

Faculty of Education

Master of Education (M.Ed.)

in

English Language

Curriculum

2004



Curriculum Development Centre

Tribhuvan University

Kirtipur, Kathmandu

Nepal

Faculty of Education

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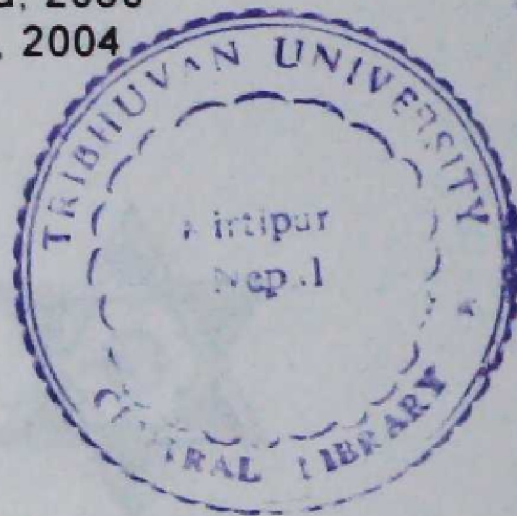
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Master of Education (M.Ed.)

English Language

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Tribhuvan University

Kathmandu, Nepal

TRIBHUVAN UNIVERSITY
FACULTY OF EDUCATION
M.Ed. English Specialization

1st Year Courses

Eng. Ed. 511	Phonetics and Phonology	100 marks
Eng. Ed. 512	Grammar : Theory and Practice	100 marks
Eng. Ed. 513	Psycholinguistics and Sociolinguistics	100 marks

2nd Year Courses

*Eng. Ed. 504	Research Methodology in Language Education	50 marks
*Eng. Ed. 505	Language Testing	50 marks
Eng. Ed. 551	Semantics and Pragmatics	50 marks
Eng. Ed. 552	Applied Linguistics	100 Marks
Eng. Ed. 589	Thesis or Eng. Ed. 574 Discourse Analysis	50 marks
Eng. Ed. 590	Language Teaching Methods and Practices	100 marks
Eng. Ed. 599	ELT Practicum	50 marks

Elective Courses

Eng. Ed. 571	English Literature and its Pedagogy	50 marks
Eng. Ed. 572	Advanced Reading and Writing	50 marks
Eng. Ed. 573	Translation : Theory and Practice	50 marks
Eng Ed. 575	Second Language Acquisition	50 marks

* Students Specializing in English Education can take Eng. Ed. 504 and Eng. Ed. 505 in the place of Educational Core Courses Ed. 504 and Ed. 505 respectively.

Phonetics and Phonology

Course Number	: Eng. Ed. 511	Full marks	: 100
Nature of the Course	: Theoretical	Pass marks	: 40
The year to be offered	: First	Periods per week	: 5

Course Description

This is comprehensive course on general phonetics and phonology with emphasis on articulatory phonetics, classical phonology, and generative phonology. It covers both the theoretical and practical aspects of these fields of study with special reference to the English language.

Course Objectives

On Completion of the course the students will be

- acquainted with the major theories of phonetics and phonology and with the principles, procedures, and techniques of phonemic and phonological analysis.
- able to identify, describe, classify, and produce the sounds of the languages of the world.
- able to carry out phonemic and phonological analysis of a given language.
- familiar with recent developments in phonology.
- familiar with various types of phonological processes.

Course Contents

Unit I	:	Phonetics
Unit II	:	Classical Phonology (Phonemics)
Unit III	:	Generative Phonology
Unit IV	:	Phonological Processes

Course Contents in Detail

Unit I : Phonetics (60 Periods)

- 1.1 Semiotics and Linguistics
- 1.2 Linguistics and phonetics
- 1.3 Definition of phonetics
- 1.4 Objectives of phonetics : primary and secondary
- 1.5 Branches of phonetics : articulatory, acoustic, and auditory
- 1.6 Organs of speech : recognition and drawing diagrams
- 1.7 Processes of speech production
 - 1.7.1 Airstream mechanism
 - Classification : egressive and ingressive, pulmonic, glottalic and velaric
 - stop : plosive, ejective, implosive and click.

- 1.7.2 Phonation process : various states of the glottis
- 1.7.3 Oral-nasal process : oral, nasal, and nasalized sounds
- 1.7.4 Articulatory process (articulation)
 - voicing
 - place of articulation
 - manner of articulation
 - articulatory : vocoid and contoid
 - functional : syllabic and non-syllabic
 - combined : vowel, consonant, semivowel and syllabic consonant
- 1.8 Consonants/ contoids
 - 1.8.1 Three term description
 - definition of articulation and articulators
 - classification of articulators
 - broad classification of speech sounds
 - 1.8.2 Detailed description
 - 1.8.3 Comprehensive classification : IPA Consonant Chart
 - 1.8.4 Recognition and production
- 1.9 Vowels/ vocoids
 - 1.9.1 Basic distinctions
 - quantity vs quality
 - short vs long
 - monophthong vs diphthong
 - diphthong vs vowel sequence
 - 1.9.2 Three term description of monophthongs
 - tongue position along the vertical axis
 - tongue position along the horizontal axis
 - lip posture
 - 1.9.3 Description and classification of diphthongs
 - closing / up-gliding and centering
 - falling, rising and levelled
 - 1.9.4 Recognition and production
- 1.10 Cardinal Vowels
 - 1.10.1 Definition
 - 1.10.2 Theory and limitations
 - 1.10.3 Primary and secondary
 - 1.10.4 Recognition and production
- 1.11 Stops
 - 1.11.1 Three phases of a step
 - 1.11.2 Stops without onset and stops without release
 - 1.11.3 Stops with nasal, lateral and oral release
 - 1.11.4 Aspiration and affrication
- 1.12 Force of articulation
 - 1.12.1 Fortis vs lenis
 - 1.12.2 Tense vs lax
- 1.13 Coarticulation, secondary articulation and double articulation
- 1.14 Syllable : definition, division, structure and types

- 1.15 Suprasegmental features : length, stress, tone, intonation, rhythm and juncture
1.16 Diacritics

Unit II : Classical phonology (Phonemics)

(45 periods)

- 2.1 Distinction between phonetics and phonology
2.2 Aims and functions of phonemic analysis
2.3 Minimal and sub-minimal pairs and types of minimal pairs
2.4 Phone, phoneme, allophone
2.5 Principles of phonemic analysis
2.5.1 The principle of contrast and complementation
2.5.2 The principle of phonetic similarity
2.5.3 The principle of pattern congruity
2.5.4 The principle of economy
2.5.5 The principle of free variation
2.5.6 The principle of plausibility
2.6 Procedures of phonemic analysis
2.6.1 Data collection
 - elicitation of data
 - transcription of data2.6.2 Data analysis
 - segmentation of utterances
 - preparation of an inventory of phones
 - identification of suspicious pairs
 - determination of phonemes and their allophones2.6.3 Presentation of the findings of analysis
 - systematic presentation of the inventory of phonemes
 - description of phonetic realizations (i.e. allophones) of each phoneme along with specification of their conditioning factors or contexts of occurrence
 - specification of the distributional limitations of phonemes
 - general limitations
 - individual limitations2.7 Different views of the phoneme
2.7.1 Phoneme as a phonetic reality
2.7.2 Phoneme as a phonological reality
2.7.3 Phoneme as a psychological reality
2.8 Neutralization and archiphoneme
2.9 Phonemic overlapping : partial and complete
2.10 Exercises on phonemic analysis

Unit III : Generative phonology

(30 periods)

- 3.1 Generative grammar and generative phonology
3.2 Basic phonological features
3.2.1 Distinctive and redundant features
3.2.2 Articulatory and acoustic features

- 3.2.3 Binary and non-binary features
- 3.3 Trubetzkoy's theory of distinctive oppositions
 - 3.3.1 Bilateral multilateral proportional and isolated opposition
 - 3.3.2 Privative, gradual and equipollent oppositions
 - 3.3.3 Constant and neutralizable oppositions
- 3.4 The distinctive features of Jakobson and Halle
 - 3.4.1 The major class features
 - 3.4.2 The distinctive features of vowels
 - 3.4.3 The distinctive features of consonants
- 3.5 The distinctive features of Chomsky and Halle
 - 3.5.1 The major class features
 - 3.5.2 The primary placement features for vowels and consonants
- 3.6 Phonological rules
 - 3.6.1 Formalization of rules (rule writing)
 - 3.6.2 Underlying representations
 - 3.6.3 Types of derivational rules
 - feature changing rules
 - insertion and deletion rules
 - permutation rules
 - 3.6.4 Combining rules
 - 3.6.5 Rule collapsing and rule ordering
- 3.7 Phonological naturalness
 - 3.7.1 Natural classes
 - 3.7.2 Natural segments
 - 3.7.3 Natural systems
 - 3.7.4 Natural rules
- 3.8 Exercises on phonological analysis
- 3.9 Recent developments in phonology
 - 3.9.1 Auto segmental phonology
 - 3.9.2 Metrical phonology
 - 3.9.3 Lexical phonology

Unit IV : Phonological process

- 4.1 Assimilation
 - 4.1.1 Partial vs complete
 - 4.1.2 Progressive vs regressive
 - 4.1.3 Contiguous vs non-contiguous
- 4.2 Dissimilation
- 4.3 Addition
 - 4.3.1 Protheses
 - 4.3.2 Epenthesis (insertion)
 - 4.3.3 Epithesis (exerescence)
- 4.4 Deletion (elision)
 - 4.4.1 Procope (aphesis/aphaeresis)
 - 4.4.2 Syncope
 - 4.4.3 Apocope
 - 4.4.4 Haplology

- 4.4.5 Cluster reduction
- 4.4.6 Degeminization
- 4.4.7 Fusion
- 4.5 Neutralization
- 4.6 Split and merger / coalescence
- 4.7 Reordering
 - 4.7.1 Metathesis
 - 4.7.2 Spoonerism
- 4.8 Contamination
- 4.9 Lenition and fortition (weakening and strengthening)

Instructional Techniques

- Lecture and discussion
- Demonstration
- Explanation and illustration
- Project work
- Group and individual work
- Self study

Assessment Technique

Written examination : 100 marks

Distribution of Marks

Unit I	:	Phonetics	40 marks
Unit II	:	Classical Phonology (Phonemics)	30 marks
Unit III	:	Generative Phonology	20 marks
Unit IV	:	Phonological Processes	10 marks

Books Prescribed

- Abercrombie, D. 1967. *Elements of General Phonetics*. Edinburgh: OUP.
- Catford, J.C. 1977. *Fundamental Problems in Phonetics*, Edinburgh. OUP.
- Clark, J. & C. Yallop. 1990. *An Introduction to Phonetics and Phonology*. Basic Blackwell : Oxford.
- Hyman, L.M. 1975. *Phonology: Theory and analysis* Holt. Rinehart and Winston : NY.
- International Phonetic Association. 1979. *The Principle of IPA*. London.
- Kenstowicz, M. 1994. *Phonology in Generative Grammar*. Basil Blackwell: Oxford.
- Ladefoged, P. 1975. *A Course in Phonetics*. Harcourt, Brace Jonavonich: NY.
- Pike, K. L. 1947. *Phonemics*. University of Michigan Press. Ann Arbor.
- Roach, P. 1983. *English Phonetics and Phonology : A Practical Course*. Cambridge: CUP.
- Wolfram, W. & R. Johnson. 1982. *Phonological Analysis*. Center for Applied Linguistics: Washington D.C.

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- Abercrombie, D. 1965. *Studies in Phonetics and Linguistics*. London: OUP.
- Anderson, S. R. 1985. *Phonology in the Twentieth Century*. Chicago: University of Chicago Press.
- Brown, G. 1975. Phonological Theory and Language Teaching : In *The Edinburgh Course in Applied Linguistics*. Vol. 2. OUP.
- Chomsky, N. & M. Halle. 1968. *The Sound Pattern of English*. NY: Harper & Row.
- Dell, F. 1980. *Generative Phonology*. Cambridge: CUP.
- Fudge, E.C. (ed.) 1973. *Phonology*. England: Penguin Books.
- Gimson, A.C. 1970. *An Introduction to the Pronunciation of English*. London: Edward Arnold.
- Gimson, A.C. 1975. *A Practical Course of English Pronunciation*. London: Edward Arnold.
- Goldsmith, J.A. 1990. *Auto segmental and Metrical Phonology*. Oxford: Blackwell.
- Goldsmith, J.A. (ed.) 1995. *The Handbook of Phonological Theory*. Oxford: Blackwell.
- Goldsmith, H.J. 1992. *English Phonology : An Introduction*. Cambridge: CUP.
- Halle, M. & G.N. Clements. *Problem Book in Phonology*. MIT Press. Cambridge: MA.
- Hawkins, P. 1984. *Introducing Phonology*. London: Hutchison.
- Jones, D. 1918. *An Outline of English Phonetics*. Cambridge: CUP. (Reprinted 1978).
- Jones, D. 1950. *The Pronunciation of English*. Cambridge: CUP.
- Jones, D. 1950. *The Phoneme :Its Nature and Use*. Cambridge: W. Heffer & Sons.
- Kansakar, T.R. 1998. *A Course in English Phonetics*. Chennai: Orient Longman.
- Katamba, F. 1989. *An Introduction to Phonology*. London: Longman.
- Kreidler, C. 1989. *The Pronunciation of English*. Oxford: Basil Blackwell.
- Lass, R. 1984. *Phonology : An Introduction to Basic Concepts*. Cambridge: CUP.
- Lever, J. 1994. *Principles of Phonetics*. Cambridge: CUP.
- Malmberg, B. 1963. *Phonetics*. New York: Dover Publications.
- O'Connor, J.D. & G.F. Arnold. 1961. *Intonation of Colloquial English*. London: Longman.
- O'Connor, J.D. 1981. *Phonetics*. Penguin: Harmondsworth.
- Pike, K.L. 1945 *The Intonation of American English*. Ann Arbor: University of Michigan Press.
- Pike, K.L. 1971. *Phonetics*. Ann Arbor: University of Michigan Press.
- Shane, S.A. 1973. *Generative Phonology*. Prentice-Hall: Englewood Cliffs. N.J.
- Sommerstein, A.H. 1977. *Modern Phonology*. Baltimore: University Park Press.
- Tibbits, E.L. 1963. *Practice Materials for the English Sounds*. Cambridge: Heffer.
- Tobin, Y. 1990. *Semiotics and Linguistics*. London: Longman.

Grammar : Theory and Practice

Course Number	: Eng. Ed. 512	Full marks	: 100
Nature of the course	: Theoretical	Pass marks	: 40
The year to be offered	: First	Periods Per week	: 5

Course Description

This course deals with various models of grammar and their practical applications of ELT. The first four units present different models of grammar. The fifth unit deals with pedagogic grammar. The final unit deals with grammatical practice specially geared to developing pedagogic skills.

Course Objectives

On completion of the course the students will be:

- able to develop insights into formal aspects of language with special emphasis on structural and generative models.
- familiar with the different models of grammar.
- able to develop insights into English grammar and its pedagogic applications and implications.
- able to analyze and describe different aspect of grammar particularly those of the English Grammar.

Course Contents

Unit I	:	Traditional Grammar
Unit II	:	Structural Grammar
Unit III	:	Generative Grammar
Unit IV	:	Other models of Gramrn
Unit V	:	Pedagogic Grammar
Unit VI	:	Grammatical Practice

Course Contents in Detail

Unit I : Traditional Grammar (7 Periods)

1. Overview
2. General characteristics
3. Limitations

Unit II : Structural Grammar (23 periods)

- 2.1 Various senses and dichotomies in grammar
 - 2.1.1 Broad sense and narrow sense of grammar
 - 2.1.2 Notional grammar and formal grammar
- 2.2 Notions of grammatical unit, arrangement, rank,, structure, class, system, function, category, process, tool/device, realization

- 2.3 Morphology and syntax
- 2.4 Morph, morpheme, allomorph
- 2.5 Types of morph and morpheme
- 2.6 Types of allomorphic alternation
- 2.7 Nida's principle for the identification of morphemes
- 2.8 Word, stem, base, root, suffix
- 2.9 Structural classification of words, clauses and sentences
- 2.10 Functional classification of phrases, clauses and sentences
- 2.11 Immediate constituent (IC) analysis
- 2.12 Types of syntactic construction
- 2.13 Types of syntactic linkage

Unit III : Generative Grammar

(30 periods)

- 3.1 Basic assumptions
 - 3.1.1 The meaning of generation
 - 3.1.2 Basic concepts
 - 3.1.3 Competence and performance
 - 3.1.4 Levels of adequacy
 - 3.1.5 Markedness and core grammar
- 3.2 Versions of generative grammar
 - 3.2.1 Transformational grammar models
 - 1957 model
 - phrase structure rules
 - transformational rules
 - morphophonemic rules
 - 3.2.2 1965 model / Standard Theory
 - syntactic component
 - base : categorical rules and lexicon
 - transformations
 - semantic component
 - phonological component
- 3.3 GB Syntax
 - 3.3.1 The base component : D-structure, X-bar theory, θ -criterion, lexicon
 - 3.3.2 The transformational component : S-structure, movement and Bounding theory
 - 3.3.3 The LF component : Binding theory
 - 3.3.4 The PF component : the Empty Category principle
 - 3.3.5 Case Theory
 - 3.3.6 Argumentation
 - syntactic argumentation
 - constituency : movement and substitution
 - constituency : some additional tests

Unit IV : Other Models of Grammar

(23 periods)

- 4.1 Generalized Phrase Structure Grammar (GPSG)
 - 4.1.1 Framework

- 4.2 Lexical Functional Grammar (LFG)
 - 4.2.1 Framework
- 4.3 Relational Grammar (RG)
 - 4.3.1 Framework
- 4.4 Case Grammar
- 4.5 Systemic Grammar
- 4.6 Tagmemic Grammar (Tagmemics)
- 4.7 Stratificational Grammar
- 4.8 Functional Grammar
- 4.9 Communicative Grammar

Unit V : Pedagogic Grammar

(7 periods)

- 5.1 Theoretical grammar and pedagogic grammar
- 5.2 Characteristic features of pedagogic grammar
- 5.3 Writing a pedagogic grammar
- 5.4 Using a pedagogic grammar

Unit VI : Grammatical Practice

(60 periods)

(Based on Larsen-Freeman and Celce-Murcia, 1983 : the whole book)

Instructional Techniques

- 6.1 Lecture and discussion
- 6.2 Demonstration
- 6.3 Project work
- 6.4 Group and individual work
- 6.5 Self study

Assessment Technique

Written examination 100%

Distribution of Marks

Unit I	:	Traditional Grammar	5 marks
Unit II	:	Structural Grammar	15 "
Unit III	:	Generative Grammar	20 "
Unit IV	:	Other models of Grammar	15 "
Unit V	:	Pedagogic Grammar	5 "
Unit VI	:	Grammatical Practice	40 "

Prescribed Textbooks

1. Aarts, B. 1997. *English Syntax and Argumentation*. London : Mcmillan.
2. Allen, J.P.B. and S.P. Corder. 1978. *Papers in Applied Linguistics*. Vol. 2. Oxford : OUP.
3. Berry, 1975. *An Introduction to Systemic Linguistics*. London : B.T. Batsford Ltd.
4. Chomsky, N. 1965. *Aspects of the Theory of Syntax*. MIT Press.

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6. Gazdar, G. et al. 1985. *Generalized Phrase Structure Grammar*. Basil Blackwell.
7. Halliday, M.A.K. 1991. *An Introduction to Functional Grammar*. London: Edward Arnold.
8. Hockett, C.F. 1958. *A Course in Modern Linguistics*. New Delhi: Oxford and IBH.
9. Katamba, F. 1993. *Morphology*. London : McMillan.
10. Larsen-Freeman, D. And Celce-Murcia. 1983. *The Grammar Book for ESL EFL Teachers*. Rowley : New Delhi House.
11. Lockwood, D.G. 1992. *Introduction to Stratificational Linguistics*. New York : Harcourt Brace Jovanovich, Inc.
12. Mathews, P.H. 1991. *Morphology*. Cambridge : CUP.
13. Nida, E. 1946. *Morphological Workbook*. Oklahoma : University of Oklahoma.

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2. Brumfit, C.J. & K. Johnson. (eds.). 1979. *The Communicative Approach to Language Teaching*. Oxford : OUP.
3. Horrocks, C. 1987. *Generative Grammar*. London : Longman.
4. Lyons, John. 1968. *Introduction to Theoretical Linguistics*. London : CUP.
5. Newmeyer, F.J. 1980. *Linguistic Theory in America*. New York : Academic Press.
6. Odlin, T. (ed.) 1994. *Perspectives on Pedagogical Grammar*. Cambridge : CUP.
7. Quirk, R.S. Greenbaum. G. Leech. & J. Svartic. 1985. *A Comprehensive Grammar of the English Language*. London and New York : Longman.
8. Radford, A. 1983. *Transformational Syntax*. Cambridge : CUP.
9. Radford, A. et al. 1999. *Linguistics : An Introduction*. Cambridge : CUP.
10. Riemedijk, M.V. & E. Williams. 1986. *Introduction to the Theory of Grammar*. Cambridge : MIT.
11. Robins, R.H. 1964. *General Linguistics : An Introductory Survey*. London: Longman.
12. Roberts, I. 1997. *Comparative Syntax*. London : Arnold.
13. Robbins, R.H. 1979. *A Short History of Linguistics*. London : Longman.
14. Sells, P. 1985. *Lectures on Contemporary Syntactic Theories*. California : Stanford.
15. Soames & Perlmutter, 1977. *Introduction to Linguistics (Parts 3 & 4)*.
16. Verma, S.K. & N. Krishnaswamy. 1998. *Modern Linguistics*. Delhi. OUP.

Psycholinguistics and Sociolinguistics

Course Number	: Eng. Ed. 513	Full marks	: 100
Nature of the course	: Theoretical	Pass marks	: 40
The year to be offered	: First	Periods Per week	: 5

Course Description

This course is divided into two major areas of linguistics : Psycholinguistics and Sociolinguistics. The first unit presents a general survey of topics in psycholinguistics with special emphasis on second language acquisition. The second unit similarly deals with different aspects of sociolinguistics and their relationship to other disciplines, particularly language teaching.

Course Objectives

On Completion of the course the students will be

- acquainted with theories of first and second language acquisition.
- able to analyze the relationship of psycholinguistics to other disciplines.
- familiar with differences between Chomskyan linguistics and sociolinguistics.
- able to describe the nature of language variation.
- able to discuss the relationship of sociolinguistics to other disciplines.

Course Contents

Unit I	:	Psycholinguistics
Unit II	:	Sociolinguistics

Course Contents in Detail

Unit I : Psycholinguistics

(75 periods)

- 1.1 Introduction : scope of Psycholinguistics
 - 1.1.1 Language acquisition
 - 1.1.2 Language and thought/cognition
 - 1.1.3 Human Vs animal communication systems
- 1.2 First Language acquisition
 - 1.2.1 Interlanguage development
 - phonology
 - grammar
 - lexis/semantics
 - discourse
 - 1.2.2 Variables in first language acquisition
 - input/intake
 - baby talk
 - 1.2.3 Critical Period hypothesis
- 1.3 Second language acquisition / foreign language acquisition

- 1.3.1 Interlanguage development
 - phonology
 - grammar
 - lexis/semantics
 - discourse
- 1.3.2 Different theories of SLA
 - acculturation model
 - nativization model
 - accommodation theory
 - discourse theory
 - Krashen's hypothesis
 - R.Ellis' view on SLA
- 1.3.3 Variables in second language acquisition
 - memory/general learning strategies
 - process : intake / output : monitor model
 - physiological : age
 - individual learning strategies and environment of learning
- 1.4 Interrelationship of language, thought and cognition
 - 1.4.1 Developmental approach
 - 1.4.2 Cross-cultural approach
 - 1.4.3 Bilingual approach
 - 1.4.4 Multilingual approach
- 1.5 Language processing
 - 1.5.1 Reality of syntactic models
 - 1.5.2 Memory, storage and retrieval
- 1.6 Psycho-sociolinguistics
 - 1.6.1 Attitudes and motivation
 - 1.6.2 Influence of the group on the individual
 - 1.6.3 Multilingual groups and individual competence
- 1.7 Applications to language teaching / learning

Unit II : Sociolinguistics

(75 periods)

- 2.1 Introduction
 - 2.1.1 Differences between Chomskyan linguistics and sociolinguistics
 - 2.1.2 Domains of sociolinguistics
- 2.2 The speech community and sociolinguistic methodology
 - 2.2.1 Various definitions of speech communities
 - 2.2.2 Methodology
 - Gumperz
 - Hymes
 - Others
 - 2.2.3 Standard languages and nations
 - 2.2.4 Dialects / registers
 - 2.2.5 Vernacular language
 - 2.2.6 Linguafranca

- 2.2.7 Sociolinguistic situations particularly of Nepal
- 2.3 Bilingualism and multilingualism
 - 2.3.1 Bilingualism
 - the description of bilingualism
 - types of bilingualism
 - the bilingual dominance configuration
 - degree of bilingualism
 - 2.3.2 Multilingualism
 - bilingualism and multilingualism
 - diglossia
 - Ferguson's and Fishman's versions
 - diglossia and national languages
 - code-switching
 - situational
 - conversational
 - metaphorical
 - pidgins and creoles
 - language and politics
- 2.4 Ethnography of speaking
 - 2.4.1 Speech acts
 - 2.4.2 Discourse
- 2.5 Language and gender
- 2.6 Forms of address and politeness
- 2.7 Language change
 - 2.7.1 Causes of change
 - sociolinguistic causes
 - interest causes
 - therapeutic
 - chain reaction
 - 2.7.2 Levels of change
 - sound
 - lexical items
 - meaning
- 2.8 World English
 - 2.8.1 Language and disadvantage
 - elaborated and restricted codes
 - Black English
- 2.9 Applied Sociolinguistics
 - 2.9.1 Language planning and world language
 - 2.9.2 Sociolinguistics and language teaching
 - immersion programmes
 - dual language programmes
 - second language acquisition programmes

Instructional Techniques

Lecture and discussion
Demonstration
Explanation and illustration
Project work
Group and individual work
Self Study

Assessment Technique

Written examination : 100 marks

Distribution of Marks

Unit I : 50 marks
Unit II : 50 marks

Psycholinguistics : Prescribed Books

1. Aitchison, J. 1989. *The Articulate Mammal*. London: Unwin Hyman.
2. Bloom, L. 1970. *Language Development of Language Learning and Teaching*. New Jersey. Prentice - Hall.
3. Brown, H.D. 1994. *Principles of Language Learning and Teaching*. New Jersey : Prentice - Hall.
4. Cook, V. 1993. *Linguistics and Second language Acquisition*. London : McMillan.
5. Dulay, H.M. Burt. & S. Krashen. 1982. *Language Two*. Newbury House.
6. Ellis, R. 1995. *The Study of Second Language Acquisition*. Cambridge : CUP.
7. Ellis, R. 1986. *Understanding Second Language Acquisition*. Oxford : OUP.
8. Garman, M. 1990. *Psycholinguistics*. Cambridge : CUP.
9. Ingram, D. 1992. *First Language Acquisition*. Cambridge : CUP.
10. Lenneberg, E.&E. Lenneberg. 1975. *Foundations of Language Development*. Vol. 1.
11. Selinker, L. 1992. *Rediscovering Interlanguage*. London : Longman.
12. Slobin, D. 1964. *Psycholinguistics*. Scott. Foreman.
13. Smith. F. & G. Miller. 1966. *The Genesis of Language*. MIT Press.
14. Steinberg, D.D. 1993. *An Introduction to Psycholinguistics*. London : Longman.

Psycholinguistics : Reference Books

1. Allen, H.B. & R.N. Campbell. 1972. *Teaching English as a Second Language*. Mc Graw Hill.
2. Allen, J. & S.P. Corder. 1975. *Papers in Applied Linguistics*. Vols. 1&2 : OUP.

3. Bailey, K.M. Long. & S. Peek. 1983. *Second Language Acquisition Studies*. Newbury House.
4. Bellugi, U. & R. Bloom. *The Acquisition of Language*. University of Chicago.
5. Biard, R.M. 1989. *An Outline of Piaget's Developmental Psychology*. Routledge & Kegan Paul.
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Research Methodology in Language Education

Course Title	: Research Methodology in Language Education		
Course Number	: Eng. Ed. 504	Full marks	: 50
Nature of the Course	: Theoretical	Pass marks	: 20
Course duration	: 75 hours	Periods per week	: 3
		Time per period	: 1 hour

Course Description

This course provides a general introduction to research methodology in language education. It deals with various aspects of research such as identifying research problems, formulating research objectives, writing proposals, conducting and processing research and presenting research reports scientifically.

Course Objectives

On completion of the course the students will be acquainted with

- basic concepts of research.
- definition and characteristics of research.
- functions and uses of research.
- phases of research activities.
- operational levels in research.
- various types of research.
- various aspects of research methodology including sampling procedures, designing of research tools, and principles and processes of collecting, processing, analyzing and interpreting the data.
- the proposal and thesis formats and evaluation criteria.

In addition they will be able to

- Classify research from different angles.
- Write research proposals
- specify research population
- design research tools
- collect, process, analyze and interpret research data
- state findings and implications of research and provide recommendations for their applications.

Course Contents

Unit I	: Fundamentals of Research
Unit II	: Classification and Characterization of Research
Unit III	: Writing the Proposal
Unit IV	: Writing the Thesis

Course Contents in Detail

Unit I : Fundamentals of Research

- 1.1 Definition and characteristics of research
- 1.2 Scientificness of research
- 1.3 Functions and uses of research
- 1.4 Phases of research activities
 - 1.4.1 Pre-research activities
 - 1.4.2 Research activities
 - 1.4.3 Post-research activities
- 1.5 Operational levels in research
 - 1.5.1 Observational level
 - 1.5.2 Descriptive level
 - 1.5.3 Explanatory level

Unit II : Classification and Characterization of Research

- 2.1 Binary classification
 - 2.1.1 Theoretical and applied research
 - 2.1.2 Qualitative and quantitative research
- 2.2 Multifold classification
 - 2.2.1 Experimental research
 - 2.2.2 Quasi-Experimental research
 - 2.2.3 Survey research
 - 2.2.4 Historical research
 - 2.2.5 Ethnographic research
 - 2.2.6 Action research
 - 2.2.7 Descriptive research
 - 2.2.8 Correlation research
 - 2.2.9 Case study

Unit III : Writing the Proposal

- 3.1 Selecting the topic
- 3.2 Familiarizing oneself with the format
- 3.3 Framing the title
- 3.4 Giving the general background
- 3.5 Postulating the hypotheses, if any
- 3.6 Specifying the objectives
- 3.7 Writing the methodology
 - 3.7.1 Specifying the sources of data
 - 3.7.2 Specifying the sampling procedure
 - 3.7.3 Specifying the research tools
 - 3.7.4 Describing the stepwise procedure of data collection
 - 3.7.5 Specifying the approach and process of analyzing and interpreting the data
 - 3.7.6 Specifying the style of presentation of the findings and recommendations of the study

- 3.8 Preparing the work plan
- 3.9 Listing the references

Unit IV : Writing the Thesis

- 4.1 Preliminaries of the thesis
 - 4.1.1 Familiarizing oneself with the format
 - 4.1.2 Cover page
 - 4.1.3 Inside cover page
 - 4.1.4 Recommendation for acceptance
 - 4.1.5 Recommendation for evaluation
 - 4.1.6 Evaluation and approval
 - 4.1.7 Dedication (optional)
 - 4.1.8 Acknowledgements
 - 4.1.9 Abstract
 - 4.1.10 Contents
 - 4.1.11 Familiarizing oneself with the evaluation criteria
- 4.2 The body of the thesis
 - 4.2.1 Chapter 1 : Introduction
 - General background
 - Review of the related literature
 - Hypotheses, if any
 - Objectives of the study
 - Significance of the study
 - Definitions of specific terms
 - 4.2.2 Chapter 2 : Methodology
 - Sources of data and population of study
 - Sampling procedures
 - Research tools
 - definition and types
 - strengths and weaknesses
 - designing and developing
 - validity and reliability
 - Processes of data collection
 - Limitations of the study
 - 4.2.3 Chapter 3 : Analysis and Interpretation
 - Processing the data
 - Analyzing interpreting and presenting the data
 - 4.2.4 Chapter 4 : Findings and Recommendations
 - Summary
 - Findings
 - Implications
 - Recommendations
- 4.3 Appendices
 - 4.3.1 Tools
 - 4.3.2 Diagrams/tables/graphs/charts/maps etc.
 - 4.3.3 Abbreviations and symbols
- 4.4 References and footnotes
 - 4.4.1 General references (Materials consulted)

4.4.2 Specific references (Materials quoted/referred to)

4.4.3 Footnotes

Instructional Techniques

- Lecture and discussion
- Explanation and illustration
- Project work
- Group and individual work
- Self Study

Assessment Technique, Mark distribution and Time allotment

Written examination : 50 marks

	Marks	Periods
Unit I	20	30
Unit II		
Unit III	30	45
Unit IV		

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* Note: * = Primary references

Language Testing

Course Number	: Eng. Ed. 505	Full marks	: 50
Nature of the Course	: Theoretical	Pass marks	: 20
The year to be offered:	Second	Periods per week	: 3

Course Description

The course "English Language Testing" is a comprehensive introduction to language testing in general and English language testing in particular. It includes Knowledge and incorporates construction and use of tests in language classroom. The course also offers strategies for analyzing the tests and their results and the ways they can be used for improving test instruments and languages programmes. There are ten units in this course of which the first two provide theories and insights in language testing. The following units specify aspects and techniques for testing the elements and the skills of language while the last two units deal with refining the test and include some statistical procedures.

The course is primarily designed for Masters' level students in education specializing in English Education. However, Students studying language teaching in other Department and Faculties or prospective language teachers can equally benefit from it.

Course Objectives

On completion of the course the students will be acquainted with

- the prevalent theories of language testing;
- strategies and procedures of testing for various elements and skills of language;
- the techniques of the construction and use of tests of language elements and skills;
- the ways of analyzing the language tests, interpreting test results and of using those tests in language classrooms.

Course Contents

Unit I	:	Introduction
Unit II	:	Classification of Language Tests
Unit III	:	Considerations in Designing Tests
Unit IV	:	Constructing Tests
Unit V	:	Testing Language Competence
Unit VI	:	Testing Language Performance
Unit VII	:	Testing Reading
Unit VIII	:	Testing Writing
Unit IX	:	Testing Communicative Abilities
Unit X	:	Interpreting Language Test Scores

Course Contents in Detail

Unit I : Introduction

- 1.1 Language education and testing
- 1.2 Testing language competence
- 1.3 Testing language performance
- 1.4 Historical perspective
 - 1.4.1 Traditional approach
 - 1.4.2 Structural approach
 - 1.4.3 Communicative approach

Unit II : Classification of Language Tests

- 2.1 Goal-based testes
 - 2.1.1 Proficiency test
 - 2.1.2 Achievement test
 - 2.1.3 Diagnostic test
 - 2.1.4 Prognostic test
 - 2.1.5 Placement test
- 2.2 Medium-based tests
 - 2.2.1 Oral test
 - 2.2.2 Written test
- 2.3 Mode-based test
 - 2.3.1 Objective test
 - 2.3.2 Subjective test
- 2.4 Aspect-based tests
 - 2.4.1 Pronunciation test
 - 2.4.2 Vocabulary test
 - 2.4.3 Communicative function test
- 2.5 Skill-based tests
 - 2.5.1 Test of Listening
 - 2.5.2 Test of speaking
 - 2.5.3 Test of reading
 - 2.5.4 Test of writing
- 2.6 Approach-based tests
 - 2.6.1 Discrete-point test
 - 2.6.2 Integrative test
- 2.7 Reference-based tests
 - 2.7.1 Norm-reference test
 - 2.7.2 Criterion-reference test

Unit III : Considerations in Designing Tests

- 3.1 Validity
 - 3.1.1 Content validity
 - 3.1.2 Criterion validity
 - 3.1.3 Construct validity
 - 3.1.4 Face validity
 - 3.1.5 Empirical Validity

- concurrent validity
- predictive validity
- 3.2 Reliability
 - 3.2.1 Methods of determining reliability
 - test-retest method
 - alternative method
 - split-half method
 - internal consistency method
 - 3.2.2 Factors influencing reliability
 - length
 - restriction of group performance
 - methods of estimating reliability
 - objectivity of scoring
- 3.3 Administrability
- 3.4 Scorability
- 3.5 Economy
- 3.6 Washback effects

Unit IV : Constructing Tests

- 4.1 Stages of test construction
 - 4.1.1 Test specifications
 - 4.1.2 Contents
 - 4.1.3 Weighting
 - 4.1.4 Time
- 4.2 Criterial level of performance
- 4.3 Piloting tests
- 4.4 Improving test items
- 4.5 Developing tests for final administration

Unit V : Testing Language Competence

- 5.1 Testing sound system
 - 5.1.1 Testing segmental sounds
 - 5.1.2 Testing suprasegmental features
- 5.2 Testing grammatical system
 - 5.2.1 Testing Grammatical units
 - 5.2.2 Testing Grammatical structures
 - 5.2.3 Testing Grammatical functions
 - 5.2.4 Testing Grammatical categories
 - 5.2.5 Testing Grammatical transformations
- 5.3 Testing semantic system
 - 5.3.1 Testing vocabulary
 - 5.3.2 Testing other semantic features
- 5.4 Testing communicative functions

Unit VI : Testing Language Performance

- 6.1 Testing listening
 - 6.1.1 Testing discrimination

- 6.1.2 Testing comprehension
- 6.2 Testing speaking
 - 6.2.1 Testing discrimination
 - 6.2.2 Testing connected speech

Unit VII : Testing Reading

- 7.1 Testing reading aloud
- 7.2 Testing comprehension

Unit VIII : Testing Writing

- 8.1 Testing at sentence level
- 8.2 Testing at supra-sentence level
- 8.3 Testing creative writing

Unit IX : Testing Communicative Abilities

- 9.1 Testing communicative functions
- 9.2 Testing of the pragmatic sensitivity

Unit X : Interpreting Language Test Scores

- 10.1 Frequency distribution
- 10.2 Measurement of central tendency
- 10.3 Item-analysis
- 10.4 Moderating language test
- 10.5 Scoring techniques
- 10.6 Reading test scores

Instructional Technique

Lecture and discussion
Demonstration
Explanation and illustration
Project work
Group and individual work
Self-study

Assessment Technique

Written examination : 50 marks

Distribution Marks and Time Allotment

	Marks	Periods
Unit I : Introduction	10	15
Unit II : Classification of Language Tests		
Unit III : Considerations in Designing Tests	30	45
Unit IV : Constructing Tests		
Unit V : Testing Language Competence		
Unit VI : Testing Language Performance		
Unit VII : Testing Reading		
Unit VIII : Testing Writing		
Unit IX : Testing Communicative Abilities		
Unit X : Interpreting Language Test Scores	10	15

Books Prescribed

- Allen, JPB and Alan Davis, 1978. *The Edinburg Course in Applied Linguistics*. Oxford : OUP.
- Bachman, L, F. & A.S. Palmer. 1998. *Language Testing in Practice*. Cambridge : CUP.
- Baker, 1996. *Modern Language Testing*.
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- Heaton, J.B. 1975. *Writing English Language Tests*. London : Longman.
- Lado, R. 1993. *Language Testing*. Longman.
- McNamarae J. 2000. *Language Testing*. Oxford : OUP.
- Oller, J. 1988. *Language Tests for Schools*. Longman.
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- Weir, Cyril & Roberts. 1994. *Evaluation in ELT*. Oxford: Blackwell Publishers.
- Weir, Cyril. 1998. *Communicative Language Testing*. UK. Prentice Hall.

Semantics and Pragmatics

Course Title	: Semantics and Pragmatics	Full marks	: 50
Course Number	: Eng. Ed. 551	Pass marks	: 20
Nature of the Course	: Theoretical	Periods per week:	3
		Time per period	: 1 hr.

Course Description

This is a course on semantics and pragmatics. It consists of three units. The first unit is an introduction on some basic concepts. The second and third concentrate on semantics and pragmatics respectively.

Course Objectives

On completion of this course the students will

- be acquainted with the basic concepts in semantics and pragmatics.
- distinguish the relations between semiotics and linguistics, semantics and pragmatics.
- comprehend the different kinds of meaning and different types of sense relations in language.
- get an insight in field theory of semantics
- be acquainted with the ethnography of speaking and with the major types of speech acts.

In addition they will be able to

- carry out componential analysis.
- carry out conversational analysis.

Course Contents

Unit I	:	Introduction
Unit II	:	Semantics
Unit III	:	Pragmatics

Course Contents in Detail

Unit I : Introduction

- 1.1 Semiotics and linguistics
- 1.2 Form and substance
- 1.3 Form and meaning
- 1.4 Form and function
- 1.5 Semantics and pragmatics

Unit II : Semantics

- 2.1 Types of meaning
 - 2.1.1 Linguistic meaning and speaker meaning

- 2.1.2 Intended meaning and interpreted meaning
- 2.1.3 Sentence meaning and utterance meaning
- 2.1.4 Word meaning and sentence meaning
- 2.1.5 Lexical meaning and grammatical meaning
- 2.1.6 Sense and denotation
- 2.1.7 Denotative meaning and connotative meaning
- 2.1.8 Literal and figurative meaning
- 2.2 Sense relations
 - 2.2.1 Synonymy
 - partial and absolute synonymy
 - stylistic synonymy
 - dialectal synonymy
 - register synonymy
 - intralingual and interlingual synonymy
 - 2.2.2 Antonymy
 - gradable antonymy
 - complementarity
 - converseness
 - incompatibility
 - 2.2.3 Hyponymy
 - hyperonymy and hyponym
 - co-hyponyms
 - 2.2.4 Homonymy
 - homophony and homography
 - lexical and grammatical homonymy
- 2.3 Componential Analysis
 - 2.3.1 Semantic fields
 - 2.3.2 Hierarchical structure in the vocabulary
 - 2.3.3 Semantic features

Unit III : Pragmatics

- 3.1 The scope of pragmatics
 - 3.1.1 The origin of the term pragmatics
 - 3.1.2 Defining pragmatics
 - 3.1.3 Current interest in pragmatics
- 3.2 Deixis
 - 3.2.1 Introduction
 - person deixis
 - place deixis
 - time deixis
 - discourse deixis
 - social deixis
- 3.3 Conversational implicature/implicature
 - 3.3.1 Introduction
 - 3.3.2 The co-operative principle
 - the maxim of quality
 - the maxim of quantity
 - the maxim of relevance

- the maxim of manner
- 3.3.3 The politeness principle
 - maxim of tact
 - maxim of generosity
 - maxim of approbation
 - maxim of modesty
- 3.4 Speech Acts
 - 3.4.1 Austin's speech act (theory)
 - locutionary act
 - illocutionary act
 - perlocutionary act
 - 3.4.2 Searle's speech acts
 - representatives
 - directives
 - commissives
 - expressives
 - declarations
 - 3.4.3 Ethnography of speaking
 - Setting : physical, psychological
 - Participants : addresser =speaker, addressee =hearer
 - Ends : goals, outcome
 - Acts : forms, contents
 - Key : tone
 - Instruments : Channels
 - Norms
 - Genre
 - 3.4.4 Conversational Analysis
 - Opening
 - Turns and turn-taking : self-selection, other-selection / nomination, signal
 - Adjacency pairs : first part pairs, second part pairs, chaining
 - Timing : overlap, pause
 - Move
 - Topic : introduction/nomination, continuation, change, conflict
 - Side-sequence: cohesion, coherence
 - Pre-closing, closing

Instructional Techniques

- Lecture
- Explanation and illustration
- Demonstration and dramatization
- Discussion and debate
- Individual and group work / project
- Self study and assignments

Assessment Technique

Written examination: 50

Marks Distribution and Time Allotment

	Marks	Periods
Unit I : Introduction	25	20
Unit II : Semantics		25
Unit III : Pragmatics	25	30

Prescribed Books, Semantics

- Leech, Geoffrey. 1974. *Semantics*. England : Penguin Books
Lehrer, Adrienne. 1974. *Semantic Field and Lexical Structure*. Amsterdam.
Lyons, J. 1995. *Linguistic Semantics*. Cambridge: CUP.
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Applied Linguistics

Course Title	: Applied Linguistics	Full marks	: 100
Course Number	: Eng. Ed. 552	Pass marks	: 40
Nature of the Course	: Theoretical	Periods per week	: 6
Course duration	: 150 hours	Time per period	: 1 hr.

Course Description

This is a comprehensive course on applied linguistics in the broad sense of the term. It deals with various areas of applied linguistics including interdisciplinary studies. However the course focuses on the applications of linguistics to second language teaching with special reference to teaching English in Nepal.

Course Objectives

On Completion of the course the students will be acquainted with

- what applied linguistics is and what its scope is.
- the basic concepts of psycholinguistics including language acquisition.
- the basic concepts of sociolinguistics including language variation function and use.
- the relationship of language with brain activities and with nervous and physiological systems.
- the nature and causes of various kinds of language disabilities along with the possible means of preventing and overcoming them.
- the basic concepts related to the linguistic aspects of communication engineering, statistical linguistics and machine translation.
- the relevance of linguistics to language teaching.
- the basic concepts assumptions limitations and procedures of contrastive analysis.
- the basic concepts stages and procedures of error analysis including determination of error gravity correction of error and remedial teaching.
- the basic concepts of syllabus and course designing.
- various types of language syllabuses and their characteristics.

In addition they will be able to carry out contrastive error and statistical analyses of languages and design language teaching syllabuses and courses of study.

Course Contents

Unit I	:	Introduction
Unit II	:	Language and Mind
Unit III	:	Language and Society
Unit IV	:	Language Pathology
Unit V	:	Communication Engineering
Unit VI	:	Linguistics and Language Teaching
Unit VII	:	Contrastive Analysis

- Unit VIII : Error Analysis
Unit IX : Syllabus and Course Designing

Course Contents in Detail

Unit I : Introduction

- 1.1 Linguistics and applied linguistics
- 1.2 Different views on applied linguistics
- 1.3 Scope and branches of applied linguistics

Unit II : Language and Mind

- 2.1 Language and thought
- 2.2 Linguistic development and mental development
- 2.3 The Sapir-Whorf hypothesis
- 2.4 Language universals
- 2.5 Longitudinal development of language in children
- 2.6 Explanation of language acquisition by children
- 2.7 Krashen's theory of second language acquisition

Unit III : Language and Society

- 3.1 Linguistics and sociolinguistics
- 3.2 Sociolinguistics and sociology of language
- 3.3 Varieties of linguistic codes
 - 3.3.1 Language and dialect
 - 3.3.2 Dialect and register
 - 3.3.3 Idiolect
- 3.4 Varieties of language
 - 3.4.1 Standard language
 - 3.4.2 Classical and vernacular languages
 - 3.4.3 Natural and artificial languages
 - 3.4.4 Lingua franca
 - 3.4.5 Pidgin and creole
- 3.5 Ethnography of communication
 - 3.5.1 Speech event and its components
 - speech situation and speech event
 - definition of speech event
 - types of speech event: monologue, dialogue, multiple participants
 - medium of speech event: spoken or written
 - components of speech event: participants and their role relationships, message, channel, code, setting, topic, key
 - 3.5.2 Speech acts
 - Definition of speech act
 - two types of meaning in a speech act
 - Austin's three facets of a speech act
 - Searle's five-fold classification of speech acts
- 3.6 Functions of language

- 3.6.1 Grammatical and communicative functions
- 3.6.2 Definition of the communicative function
- 3.6.3 Classifications of communicative functions: traditional, Malinowski, Bühler, Austin, Searle, Halliday, Jakobson, Corder, Wilkins and Smith and Schumann
- 3.6.4 Form-function correlation

Unit IV : Language Pathology

- 4.1 Terminology
 - 4.1.1 Related to the discipline
 - 4.1.2 Related to the practitioner
- 4.2 The communication chain
 - 4.2.1 Initiation, transmission, termination
 - 4.2.2 Initiation: encoding, neurological transmission, production
 - 4.2.3 Termination: reception, neurological transmission, decoding
- 4.3 The brain: encoding and decoding
 - 4.3.1 The structure of the brain
 - 4.3.2 The functions of the brain
 - the notion of laterality
 - the notion of localization
 - language dominance and handedness
 - brainedness and its implications
 - 4.3.3 Techniques of studying brain activities
 - the classical technique
 - the Broca's technique
 - the split brain studies
 - the EEG technique
 - other techniques
- 4.4 The nervous system: neurological transmission
 - 4.4.1 Neurones, nerves and neurological processes
 - 4.4.2 Central and peripheral nervous systems
 - 4.4.3 Somatic and automatic nervous systems
 - 4.4.4 Types of nerves
 - spinal and cranial nerves
 - sensory and motor nerves
- 4.5 The vocal apparatus: production
 - 4.5.1 The phonation process
 - 4.5.2 The oro-nasal process
 - 4.5.3 The articulatory process
- 4.6 The ear: reception
 - 4.6.1 The outer ear
 - 4.6.2 The middle ear
 - 4.6.3 The inner ear
- 4.7 General linguistic disabilities
 - 4.7.1 Binary distinctions
 - organic disorders vs. functional disorders
 - production disorders vs. reception disorders
 - neuro-physiological disorders vs. coding disorders

- neurological disorders vs. physiological disorders
- encoding disorders vs. decoding disorders
- speech disorders vs. language disorders
- phonic disorders vs. graphic disorders
- speaking disorders vs. listening disorders
- writing disorders vs. reading disorders
- phonetic disorders vs. graphitic disorders
- phonological disorders vs. graphological disorders
- language deviance vs. language delay
- 4.7.2 Multi-fold distinction related to different levels of language
 - phonetic disorders
 - phonological disorders
 - grammatical disorders
 - semantic disorders
 - pragmatic disorders
- 4.7.3 Developmental language disorders
- 4.8 Specific linguistic disabilities: nature, causes and preventive and curative measure of
 - 4.8.1 Deafness
 - 4.8.2 Autism
 - 4.8.3 Cerebral palsy
 - 4.8.4 Stuttering
 - 4.8.5 Aphasia / dysphasia
 - 4.8.6 Alexia / dyslexia
 - 4.8.7 Agraphia / dysgraphia
 - 4.8.8 Agnosia
 - 4.8.9 Apraxia / dyspraxia
 - 4.8.10 Anarthria / dysarthria
 - 4.8.11 Ataxia
 - 4.8.12 Aphonia / dysphonia
 - 4.8.13 Puberphonia / androphonia
 - 4.8.14 Hypernasality / hyponasality

Unit V : Communication Engineering

- 5.1 Language and communication system
- 5.2 Linguistic, communicative, pedagogical, statistical and mechanistic aspects of language
- 5.3 Communication theory
 - 5.3.1 Basic concepts
 - primary: information, noise and redundancy
 - secondary: alternation, clarity, code, duration, efficiency, frequency, occurrence, predictability, probability and signal
 - 5.3.2 Information
 - correlation between information and other facets of communication
 - technical definition of information
 - determination of information

- 5.3.3 Redundancy
 - general sense of redundancy
 - technical definition of redundancy
 - determination of redundancy
 - sources of redundancy
- 5.3.4 Noise
 - technical definition of noise
 - means of overcoming noise
- 5.4 Statistical linguistics
 - 5.4.1 Introduction
 - 5.4.2 Statistical laws of language
 - 5.4.3 Statistical analysis of language
 - result
 - inferences
 - applications
 - limitations
- 5.5 Machine translation
 - 5.5.1 Introduction
 - 5.5.2 Functional description of a computer
 - 5.5.3 Organizational/structural description of a machine translator
 - 5.5.4 Two schools of thought on machine translation
 - 5.5.5 Limitations of machine translation
- 5.6 Other applications of computers

Unit VI : Linguistics and Language Teaching

- 6.1 Relationship between linguistics and language teaching
- 6.2 Applications, implications and contributions of linguistics to language teaching
- 6.3 Removal of misconceptions about language and language learning teaching

Unit VII : Contrastive Analysis

- 7.1 First language and second language: terminological variations
- 7.2 Definition, scope and models of contrastive analysis
- 7.3 Functions of contrastive analysis: primary and secondary
- 7.4 Contrastive analysis and translation
- 7.5 Historical background of contrastive analysis
- 7.6 Assumptions of contrastive analysis
- 7.7 Criticisms labelled against contrastive analysis
- 7.8 In defence of contrastive analysis
 - 7.8.1 Counter criticisms
 - 7.8.2 Other values of contrastive analysis
- 7.9 Concepts in contrastive analysis
 - 7.9.1 transfer theory and LI-interference
 - 7.9.2 tabula rasa
 - 7.9.3 language acquisition device (LAD)
 - 7.9.4 tertium comparationis (TC)

- 7.9.5 similarity paradox
- 7.9.6 category mistake
- 7.9.7 avoidance and caution strategies
- 7.9.8 overindulgence and underrepresentation
- 7.9.9 convergence and divergence
- 7.9.10 students' perception of difficulty (SPD)
- 7.9.11 stockwell-Bowen scale of difficulty
- 7.9.12 interlingual distance (ID)
- 7.10 Practical exercises

Unit VIII : Error Analysis

- 8.1 Collection of data for error analysis
 - 8.1.1 Texts: spoken or written
 - 8.1.2 Approaches: subjective or objective
 - 8.1.3 Modes: free or guided
 - 8.1.4 Tools: interview, discussion, speech, composition and questionnaire
- 8.2 Identification of errors
 - 8.2.1 Mistakes
 - 8.2.2 Performance mistakes and errors
 - 8.2.3 Minor and major mistakes
 - 8.2.4 Lapses and uncontrollable mistakes
- 8.3 Description and classification of errors
 - 8.3.1 Group and individual errors
 - 8.3.2 Productive and receptive errors
 - 8.3.3 Overt and covert errors
 - 8.3.4 Local and global errors
 - 8.3.5 Interlingual and intralingual errors
 - 8.3.6 Phonological / graphological, grammatical (morphological and syntactic). Lexical/semantic, pragmatic / sociolinguistic / stylistic errors.
 - 8.3.7 Corder's classification: pre-systematic, systematic and post systematic errors
- 8.4 Explanation of errors
 - 8.4.1 Errors due to LI-interference
 - 8.4.2 Errors due to analogical creation
 - 8.4.3 Errors due to overgeneralization
 - 8.4.4 Errors due to hypercorrection
 - 8.4.5 Errors due to erroneous inputs
 - 8.4.6 Errors due to inherent difficulty
- 8.5 Evaluation of errors: error gravity
 - 8.5.1 Judgments on error gravity
 - 8.5.2 Determination of error gravity
 - subjective and objective approaches
 - rating and ranking techniques
 - 8.5.3 Criteria for determination of error gravity
 - linguistic criterion
 - communicative criterion

- attitudinal criterion
- pedagogical criterion
- 8.6 Correction and remediation of errors
 - 8.6.1 Whether to correct or not
 - 8.6.2 Who, what, when and how to correct
 - 8.6.3 Remedial teaching
- 8.7 Contrastive analysis and error analysis
- 8.8 Practical exercises

Unit IX : Syllabus and Course Designing

- 9.1 Curriculum, syllabus and course of study
- 9.2 Factors to be considered in syllabus designing
 - 9.2.1 Learners' and teacher's perspectives
 - 9.2.2 Stages of language education planning, preparation, implementation and evaluation
 - 9.2.3 Aspects of language teaching who, why, what, when and why to teach
 - 9.2.4 Theories and principles of language and language learning
 - 9.2.5 Syllabus designing and methodology
 - 9.2.6 Approaches to syllabus designing
 - rational and interactive
 - analytic and synthetic
- 9.3 Processes of syllabus designing
 - 9.3.1 Needs, purposes, goals, objectives and outcomes
 - 9.3.2 Needs analysis
 - 9.3.3 From needs to goals
 - 9.3.4 Functions, forms and types of objectives
 - 9.3.5 Objectives and outcomes
- 9.4 Two main aspects of syllabus designing
 - 9.4.1 Selection and specification of categories and items
 - systems
 - structures
 - other grammatical items
 - vocabulary items
 - communicative functions
 - sociolinguistic and pragmatic features
 - tasks, activities and other performance skills
 - 9.4.2 Organization of selected categories and items
 - grouping
 - segmenting
 - grading
 - arranging
 - distributing
 - sequencing
 - spacing
- 9.5 Classification of syllabuses
 - 9.5.1 Category-based types
 - structural syllabus

- situational syllabus
- thematic syllabus
- notional syllabus
- functional syllabus
- functional-notional syllabus
- communicative syllabus
- 9.5.2 Process-based types
 - procedural syllabus
 - task-based syllabus
- 9.5.3 Arrangement-based types
 - linear and spiral syllabus
 - cyclical and parallel syllabuses
- 9.6 Format of a course of study
 - 9.6.1 Course title
 - 9.6.2 Preliminaries
 - 9.6.3 Course description
 - 9.6.4 Course objectives
 - general objective
 - specific objectives
 - 9.6.5 Course contents
 - 9.6.6 Course contents in detail
 - 9.6.7 Instructional techniques
 - 9.6.8 Mode of assessment
 - 9.6.9 Evaluation scheme
 - 9.6.10 Prescribed books
 - 9.6.11 References
- 9.7 Practical exercises

Instructional Techniques

- Lecture and learners' participation
- Explanation and illustration
- Demonstration and dramatization
- Discussion and debate
- Individual and group work project
- Self study and assignments

Assessment Technique and Mark Distribution and Time Allotment

Written examination: 100 marks

	Marks	Periods
Unit I - VI :	40	60
Unit VII - IX :	60	90

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Note * = basic references

English Language Teaching Methods and Practices

Course Number	: Eng. Ed. 590	Full marks	: 100
Nature of the Course	: Theoretical	Pass marks	: 40
The year to be offered:	Second	Periods per week:	6

Course Description

This is an advanced course on English language teaching methods and practices. It consists of seven units. The first unit deals with the theoretical concepts used in ELT. The second unit provides an insight into different approaches, methods and techniques practiced in ELT. Units three, four, and five concentrate on teaching language aspects, language skills and literature respectively. The last two units focus on language teaching aids and materials and pre- and post-teaching activities respectively.

Course Objectives

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

- develop an understanding and insight into the theories /approaches /techniques of ELT.
- critically assess the practicality of the theories/approaches/techniques of ELT.
- effectively teach various aspects and skills of the English language.
- design and produce teaching materials.
- plan the delivery mechanism of the course in general and lessons in particular.

Course Contents

Unit I	:	Theoretical Concepts in ELT
Unit II	:	Language Teaching Approaches, Methods and Techniques
Unit III	:	Teaching Language Aspects
Unit IV	:	Teaching Language Skills
Unit V	:	Teaching of Literature
Unit VI	:	Language Teaching Aids and Materials
Unit VII	:	Pre- and Post- teaching Activities

Course Contents in Detail

Unit I: Theoretical Concepts in ELT

- 1.1 Different schools of thoughts
 - Philosophical: empiricism vs. rationalism
 - Psychological: behaviourism vs mentalism
 - Linguistic: structuralism vs. generativism
- 1.2 Language aspects and skills
 - 1.2.1 Language aspects

- Pronunciation and spelling
- Vocabulary
- Grammar
- Communicative functions
- 1.2.2 Language skills
 - Receptive vs productive
 - Microskills- listening, speaking, reading and writing
- 1.3 Aspects of language teaching
 - Who to teach ?
 - Why to teach ?
 - What to teach ?
 - When to teach ?, and
 - How to teach ?
- 1.4 Language acquisition and language learning
- 1.5 L1 acquisition and L2 learning
- 1.6 Stages of language acquisition/learning

Unit II Language Teaching Approaches, Methods and Techniques

- 2.1 Approaches
 - 2.1.1 Behaviouristic approach
 - 2.1.2 Nativist approach
 - 2.1.3 Functional approach
 - 2.1.4 Communicative approach
 - 2.1.5 Developmental approach
 - 2.1.6 Natural approach
- 2.2 Methods

A survey of methods in terms of their:

 - historical background
 - theoretical bases
 - principal features
 - classroom procedures
 - strengths and weaknesses
 - 2.2.1 The Grammar Translation Method
 - 2.2.2 The Direct Method
 - 2.2.3 The Audio-lingual Method
 - 2.2.4 The Communicative Method
- 2.3 Techniques
 - 2.3.1 Teacher-centered technique
 - Lecture
 - Explanation and illustration
 - Demonstration
 - 2.3.2 Learner-centered technique
 - Individual, pair, and group work
 - project work
 - Strip story
 - Drama/Role-play
 - Discovery technique

Unit III: Teaching Language Aspects

3.1 Teaching of Vocabulary

3.1.1 Classification of word: content word vs function word

3.1.2 Active vocabulary vs passive vocabulary.

3.1.3 Aspects of learning a word

- word form
- word grammar
- word meaning
- word use

3.1.4 Techniques of teaching vocabulary

- pronunciation
- spelling
- drill
- dictation
- vocabulary building games, exercises and activities
- materials for teaching vocabulary

3.2 Teaching of Grammar

3.2.1 Objectives of teaching grammar

- learning
- acquisition

3.2.2 Methods/techniques of teaching grammar

- deductive method: explanation, illustration, demonstration, rote learning, etc.
- inductive method: discovery learning, problem solving, task-performing, etc.

3.2.3 Teaching morphology

3.2.4 Teaching syntax

3.2.5 Games, exercises and activities for teaching grammar

3.2.6 Materials for teaching grammar

3.3 Teaching of language functions

3.3.1 Language function and its exponents

3.3.2 Place of grammar, context and roles in language function

3.3.3 Classification of language functions

3.3.4 Correlation between language form and language function

3.3.5 Teaching functions

- pre-communicative activity (presentation)
- controlled practice activity
- free practice activity
- Activities in real life situation

3.3.6 Communicative games, exercises, and activities for teaching language functions

3.3.7 Materials for teaching language functions

Unit IV: Teaching Language Skills

4.1 Teaching of Listening

4.1.1 Components of listening skills

- recognition and discrimination of sounds

- recognition and discrimination of stress and intonation
- sound and symbol correlation
- comprehension
- 4.1.2 Technique of teaching listening
 - pre-listening
 - while listening
 - post listening
- 4.1.3 Materials for teaching listening
- 4.1.4 Games, exercises and activities for teaching listening
- 4.2 Teaching of Speaking
 - 4.2.1 Components of speaking skills
 - articulation and production of sounds and sound sequences
 - production of stress and intonation patterns
 - connected speech
 - communicative skills
 - aphatic communion
 - 4.2.2 Activities for teaching speaking
 - drills
 - pair work
 - group work
 - role-plays/dramatization
 - simulation
 - recitations
 - discussions/debates
 - speeches/prepared talks
 - 4.2.3 Materials for teaching speaking
 - 4.2.4 Games, exercises and activities for teaching speaking
- 4.3 Teaching of Reading
 - 4.3.1 Reading as a receptive skill
 - 4.3.2 Reading as a productive skill
 - 4.3.3 Skills in teaching reading
 - 4.3.4 Approaches to reading
 - thematic approach
 - sign-post approach
 - language experience approach
 - 4.3.5 Types of reading
 - silent reading
 - reading aloud
 - faster/rapid reading
 - intensive reading
 - extensive reading
 - skimming
 - scanning
 - 4.3.6 Materials for teaching reading
 - 4.3.7 Games, exercises and activities for teaching reading
- 4.4 Teaching of Writing
 - 4.4.1 Components of writing

- mechanics (graphological system)
- coherence
- cohesion
- orthographic and paraorthographic texts
- 4.4.2 Classification of composition
 - descriptive, narrative, imaginative, etc.
- 4.4.3 Activities for teaching writing
 - a. Controlled writing
 - combining
 - reproducing
 - completing
 - b. Guided writing
 - paraphrasing
 - parallel writing
 - developing skeleton into a fuller text
 - c. Writing paraorthographic texts
 - d. Free composition
- 4.4.4 Stages of teaching writing
 - a. Planning
 - brain-storming
 - consulting resources for data/information
 - making notes
 - organising of notes
 - b. Making an outline
 - c. Preparing the first draft
 - d. Revising, editing producing the final draft
 - e. Games, exercises and activities for teaching writing
 - f. Materials for teaching writing

Unit V: Teaching of Literature

- 5.1 Techniques for teaching poems
- 5.2 Techniques for teaching short stories
- 5.3 Techniques for teaching novels
- 5.4 Techniques for teaching essays
- 5.5 Techniques for teaching dramas
- 5.6 Games, exercises and activities for teaching literature
- 5.7 Materials for teaching literature

Unit VI: Language Teaching Aids and Materials

- 6.1 Definition and importance
- 6.2 Types: visual, audio-visual, and audio
- 6.3 Visual Aids
 - 6.3.1 Realia/locally available materials
 - 6.3.2 Picture cards, word cards
 - 6.3.3 Pictures, photographs
 - 6.3.4 Posters, maps, charts, diagrams. Drawings
 - 6.3.5 Magazine cut-outs

- 6.3.6 Penmen
- 6.3.7 Models/puppets
- 6.3.8 Projections of visuals
 - OHP
 - Projected materials
- 6.4 Audio-visual materials
 - 6.4.1 TV/video
 - 6.4.2 Language laboratory
 - 6.4.3 Multi-media computer
- 6.5 Audio materials
 - 6.5.1 Radio and radio broadcast
 - 6.5.2 Taped materials/tape-recorder
- 6.6 Computer assisted language teaching
 - 6.6.1 Introduction to computer
 - 6.6.2 Using the computer for language teaching
 - drills
 - games
 - programmed instruction
 - simulation
 - 6.6.3 Using the computer for language testing
 - 6.6.4 Using other computer facilities
 - e-mails, internet, elt organizations, eltecs, etc
- 6.7 Display devices
 - chalk board, white board, flannel board, cork board and pocket chart
- 6.8 Other support materials
 - 6.8.1 Games and rhymes
 - 6.8.2 Puzzles and riddles
 - 6.8.3 Supplementary materials
- 6.9 Collection and construction of aids
 - 6.9.1 Collection of locally available materials
 - 6.9.2 Expenses for materials
 - 6.9.3 Support
 - 6.9.4 Motivation

Unit VII: Pre-and Post- teaching Activities

- 7.1 Course and lesson planning
 - 7.1.1 Preparation of a working calendar
 - 7.1.2 Term and unit plan
 - 7.1.3 Lesson plan
 - value of lesson planning
 - formats
 - parts of a plan
 - construction of a lesson plan
- 7.2 Peer teaching
 - 7.2.1 Concepts and objectives
 - 7.2.2 Assignment of a topic for peer teaching and briefing
 - 7.2.3 Teaching
 - 7.2.4 Reviewing and assessment

(Each student should teach at least one lesson)

Instructional Techniques

- Lecture/ Discussion
- Explanation
- Demonstration
- Project Work
- Micro-teaching

Evaluation Scheme and Time Allotment:

This course is for one academic year and it carries 100 marks. The distribution of marks and periods is as follows:

Unit	Marks	Periods
1	10	12
2	20	30
3	15	25
4	20	35
5	10	15
6	15	20
7	10	10
Total	100	150

Assessment Technique:

Written Examination 100%

Books Prescribed

- Allen, E.D. & R.M Vallette. 1977. *Classroom Techniques: Foreign Language and English as a Second Language*. New York : Harcourt, Brace, Jovanovich.
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- Living Stone, C. 1986. *Role Play in Language Learning*. London : Longman.
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- Shemesh, R. and S. Waller 2000. *Teaching English Spelling : A Practical Guide*. Cambridge : CUP.
- Stern, H.H. 1983. *Fundamental Concepts of Language Teaching*. Oxford : OUP.
- Tillet, B. and M.N. Bruder. 2000. *Speaking Naturally*. Cambridge : CUP.
- Tomlison, B. 1998. *Materials Development in Language Teaching*. Cambridge : CUP
- Underwood, M. 1989. *Teaching Listening*. London : Longman.
- Ur, P. 1996. *A Course in Language Teaching Practice and Theory*. Cambridge : CUP.
- Ur, P. 1984. *Teaching Listening Comprehension*. Cambridge : CUP.
- Wallace, M.J. 1999. *Training Foreign Language Teachers*. Cambridge : CUP
- Wallace, M.J. 1989. *Teaching Vocabulary*. ELBS.
- Watsyn Jones 1995. *Grammar Games and Activities for Teachers*. London : Penguin Books
- Wessels, C. 1987. *Drama*. London : ELBS.
- Wharton, S.K. & P. Race 1999. *5000 Tips for TESOL*. London : Kogan Page.
- Wright, A. 1999. *Pictures for Language Learning*. Cambridge : CUP.
- Wright, A. 1986. *Visual Materials for the Language Teacher*. London : Longman.

English Literature and its Pedagogy

Course Number	: Eng. Ed. 517	Full marks	: 50
Nature of the course	: Theoretical	Pass marks	: 20
The year to be offered	: Second	Periods Per week	: 3

Course Description

This course offers some techniques for integrating literary texts with language teaching. The course is divided into five units. Each unit provides some techniques of using literature in the language classroom then some sample texts are presented for their application. The teacher will apply the suggested techniques while teaching the texts. The last unit presents some current trends in criticism.

Course Objectives

On completion of this course the students will be

- acquainted with the purpose of teaching literature in a language class.
- acquainted with the approaches to using literature with the language learners

In addition, they will be able

- to design materials and plan lessons for teaching different forms (poem, drama, essay, short story, novel) of literature.
- to write test for assessing the learning understanding of literature.

Course Contents

Unit I	:	Teaching of Poetry
Unit II	:	Teaching of Drama
Unit III	:	Teaching of Short Story
Unit IV	:	Teaching Novel
Unit V	:	Modern Trends in Criticism

Course Contents in Detail

Unit I : Teaching Poetry

- 1.1 Different forms of poetry
 - 1.1.1 Sonnet
 - 1.1.2 Elegy
 - 1.1.3 Ode
 - 1.1.4 Ballad
 - 1.1.5 Epic
 - 1.1.6 Lyric
 - 1.1.7 Pastoral
 - 1.1.8 Narrative
 - 1.1.9 Romance

- 1.1.10 Close form vs open form
- 1.1.11 Song
- 1.1.12 Word order in a fixed/open poem
- 1.2 Poetry in a language classroom
 - 1.2.1 Poetry with the language learners
 - 1.2.2 Teaching unusual language features
 - 1.2.3 Poetry in the lower level
 - 1.2.4 Poetry in the higher level
- 1.3 Designing materials for teaching poetry
- 1.4 Planning lessons for teaching poetry
- 1.5 Sample texts (poems)
 - e. William Shakespeare – “Sonnet No. 55 : Not marble, Nor Gilded Monument”
 - f. William Wordsworth – “Lines Composed a Few Miles above Tintern Abbey”
 - g. P.B. Shelley – “Ode to the West Wind”
 - h. A.L. Tennyson – “Break, Break, Break”
 - i. Gerard Manley Hopkins – “Pied Beauty”
 - j. W.B. Yeats – “The Wild Swan at Coole”
 - k. Rupert Brooke – “The Soldier”
 - l. Siegfried Sassoon – “Everyone Sang”
 - m. A.E. Houseman – “An Athlete Dying Young”
 - n. John Updike – “Report of Health”
 - o. Robert Frost – “The Road Not Taken”
 - p. Alun Lewis – “Good Bye”

Unit II : Teaching Drama

- 2.1 Elements of Drama
 - 2.1.1 Plot
 - 2.1.2 Character
 - 2.1.3 Dialogue
 - 2.1.4 Setting
 - 2.1.5 Conflict
 - 2.1.6 Theme
- 2.2 Types of drama
 - 2.2.1 Tragedy
 - 2.2.2 Comedy
 - 2.2.3 Farce
- 2.3 Dramatic conventions
 - 2.3.1 Dialogue
 - 2.3.2 Monologue
 - 2.3.3 Soliloque
 - 2.3.4 Asides
- 2.4 Unities of drama
 - 2.4.1 Unity of time
 - 2.4.2 Unity of place
 - 2.4.3 Unity of action

- 2.5 Five-fold structure of drama
 - 2.5.1 Initial incidence
 - 2.5.2 Rising action
 - 2.5.3 Climax
 - 2.5.4 Falling action
 - 2.5.5 Catastrophe
- 2.6 Popular forms of drama
 - 2.6.1 Five-act plays
 - 2.6.2 One-act plays
 - 2.6.3 Other forms
- 2.7 Drama in a language classroom
 - 2.7.1 Drama as language of conversation
 - 2.7.2 Use of extracts for oral performance
 - 2.7.3 Role playing
 - 2.7.4 Dialects and idiolects
 - 2.7.5 Designing materials for teaching drama
 - 2.7.6 Planning lesson for teaching the language of drama.
- 2.8 Sample texts
 - g. Maria Irene Fomes – *A Vietnamese Wedding*
 - h. Arthur Miller – *Death of a Salesman*

Unit III : Teaching Short Story

- 3.1 Elements of short story
 - 3.1.1 Plot
 - 3.1.2 Character
 - 3.1.3 Setting
 - 3.1.4 Style
 - 3.1.5 Theme
- 3.2 Short story in the language classroom
 - 3.2.1 Designing materials for teaching short story
 - 3.2.2 Planning lessons for teaching short story
 - 3.2.3 Activities for teaching short story
 - pre – reading activities
 - while reading activities
 - post reading activities
 - 3.2.4 Writing test for short stories
- 3.3 Sample texts
 - a. Olive Shreiner – “The Buddhist Priset’s Wife”
 - b. Catherine Mansfield – “The Daughters of the Late Colonel”
 - c. Hans Christen Anderson – “The Little Mermaid”
 - d. Edgar Allan Poe – “The Mystery of Marie Roget”
 - e. Doris Lessing – “To Room Nineteen”
 - f. Vladimir Nabakov – “The Vane Sisters”
 - g. Fran Kafka – “A Hunger Artist”
 - h. Susan Hill – “How Soon can I Leave ?”

Unit IV : Teaching Novel

- 4.1 Elements of novel
 - 4.1.1 Plot
 - 4.1.2 Character
 - 4.1.3 Setting
 - 4.1.4 Style
 - 4.1.5 Theme
- 4.2 Novel in the language class room
 - 4.2.1 Briefing the story
 - 4.2.2 Pointing at the cultural gaps
 - 4.2.3 Retelling the narrative from different angles
 - 4.2.4 Designing materials for teaching novel
 - 4.2.5 Planning lesson for teaching novel
- 4.3 Sample texts
 - a. Frances Hodgson Burnett – *The Secret Garden*
 - b. John Steinbeck – *The Grapes of Wrath*

Unit V : Teaching Essay

- 5.1 Elements of essay
- 5.2 Essay in the language classroom
- 5.3 Designing material for teaching essay
- 5.4 Planning lesson for teaching essay
- 5.5 Sample texts
 - a. Jonathan Swift – “A Modest Proposal”
 - b. William Hazlitt – “On Familiar Style”
 - c. G.K. Chesterton – “A Defense of Nonsense”
 - d. George Orwell – “Politics and the English Language”
 - e. James Baldwin – “Autobiographical Notes”
 - f. Margaret Mead – “A Day in Samoa”

Unit VI : Modern Trends in Criticism

- 6.1 New criticism
- 6.2 Structuralism
- 6.3 Reader – response theory
- 6.4 Psycho-analytic criticism
- 6.5 Deconstructionism
- 6.6 Feminist criticism
- 6.7 Post modernism

Instructional Techniques

- Lecture and discussion
- Demonstration
- Explanation and illustration
- Project work
- Group and individual work
- Self study

Assessment Technique

Written examination : 50 marks

Distribution of marks and Time Allotment

Unit	Marks	Period
Units I, II, and VI	25	45
Units III, IV and V	25	30

References

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- Brumfit, C.J. and Carter. R.A. (eds). 1986. *Literature and Language Teaching*. London : OUP.
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Advanced Reading and Writing

Course Number	: Eng. Ed, 572	Full marks	: 50
Nature of the course	: Theoretical	Pass marks	: 20
The year to be offered	: Second	Periods Per week	: 3
		No. of periods	: 75

Course Description

This is a course in advanced reading and writing. It deals with various strategies used in developing reading and writing skills needed for academic purposes. The course has two units: the first unit deals with reading and the second unit deals with writing.

Course Objectives

On completion of the course the students will be:

- acquainted with different types of reading and writing.
- acquainted with different processes of reading and writing.

In addition, they will be able

- develop skills and strategies needed for deficient reading.
- produce different types of texts in written form.
- apply writing process for academic purposes.

Course Contents

Unit I	:	Advanced Reading
Unit II	:	Advanced Writing

Course Contents in Detail

Unit I : Advanced Reading

- 1.1 Types of reading
 - 1.1.1 Reading aloud
 - 1.1.2 Skimming
 - 1.1.3 Scanning
 - 1.1.4 Intensive reading
 - 1.1.5 Extensive reading
 - 1.1.6 Silent reading
- 1.2 Skills and strategies involved in academic reading
 - 1.2.1 Different models of reading process
 - bottom-up model
 - top-down model
 - integrative model
 - 1.2.2 Efficient reading
 - choosing the right model
 - using the text efficiently
 - making use of the resources in the texts

- improving reading speed
 - 1.2.3 Vocabulary in reading
 - vocabulary problem
 - structural clues
 - using a dictionary
- 1.3 Developing different skills and strategies used in academic reading
 - 1.3.1 Reading dynamics
 - sensitising
 - reading speed
 - reading comprehension and recall
 - skimming and scanning
 - 1.3.2 Conveying the aim
 - aims and functions of the text
 - organization of the text
 - thematization of the text
 - 1.3.3 Understanding meaning
 - non-linguistic response to the text
 - linguistic response to the text
 - 1.3.4 Assessing the text
 - facts versus opinion
 - writer's intension

Unit II : Advanced Writing

- 2.1 Types of writing
 - 2.1.1 Factual writing
 - 2.1.2 Creative writing
 - narrative writing
 - descriptive writing
 - discursive or argumentative writing
 - dramatic or conversational writing
 - impressionistic writing
- 2.2 Process of writing
 - 2.2.1 Preparing a draft
 - 2.2.2 Focusing on the main idea
 - 2.2.3 Developing and shaping ideas
 - 2.2.4 Beginning and ending a draft
 - 2.2.5 Revising the draft
 - 2.2.6 Polishing the revised draft
- 2.3 Applying writing processes for academic purposes
 - 2.3.1 Using published sources
 - summarizing
 - paraphrasing
 - quoting sources
 - documenting sources
 - 2.3.2 Academic writing tasks
 - analysing issues
 - arguing
 - responding to arguments

- 2.3.3 Text analysis
- classification of texts
 - genre
 - style
 - Organization of texts
 - theme
 - content
 - language
 - unity
 - cohesion and coherence
 - format and other editorial aspects

Instructional Techniques

- Lecture and discussion
- Explanation and illustration
- Group and individual work
- Project work
- Self study

Assessment Technique

Written examination : 50 marks

Distribution of marks and Time Allotment

Unit	Marks	Period
Unit I	25	30
Unit II	25	45

Reference

- Aagrad, F. J. 1983. *How to Read Faster and Better*. New York: Simon and Schuster.
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- Wallace, C. 1996. *Reading*. Oxford : Oxford University Press.
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* = Primary references

Translation : Theory and Practice

Course Number	: Eng. Ed. 575/	Full marks	: 50
Nature of the course	: Theoretical	Pass marks	: 20
		Periods Per week	: 3

Course Description

This course combines theory and practice of translation together. This is divided into four units. The first three provide an introductory background to the theoretical foundation of translation studies: some common problems, trends, techniques and procedures of translation. The last unit focuses practical activities of translating which requires the students to render various sample texts of technical, scientific and academic writings from one language into another (here between English-Nepali language pair).

Course Objectives

On completion of this course the students will:

- be able to define and classify translation types from different angles.
- get an insight into the theories of translation.
- be acquainted with the concept of translation of equivalence.
- be acquainted with the procedures, techniques of translation.

In addition to this, they will be able to

- carry out translation from English to Nepali and vice versa.

Course Contents

Unit I	:	General Background
Unit II	:	Classification of Translation
Unit III	:	Translation Equivalence
Unit IV	:	Translating Different Kinds of Texts
Unit V	:	Practical Works

Course Contents in Detail

Unit I : General Background

- 1.1 Definition of translation
- 1.2 Scope of Translation Studies
- 1.3 Current trends in translation

Unit II : Classification of Translation

- 2.1 Translation and transliteration
- 2.2 Literary, scientific, technical and academic
- 2.3 Interlingual, intralingual, intersemiotic, intrasemeiotic
- 2.4 Human, machine
- 2.5 Translating, interpreting
 - 2.5.1 Spontaneous translation

- consecutive
- instant

- 2.6 Literal, free
- 2.7 Content oriented vs form oriented
- 2.8 Subjectivity vs objectivity
- 2.9 Translatability vs untranslatability

Unit III : Translation Equivalence

- 3.1 Scope of translation studies
- 3.2 The concept of translation equivalence
 - 3.2.1 Communicative
 - 3.2.2 Semantic equivalence
 - 3.2.3 Formal
 - 3.2.4 Dynamic equivalence
- 3.3 Gaps in translation
 - 3.3.1 Linguistic
 - 3.3.2 Cultural
 - 3.3.3 Extralinguistic
- 3.4 Compensating gaps in translation
- 3.5 Loss and gain in translation

Unit IV : Translating Different Kinds of Texts

- 4.1 Translating proper nouns
- 4.2 Translating idioms and proverbs
- 4.3 Translating metaphors
- 4.4 The unit of translation
 - 4.4.1 Word
 - 4.4.2 Sentence
 - 4.4.3 Sense
- 4.5 Translating literally and freely
- 4.6 Translating Paraorthographic texts
- 4.7 Translating technical writings
- 4.8 Translating literary writings
- 4.9 Use of dictionary
 - 4.9.1 Bilingual dictionaries
 - 4.9.2 Glossary of technical terms
 - 4.9.3 Thesaurus
- 4.10 Multiple translation
- 4.11 Meaning in translation
- 4.12 Translation evaluation
 - 4.12.1 Multiple translation
- 4.13 Loss and gain in translation

Unit V : Practical Works

This unit requires students to involve themselves in practical work of translating and interpreting. Every week they will have to do some practical work. For example translating a medical text into Nepali, analyzing the

problems of technical terms involved in the same, suggesting solutions, practicing interpreting etc.

Instructional Techniques

- Lecture and discussion
- Explanation and illustration
- Project work
- Group work
- Group and individual work
- Classroom research
- Observation trip

Evaluation Scheme and Time Allotment

This is an elective course, designed for one academic marks and time as follows:

Unit	Marks	Period
Unit I	10	15
Unit II	10	15
Unit III	10	15
Unit IV	10	15
Unit V	10	15

Assessment Technique

Written examination 100%

Prescribed Books

- Bhattacharai, Govanda Raj. 2000. *An Introduction to Translation Studies*. Kathamndu : Ratna Pustak Bhandar.
- Gentzler, Edwin. 1993. *Contemporary Translation Theories*. New York : Routledge.
- Newmark, Peter. 1988. *A Textbook of Translation*. New York : Prentice Hall.
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- Wilsse, Wilfram. 1982. *The Science of Translating : Problems and Methods*. Tübingen : Gunter Narr Verlag.

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- Belitt, Ben. 1978. *Adam's Dream : A Preface to Translation*. New York : Grave Press Inc.
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Murkerjee, Sujit. 1997. *Translation as Discovery*. India: Orient Longman.

Second Language Acquisition

Course Number	: Eng. Ed. 575	Full marks	: 50
Nature of the course	: Theoretical	Pass marks	: 20
To be offered in the year	: Second	Periods Per week	: 3

Course Description

This course provides an introduction to second language acquisition (SLA). It examines the current theories of SLA and their relationship to related disciplines. It also provides insight into the SLA curricula designing and research studies.

Course Objectives

On completion of this course the students will be:

- acquainted with the major theories of SLA.
- able to analyse factors affecting SLA.
- able to discuss the relationship of SLA to other disciplines.
- familiar with inter-language development.
- able to design SLA curricula
- acquainted with SLA researches

Course contents

Unit I	:	Introduction
Unit II	:	Theories and Models of SLA
Unit III	:	SLA from Different Perspectives
Unit IV	:	SLA Curriculum Design
Unit V	:	Overview of SLA Research

Course Contents in Detail

Unit I : Introduction

- 1.1 Basic concepts
- 1.2 First, second and other languages
- 1.3 Theoretical perspectives
- 1.4 Factors affecting SLA
 - 1.4.1 Social and affective factors
 - 1.4.2 Neurological factors
 - 1.4.3 Communicative competence factors

Unit II : Models of SLA/ Theories of SLA

- 2.1 The Acculturation Model
- 2.2 The Nativisation Model
- 2.3 Accommodation Theory
- 2.4 Discourse Theory

- 2.5 Krashen's Hypotheses
- 2.6 Ellis's view on SLA

Unit III : SLA from Different Perspectives

- 3.1 SLA and Inter-language development
 - 3.1.1 Variability in inter-language
 - 3.1.2 Inter-language and the natural route of Development
 - 3.1.3 Language transfer and language universals
- 3.2 SLA and development of different systems
 - 3.2.1 Phonological
 - 3.2.2 Lexical
 - 3.2.3 Grammatical
 - 3.2.4 Discourse
- 3.3 SLA and acquisition order
 - 3.3.1 Child studies
 - 3.3.2 Adult studies
 - 3.3.3 Learner studies
 - 3.3.4 Natural sequence in child and adult SLA
- 3.4 The Role of formal instruction in SLA
- 3.5 SLA and other related disciplines
 - 3.5.1 Socio-linguistics and SLA
 - 3.5.2 Discourse analysis and SLA

Unit IV : SLA Curriculum Design

- 4.1 Curriculum in SLA
 - 4.1.1 Need analysis
 - 4.1.2 Curriculum design
 - 4.1.3 Classroom implementation
 - 4.1.4 Evaluation

Unit V : Research in SLA

- 5.1 Overview of SLA research
- 5.2 Classroom research

Instructional Techniques

- Lecture and discussion
- Explanation and illustration
- Project work
- Group and individual work
- Classroom research

Distribution of Marks and Time Allotment

This course is for one academic year and it carries 50 marks. The distribution of marks and time as follows:

Unit	Marks	Periods
Unit I	5	8
Unit II	10	15
Unit III	15	22
Unit IV	10	15
Unit V	10	15

Assessment Technique

Written examination 100%

Prescribed Books

- Allright, D. And K.M. Bailey. 1991. *Focus on the Language Classroom : An Introduction to Classroom Research for Language Teachers*. Cambridge : CUP.
- Brown, H.D.H. 1993. *Principle of Language Learning and Teaching*. New Jersey : Prentice-Hall.
- Brown, J.D. 1999. *Understanding Research in Second Language Learning*. Cambridge : CUP.
- Cook, V. 1993. *Linguistics and Second Language Acquisition*. London : McMillan.
- Dulay, H. K. Burt & S. Krashen. 1982. *Language Two*. Oxford : OUP.
- Ellis, R. 1986. *Understanding Second Language Acquisition*. Oxford : OUP.
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- Johnson, D. M. 1992. *Approaches to Research in Second Language Learning*. London : Longman.
- Johnson, R.K. 1990. *The Second Language Curriculum*. Cambridge : CUP.
- Larsen-Freeman, D. (ed). 1980. *Discourse Analysis in Second Language Acquisition*. Cambridge : Newbury House.
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- Selinker, L. & S. Gass. 1984. *Workbook in Second Language Acquisition*. Rowley : Newbury House.
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- O'Malley, J.M. & A.V. Chamot. 1990. *Learning Strategies in SLA*. Cambridge : CUP.

Discourse Analysis

Course Number	: Eng. Ed. 574	Full marks	: 50
Nature of the course	: Theoretical	Pass marks	: 20
Course Duration	: 75 hours	Periods Per week	: 3
		Time Per Period	: 1 hour

Course Description

This is an introductory course on discourse analysis in the broad sense of the term. The course is divided into three units. The first unit introduces students to basic concepts and types of discourse and then examines the relationship between discourse analysis and some other types of linguistic analysis. The second unit deals with a wide range of the core areas of discourse analysis from analytical, descriptive, productive and interpretive perspectives. The last unit is applied and practical in nature as it studies a particular model of a particular type of discourse, namely classroom discourse, followed by practical analysis of sample discourse texts.

Course Objectives

On completion of the course the students will be acquainted with:

- the notion of discourse in its broad sense.
- the basic views, types and concepts of discourse.
- the approaches to discourse analysis and discourse processing.
- the relationship between discourse analysis and other types of linguistic analysis.
- genre, proposition and conversation analysis.
- the factors and processes involved and strategies adopted in the formation and interpretation of discourses.
- the Sinclair-Coulthard model of discourse analysis.
- the relevance of discourse analysis to language learning and teaching.

In addition they will be able to

- say what stretches of language make a discourse and what stretches do not.
- carry out genre, proposition and conversation analysis.
- analyze classroom discourses in accordance with the Sinclair-Coulthard model.

Course contents

Unit I	:	Introduction to Discourse Analysis
Unit II	:	Analysis and Interpretation of Discourse
Unit III	:	The Sinclair-Coulthard Model of Classroom Discourse Analysis

Course Contents in Detail

Unit I : Introduction to Discourse Analysis

- 1.1 What is discourse ?
- 1.2 Two views of discourse
 - 1.2.1 Discourse as product
 - 1.2.2 Discourse as process
- 1.3 Types of discourse
 - 1.3.1 General types
 - spoken and written discourse
 - formal and informal discourse
 - reciprocal and non-reciprocal discourse
 - transactional and interactional discourse
 - 1.3.2 Specific types
 - literature based: poem, drama, etc.
 - law based: will, warrant, etc.
 - religion based: sermon, prayer, etc.
 - medicine based: consultation, prescription, etc.
 - journalism based: editorial, article, etc.
 - business based: cheque, memo, etc.
 - travel based: ticket, reservation, etc.
 - communication based: letter, telegram, etc.
 - socialization based: joke, introduction, etc.
 - etc.
- 1.4 Two approaches to discourse analysis
 - 1.4.1 Atomistic approach
 - 1.4.2 Holistic approach
- 1.5 Discourse analysis and other linguistic analysis
 - 1.5.1 Discourse analysis and grammar
 - 1.5.2 Discourse analysis and semantics
 - 1.5.3 Discourse analysis and pragmatics
 - 1.5.4 Discourse analysis and text analysis
- 1.6 Relevance of discourse analysis to language learning and teaching

Unit II : Analysis and Interpretation of Discourse

- 2.1 Cohesion and coherence in discourse
 - 2.1.1 Cohesion and coherence
 - 2.1.2 Levels of cohesion
 - Sentential (Intrasentential) cohesion
 - Textual (Intersentential) cohesion
 - 2.1.3 Devices of cohesion
 - Cohesion through reference
 - o Endophoric and exophoric
 - o Anphoric and cataphoric
 - o Personal, demonstrative and comparative
 - Cohesion through substitution and ellipsis
 - o Nominal

- Verbal
 - Clausal
 - Cohesion through conjunction
 - Additive
 - Adversative
 - Causal
 - Temporal
 - Lexical cohesion
 - Repetition
 - Collocation
 - Grammatical cohesion
 - Syntactic parallelism
 - Categorical homogeneity
- 2.2 Topic in discourse
- 2.2.1 Types of topic
- Sentential topic
 - Discourse topic
 - Speaker topic
- 2.2.2 Topic framework
- 2.2.3 Presupposition pools
- 2.2.4 Topic boundary markers
- 2.2.5 Speaking topically and speaking on a topic
- 2.3 Information in discourse
- 2.3.1 'given' and 'new' information
- 2.3.2 Theme and rheme
- 2.3.3 Types of theme
- Topical theme
 - Interpersonal theme
 - Textural theme
- 2.3.4 Thematisation and 'staging'
- 2.3.5 Rhetorical patterns and grammatical devices
- 2.4 Context in discourse
- 2.4.1 Linguistic context: cd-text
- 2.4.2 Situational context: context of situation
- 2.4.3 Experiential context: context of mind and experience
- 2.5 Communication in discourse
- 2.5.1 Ethnography of communication
- 2.5.2 Speech events and speech acts
- 2.5.3 Functions of language
- 2.5.4 Form-function correlation
- 2.6 Knowledge in discourse
- 2.6.1 Types of Knowledge
- Extended linguistic knowledge
 - linguistic knowledge
 - textual knowledge
 - socio-functional knowledge
 - Extra-linguistic knowledge

- knowledge of haptics
- knowledge of oculesics
- knowledge of proxemics
- knowledge of kinesics
- knowledge of olfactics
- knowledge of chronemics
- knowledge of other paralinguistic feature
- Pragmatic knowledge
 - contextual knowledge
 - background knowledge
 - world knowledge and common sense
 - strategic knowledge
- 2.6.2 Organization of knowledge
 - Frame theory
 - Schema theory
- 2.6.3 Use of knowledge
 - Forming discourse
 - Interpreting discourse
 - Facilitating communicative interaction
- 2.7 Approaches to discourse processing
 - 2.7.1 Bottom-up approach
 - 2.7.2 Top-down approach
 - 2.7.3 Interactive approach
- 2.8 Genre analysis
 - 2.8.1 Genre in discourse analysis
 - 2.8.2 Types of genre
 - 2.8.3 Generic structures
- 2.9 Proposition analysis
 - 2.9.1 Texts, sentences and propositions
 - 2.9.2 Prepositional meaning and interpretation of the text
 - 2.9.3 Hierarchical relationship among propositions
 - 2.9.4 Propositions and semantic representation
 - 2.9.5 Propositions, entailment and presupposition
- 2.10 Conversation analysis
 - 2.10.1 Types of conversation
 - Participant-based types
 - Medium-based types
 - Topic-based types
 - Situation-based types
 - Purpose-based types
 - 2.10.2 Conversational principles
 - The co-operative principle
 - The politeness principle
 - 2.10.3 Conversational structures
 - Turn taking
 - Adjacency pairs
 - Insertion sequences
 - 2.10.4 Conversational implication

- 2.10.5 Managing conversation
- 2.10.6 Negotiating meaning

Unit III : The Sinclair-Coulthard Model of Classroom Discourse Analysis

- 3.1 The nature of classroom discourse
- 3.2 Basic concepts and their interrelationship: unit, rank, structure, element, class, arrangement, realization
- 3.3 Discourse units and their classes
 - 3.3.1 Lessons: no class
 - 3.3.2 Transactions
 - Informing
 - Directing
 - Eliciting
 - 3.3.3 Exchanges
 - Boundary
 - Teaching
 - Free and bound
 - Informing, directing, eliciting, checking
 - 3.3.4 Moves
 - Framing
 - Focusing
 - Opening
 - Answering
 - Follow-up
 - 3.3.5 Acts: Accept, acknowledge, aside, bid, check, clue, comment, conclusion, cue, directive, elicitation, evaluate, informative, loop, marker, metastatement, nomination, prompt, react, reply, silent-stress, starter
- 3.4 Descriptive framework (Description of a discourse unit)
 - 3.4.1 Name of the unit
 - 3.4.2 Structure of the unit
 - Elements of the structure
 - Arrangement of the elements
 - Realizations of the elements
 - 3.4.3 Function of the unit
- 3.5 Practical work

Instructional Techniques

- Lecture and learners' participation
- Explanation and illustration
- Demonstration and dramatization
- Discussion and debate
- Individual and group work/project
- Self study and assignments

Distribution of marks and Time Allotment

This course is for one academic year and it carries 50 marks. The distribution of marks and time as follows:

Unit	Marks	Periods
Unit I	10	15
Unit II	30	45
Unit III	10	15

Assessment Technique

Written examination 50%

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Note: * = Basic references

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