (b) Fairclough (c) Blommaert 1.4 Linguistic landscape and media impact 1.5 Migration and diaspora (a) Language and migration (b) Shift and change	16
Credit II	2. Language and folk literature/culture	2.1 Language, culture and folklore (a) folk culture (b) folk literature (c) folk linguistics 2.2 Language and popular culture (a) popular culture and language	16

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		(b) pop culture and cinema 2.3 Language, gender and sexuality (a) gender and language (b) language and sex 2.4 Language, culture and ideology (a) language ideology (b) cultural ideology	
Credit III	3. Language and discourse studies in Nepal	3.1 Language and media (a) Print media and language (b) Social media and language (c) audio-visual media and language 3.2 Language and politics (a) Language and democracy (b) language and ideology 3.3 Language and diaspora (a) Nepali language in diaspora (b) Other languages in diaspora	16

Textbooks

- Coulthard, M. (1985). *An Introduction to Discourse Analysis (Applied linguistics and Language study)*. Addison Wesley Publishing Company. UK.
- Fairclough, N. (2010). *An Introduction to Critical Discourse Analysis*. Routledge.
- Shohami, E., E. Ben-Rafael and M. Barni (2010). *Linguistic landscape in the cities* (Eds.). Multilingual Matters.

Reading list

- Dailey-O'Cain, J. (2017). *Trans-National English in Social Media Communities, Language and Globalization*, DOI 10.1057/978-1-137-50615-3_2.
- Enrich, S., M. Meyerhoff and J. Holmes (2014). *The handbook of language, gender and sexuality* (2nd Edition). Wiley Blackwell.
- Evans, D. (2015). *Language and Identity: Discourse in the World*. Bloomsbury Academic Publications. UK.
- Farzad, S. (2015). *The Routledge Handbook of Language and Culture*. Taylor and Francis: Routledge.
- Gautam, B. L. (2022). Language politics in Nepal: a socio-historical overview. *Journal of World Languages*. <https://doi.org/10.1515/jwl-2021-0010>
- Gautam, B.L. & Paudel, P. (2022). "Diversity, multilingualism and democratic practices in Nepal". *Journal of World Languages*. <https://doi.org/10.1515/jwl-2021-0010>
- Gautam, B.L. (2021). *Language contact in Nepal*. Palgrave Macmillan.
- Horner, K and J. Dailey-O'Cain. (2020). *Multilingualism, (Im) mobilities and spaces of belongings* (eds.). Multilingual Matters.
- Liebscher, G. and J. Dailey-O'Cain. (2013). *Language, space, and identity in migration*. Palgrave Macmillan.
- Limbu, R.K. (2012). "Rhetoric of Nepali folklore: Past and present discourse". *Creativity Research Journal*. Volume 01(121-127). Kathmandu.
- Limbu, R.K. (2015). "Nepali folk cultural tourism and modernity". In *Discourses on Folklore*. PP 244-252. Nepali Folklore society: Kathmandu.
- Limbu, R.K. (2015). "Nepali Folklore society: Kathmandu. Nepal". *Bandung Journal of Global South*. Volume 9 (79-102). Brill.

V. K. ...

B. K. ...

M. K. ...



Course Code: LING714-2
Course Title: Anthropological Linguistics

Lecture hours: 48

Credit: 3

Evaluation: External exam (60%) and internal assessment (40%)

Course Description

The main goal of this course is to introduce anthropology as an interdisciplinary field of linguistic study. This course relating on ethnography as an essential element of linguistic analysis emphasizes that communicative practices are constitutive of the culture of everyday life.

Course Objectives

On the completion of this course, the students will be:

- a) familiar with the theories and methods of anthropological linguistics and;
- b) able to undertake anthropological linguistic researches in Nepal.

Course Contents

Credit	Units	Contents	Teach Hours
CREDIT I	Basics of the linguistic anthropology	1.1 Scope of the anthropological linguistics	4
		1.2 The study of linguistic practices in anthropology	
		1.3 Anthropological linguistics and other disciplines	
		1.4 Theoretical concern in contemporary anthropological linguistics	
	The Origin and Evolution of the language	1.6 Evolution theories of the language	8
		1.7 Reconstruction methods	
		1.8 Language change	
		1.9 Palenteological studies	
	Theories of culture	1.10 Culture as socially distributed knowledge	4
		1.11 Culture as communication	
		1.12 Lévi and the semiotic approach	
		1.13 Metaphors as folk theories of the world	
	CREDIT II	Theoretical aspects and traditions in anthropological linguistics	2.1 Language in culture: the Boasian tradition
2.2 Franz Boas and the use of native languages			
2.3 Sapir and the search for languages' internal logic			
2.4 Benjamin Lee Whorf, worldviews, and cryptotypes			
2.5 Language as objectification of the world: from von Humboldt to Cassirer			

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		2.6 Language as a guide to the world: metaphors	
		2.7 Color terms	
	Methods for anthropological linguistics	2.8 Orality, performativity and ethnography	6
		2.9 Studying people in communities	
		2.10 Ethnographers as cultural mediators	
		2.11 Participant-observation	
CREDIT III	Language, Gender and Identity	3.1 Language, race and ethnicity	6
		3.2 Language death and revitalization	
		3.3 Language and ecology	
		3.4 Development and the language safe guards	
	Studies on Nepalese Anthropological Linguistics	3.5 Kinship studies in Nepal (Byansi, Tibetan, and Kirati)	10
		3.6 Toponymic studies in Nepal (Nepalese-hydronyms, River-names of the Kathmandu valley; and Kiratitonyms)	
		3.7 Ritual languages (KiratMundum and its linguistic studies)	

Textbooks

- Ahearn, L. M. (2017). *Living language: an introduction to linguistic anthropology*. UK: Willey Blackwell.
- Bonvillain, N. (ed). (2016). *The Routledge Hand of Linguistic Anthropology*. New York
- Danesi, M. (2004). *A Basic Course in Anthropological Linguistics*. Toronto: Canadian Scholars' press.
- Duranti, A. (1997). *Linguistic Anthropology*. Cambridge: Cambridge University Press. Routledge.
- Enfield, N.J., P. Kockelman and J.Sidnell. (2014). *The Cambridge Handbook of Linguistic Anthropology*. Cambridge: Cambridge University Press.
- Ottenheimer, H. J. (2013). *The anthropology of language: an introduction to linguistic anthropology*. Kansas State University.

Reading list

- Allen, N.J. (2012). *Miyampa: Traditional Narratives of the Thulung Rai*, Kathmandu: Vajra Publications.
- Allen, N.J. (2016). "Byansi Kinship Terminology: A Study in Symmetry". Royal Anthropological Institute of Great Britain and Ireland, access: <http://about.jstor.org/terms>.
- Chamling, B. (ed.). (2011 VS). *Mundum: Sristi Katha* [Mundum: myth of the origin], Kathmandu: Kirat Rai Chamling Khambatim.
- Chemjong, I. (1961). *Kirat Ko Bed* [Bed of the Kirat], Bihar: Rajendra Ram.
- Dhakal, D.N. (2020). "Kinship terms in Gyalsumdo, Nubri and Tsum". *Indian Linguistics*, Vol 81(3-4), pp. 27-41.
- Ebert, K. and Gaenszle, M. (2008). *Rai Mythology: Kirat Oral Texts*. The Department of Sanskrit and Indian Studies, Harvard University.
- Geertz, C. (1973). *The interpretations of the cultures*. New York: Basic Books, Inc.

Vajra

Byansi

Vishaya



- Gyanszle, M. (2000). *Origin and migrations: Kinship, Mythology and Ethnic identities among the Mewahang Rai of east Nepal*. Mandala Book Point and the Mountain Institute.
- Kainla, B.(comp.,trans. and ed.). (1994). *Sam Sogha Mundum*. Kathmandu: Limbu Sahitya raSanskritiUtthan Sangh.
- Mall, K.P. (2015). "River-Names of the Nepal valley: A study in Cultural Annexation".*From Literature to Culture (selected writings on Nepalese studies(1980-2010)*. Kathmandu: Himal Books.
- Rai, T. M. (2071 VS). "Mundum and its terminologies: A linguistic Study ", *Rilung* Vol.1, pp.1-7.
- Rai, T. M. and B.Chamling. (2073 VS). *KiratIsthannam: Prageitihasi kabambhasika adhyayan* (Kirat Toponymes: Prehistoric and linguistic study), Kathmandu: National foundation for development of Indigenous Nationalities (NFDIN).
- Salzmann, Z., James S. and Nobuko. (2012). *Language, Culture and Society: an introduction to Linguistic anthropology*. Westview Press.
- Tent, J. (2015). "Approaches to Research in Toponymy", *Names: A Journal of Onomastics*, Vol.63:2, pp.65-74.
- Tumbahang, M. Kumar. (2013). Linguistic study of the KiratMundhum. PhD diss. Tribhuvan University.
- Uprety, L. P., B. Pokharel and S. Dhakal. (2017). *Kinship studies in Nepali Anthropology*. Central Department of Anthropology University Campus, Kirtipur, TU.
- Witzel, Michael. (1991). "Nepalese Hydronomy: Towards a history of settlement in the Himalayas", CNAS, TU.
- Yamaguchi, M., D. Tay and B. Benjamin. (2014). *Approaches to Language, Culture and Cognition*. Palgrave Macmillan.



V. Shrestha

Course Code: LING 714-3

Course Title: Multilingualism, Language Planning and Policy

Lecture hours: 48

Credit: 3

Evaluation: External exam (60%) and internal assessment (40%)

Course Description

In this globalized multilingual world education policy in general and language policy in particular are intricately related. They bring together the commitments made to tie the social, linguistic and educational issues influencing the respective communities, schools, students, teachers and parents. The policies can come in different forms such as vision statements, goals, targets, measures and mechanisms, as well as official policy statements or circulars, to solve identified issues (e.g., class size, academic achievement, student diversity), and to promote innovations in language teaching (e.g., ELT curriculum, pedagogy, language teacher education), strengthen specific manpower resources for advancing the goals of establishing more humane and welfare society.


This course is designed to explore multilingualism and language policy in Nepal. It consists of Multilingualism in Nepal including language contact and its consequences. Contextualizing Nepal's multilingual scenario, the course provides basic foundations of language policy and planning strategies and activities in Nepal. The course consists of three main parts/area i.e. Multilingualism and Language contact, Language planning and policies and studies in LPP and Policies in Nepal.

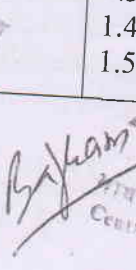
Course Objectives

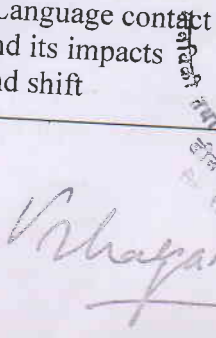
- To enable students to know about the basic and fundamental knowledge about multilingualism and language contact in Nepal;
- To demonstrate a sound understanding of policy planning and its complexities, the notion of policy actors and contexts, as well as other related concepts;
- To learn about the history and development of language planning and policies in the world and Nepal;
- To be familiar about the basic theories and methodologies of language planning and policy; and
- To prepare for the research on multilingualism and language planning in Nepal.

Course Contents

CREDIT	UNITS	CONTENTS	TEACHING HOURS
Credit I	Multilingualism and Language contact	1.1 Multilingualism in the world and South Asia 1.2. Multilingualism in Nepal 1.3. Multilingualism & Language contact 1.4. Language contact and its impacts 1.5. Language contact and shift	15


Central Department of Linguistics


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Credit II	History and Development of Language Planning and policy	2.1. Language planning and policy 2.2. History and development of LPP 2.3. Education and LPP 2.4. Multilingualism and LPP 2.5. Social justice and LPP 2.6. Emerging trends in LPP research: Agency, Power, Ideology	18
Credit III	Issues in Language Planning and Policy	3.1. Legal and constitutional issues (a) Muluki Ain (1854) (b) NNEPC (1956) (c) Constitutions of Nepal 3.2. Bilingualism, Trilingualism and Multilingualism 3.3. Mother-tongue based MLE: MTB-MLE in Nepal 3.4. Medium of instruction policy: EMI Policy, Mother Tongue policy 3.5. Analysis of Nepal's LPP context and issues: National language recommendation commission (2050 BS), Language commission Nepal (2016)	15

Textbooks

Jahr, E. (1993). *Language conflict and language planning* (Ed.). Mouton De Gruyter.
 Ricento, T. (2006). *An introduction to language policy: Theory and Method*. Wiley-Blackwell.
 Spolsky, B. (2004). *Language Policy* (Key topics in sociolinguistics). Cambridge University Press.

Reading list

Awasthi, L. (2008). Importation of ideologies from Macaulay minutes to Wood commission. *Journal of Education and Research*, 1(1), 21-30.
 Ball, S. J., Maguire, M., Braun, A., & Hoskins, K. (2011). Policy actors: Doing policy work in schools. *Discourse: Studies in the Cultural Politics of Education*, 32(4), 625-639.
 Braun, A., Ball, S. J., Maguire, M., & Hoskins, K. (2011). Taking context seriously: Towards explaining policy enactments in the secondary school. *Discourse: Studies in the Cultural Politics of Education*, 32(4), 585-596.
 Ball, S. J., Maguire, M. & A. Braun. (2012). *How schools do policy: Policy enactments in secondary schools*. Routledge.
 Choi, T. H. (2017). "Identity, transnationalism, and bilingual education". *Bilingual and multilingual education*, 10, 175-189.
 Choi, T. H. (2018). "Implementation and impact of language-in-education policies: Insights from South Korea and Hong Kong". In *Routledge international handbook of schools and schooling in Asia* (pp. 518-524). Routledge.
 Chung, J., & Choi, T. (2016). "English education policies in South Korea: Planned and enacted". In *English language education policy in Asia* (pp. 281-299). Springer, Cham.

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 Department of Linguistics

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- Gautam, B. L. (2020). *Language contact in Nepal*. McMillan Palgrave.
- Gautam, B. L. (2021). Language planning and policy in Nepal: An evaluation. *Bhasalok*. Language Commission Nepal.
- Gautam, B.L. (2022). Language politics in Nepal: A socio-historical overview. *Journal of World Languages*. Mouton De Gruyter.
- Gautam, B. L., & Poudel, P. P. (2022). Diversity, democracy and multilingual practices in Nepal. *Bandung Journal of the Global South*. Brill.
- Giri, R. A. (2009). The politics of 'unplanning' of languages in Nepal. *Journal of NELTA*, 32-44.
- Giri, R. A. (2011). Languages and language politics: How invisible language politics produces visible results in Nepal. *Language Problems and Language Planning*, 35(3), 197-221.
- Howlett, M., & Mukherjee, I. (2017). Policy formulation: Where knowledge meets power in the policy process. In M. Howlett & I. Mukherjee (Eds.), *Handbook of policy formulation* (pp. 3-22). Cheltenham: Edward Elgar Publishing.
- Jann, W., & Wegrich, K. (2007). Theories of the policy cycle. In F. Fischer, G. J. Miller, & M. S. Sidney (Eds.), *Handbook of public policy analysis: Theory, politics, and methods* (pp. 43-62). Hoboken, NJ: CRC Press.
- Johnson, D. C. & Ricento, T. (2013). Conceptual and theoretical perspectives in language planning and policy: Situating the ethnographic of language policy.
- Jones, T. (2013). *Understanding Education Policy: The 'four Education Orientations' Framework*. Armidale: Springer.
- Phyak, P. (2021). "Subverting the Erasure: Decolonial Efforts, Indigenous Language Education and Language Policy in Nepal". *Journal of Language, Identity & Education*, 20(5), 325-339.
- Poudel, P. P., & Choi, T. H. (2021). "Policymakers' agency and the structure: the case of medium of instruction policy in multilingual Nepal". *Current Issues in Language Planning*, 22(1-2), 79-98.
- Rastriya Bhasaniti Sujhahi Aayog ko Prativedan 2050 tathanepalkobhasiksthiti (Report of the National Language Commission). (2050VS).
- Rizvi, F., & Lingard, B. (2010). *Globalizing education policy*. New York: Rutledge.
- Sah, P. K. (2022). English medium instruction in South Asian's multilingual schools: unpacking the dynamics of ideological orientations, policy/practices, and democratic questions. *International Journal of Bilingual Education and Bilingualism*, 25:2, 742-755, DOI: 10.1080/13670050.2020.1718591
- Sah, P. K., & Karki, J. (2020). "Elite appropriation of English as a medium of instruction policy and epistemic inequalities in Himalayan schools". *Journal of Multilingual and Multicultural Development*, 1-15.
- Weinberg, M. (2013). "Revisiting history in language policy: The case of medium of instruction in Nepal". *Working Papers in Educational Linguistics (WPEL)*, 28(1), 6.



Third Semester

Course Code: LING 720

Course Title: MPhil Dissertation

Credit: 6

Description

After completing two semester courses of 24 credits, the MPhil scholars have to prepare a research proposal. S/he has to defend the proposal in the presence of Research Committee. After the successful defense of the proposal, the Research Committee will assign a supervisor as per the field of expertise to supervise the research scholar. The research scholar will write a dissertation under the guidance of the supervisor abiding by the protocol and directions obtained from the department. The research scholar, after completing the research work under the guidance of the assigned supervisor, submit the draft with the recommendation of the supervisor for pre-viva voce. As per the field of expertise, the draft is given to a pre-viva expert. There will be a rigorous pre-viva voce session. After incorporating the suggestions and comments given by the pre-viva voce expert, the research scholar has to submit his/her final draft to the department. After defending the final viva voce, the final evaluation is made and the dissertation with the evaluation marks will be sent to the Dean's office.

