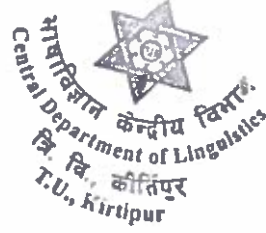


Tribhuvan University
Faculty of Humanities and Social Sciences



Courses of Study
for
Master of Arts in Linguistics
(Semester based)

Effective from the Academic Year
2025 (2081VS)


Linguistics Subject Committee
Tribhuvan University


भाषाविज्ञान केन्द्रीय विभाग
Central Department of Linguistics
त्रि. वि., कीर्तिपुर
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**COURSES OF STUDY FOR MASTER OF ARTS
IN
LINGUISTICS
(SEMESTER BASED)**

1. Introduction

Master of Arts in Linguistics in Tribhuvan University is two-year program consisting of four semesters. It is 63 credit hours program which includes nineteen courses each of three credit hours and a dissertation weighing six credit hours. One credit hour equals to sixteen teaching hours. The designed courses are interdisciplinary and have conceived various theoretical traditions and applied fields.

2. Objectives

On completion of courses for MA in Linguistics, the students are expected to develop expertise in various fields of linguistics, ability to analyze languages at different levels, use their knowledge in various practical fields such as language teaching, language documentation, translation, lexicography, language policy and planning, language revitalization, etc. Considering the multilingual reality of the country, as the courses have accommodated research-based studies, it aims to prepare the graduates who will fulfill the manpower demands to solve various language related problems in the market and in the society at large.

3. Course details

The courses are broadly divided into four groups – introductory courses, courses related to theoretical approaches, courses of interdisciplinary nature, and applied linguistics. Introductory courses are fundamental and deemed to be compulsory. Courses taught in first and second semesters are compulsory. The first semester introduces foundational courses in linguistics; namely, sounds of language, organization of grammar, meaning in language, language and society, and research methodology. Courses to be taught in the second semester builds on the courses taught previously and introduce the extension of foundational courses. They include advanced phonetics, generative phonology, generative syntax, topics in grammar, and language and mind. The third semester introduces three compulsory courses and two specializations. Compulsory courses comprise of issues and topics in Nepalese linguistics, philosophy of language and linguistic typology. The specialization courses are divided into two groups – one aims to provide with the advanced knowledge on specific theoretical and methodological field and the other is interdisciplinary one. Students require to choose one course from each group.

The offered theoretical courses are functional-typological grammar, functional grammar, role and reference grammar, minimalist program, cognitive linguistics, lexical-functional grammar, computational linguistics, corpus linguistics and mathematical linguistics. Similarly, the advanced courses of interdisciplinary nature include anthropological linguistics, neurolinguistics, cognitive science, first language acquisition, language and media, multilingualism, language contact, biological foundation of language, evolution of language and second language acquisition among others.

Fourth semester consists of three compulsory courses and two applied courses. Field linguistics, historical linguistics and dissertation are compulsory. The applied courses aim to motivate the students to apply the various knowledge gained so far to solve the language related problem in selected area. Applied linguistics group one includes the courses like language documentation, language policy and planning, educational linguistics, intercultural communication, lexicography, language and discourse, socio-phonetics, stylistics, language

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revitalization and discourse analysis. Similarly, applied linguistics group two includes the courses like translation studies, language-in-education in Nepal, literacy, language and tourism, indigenous linguistics, language rights and linguistic justice, and language teaching. Table 1 below presents a flowchart of courses describing course titles, code numbers and credit hours.

4. Teaching methods

The motto of linguistics is “linguistics is learnt by doing.” Lecture and classroom discussion are the principal teaching-learning methods. Classroom interaction, reading/writing assignments, group discussion and practical sessions are further parts of teaching-learning environment. Conceptual and theoretical issues are always accompanied by relevant practical exercises and/or case studies. In the courses except where the relevant and recommended reading materials are research articles only, at least six relevant classic research articles, two from each credit hour courses as far as possible, will be recommended for reading assignments. The faculty board meeting will work out on the proposed set of research articles before the beginning of each new session. Students will submit report on the assignments and get feedback from the instructors.

5. Evaluation system

Evaluation system consists of external examination and internal assessment. External examination is 60% and is basically theoretical. It is conducted by the Dean’s office as per its designed schedule. The question format for this examination is provided below. Depending on the nature of the course, the theoretical question may include practice exercises too. Internal assessment is continuous and consists of 40%. The internal assessment depends on (i) attendance (ii) presentation and interaction or classroom participation (iii) written exam and (iv) report on assignments. Applied linguistics may require a term paper or a small research project depending on its nature.

6. Question format

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OFFICE OF THE DEAN

Question format

Master of Arts in Linguistics
Course Title:
Code No: LING.....
Semester:

Full Marks: 60
Pass Marks: 30
Time: 3 hrs

Candidates are required to answer the questions in their own words as far as practicable.

Group (A)
(Long-answer questions)

Attempt any TWO questions.

1. A long answer question from credit I
2. A long answer question from credit II
3. A long answer question from credit III

2x10=20



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Group (B)
(Short-answer questions)

Attempt any SIX questions.

6x5=30

- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

Group (C)
(Very short answer questions)

12. Attempt any four questions.

(4 x 2.5=10)

- a.
- b.
- c.
- d.
- e.
- f.

- ** Please balance between the theoretical and practical questions as per the nature of the courses.
- ** Balance should be made between the contents and units/sections. No question, as far as the nature and the contents of answer are concerned, should be repeated between long/short/very short answer questions.

7. Dissertation

LING 655 is dissertation and it is compulsory. The student does independent research and prepares a research report under the supervision of a teacher / supervisor. The submitted research report will be evaluated by the research committee from the department first. The student accommodates and incorporates the suggestions given and submits for final evaluation. An external evaluator is assigned for the final evaluation and viva-voce will be arranged for the defence.



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COURSES OF STUDY: FLOWCHART						
TABLE 1: Compulsory courses semester I and II						
FIRST YEAR	I Semester			II Semester		
	Code	Course title	Credit Hours	Code	Course title	Credit
	LING 501	Sounds of language	3	LING 551	Advanced phonetics	3
	LING 502	Organization of grammar	3	LING 552	Generative phonology	3
	LING 503	Meaning in language	3	LING 553	Topics in grammar	3
	LING 504	Language and society	3	LING 554	Generative syntax	3
	LING 505	Research methodology	3	LING 555	Language and mind	3
		15			15	

TABLE 2: Compulsory courses semester III and IV						
SECOND YEAR	III Semester			IV Semester		
	Code	Course title	Credit Hours	Code	Course title	Credit
	LING 601	Issues and topics in Nepalese linguistics	3	LING 651	Field linguistics	3
	LING 602	Philosophy of language	3	LING 652	Historical linguistics	3
	LING 603	Linguistic typology	3	LING 653	Applied linguistics I (Details in Table 5)	3
	LING 604	Specialization I (details in Table 3)	3	LING 654	Applied linguistics II (Details in Table 6)	3
	LING 605	Specialization II (Details in Table 4)	3	LING 655	Dissertation	6
		15			18	

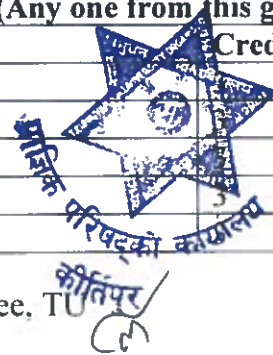
Specialization courses

TABLE 3: Specialization I courses semester III (Any one from this group)		
Code	Course title	Credit
LING 604-1	Functional-typological approach to grammar	3
LING 604-2	Role and reference grammar	3
LING 604-3	Cognitive linguistics	3
LING 604-4	Lexical-functional grammar	3
LING 604-5	Minimalist program	3
LING 604-6	Functional grammar	3
LING 604-7	Computational linguistics	3
LING 604-8	Corpus linguistics	3
LING 604-9	Mathematical linguistics	3

TABLE 4: Specialization II courses semester III (Any one from this group)		
Code	Course title	Credit
LING 605-1	Anthropological linguistics	3
LING 605-2	Neurolinguistics	3
LING 605-3	Cognitive science	3
LING 605-4	First language acquisition	3
LING 605-5	Language and media	3

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LING 605-6	Multilingualism	3
LING 605-7	Language contact	3
LING 605-8	Indo-Aryan and Tibeto-Burman linguistics	3
LING 605-9	Writing system	3
LING 605-10	Sign language linguistics	3
LING 605-11	Spoken-multimodal linguistics	3
LING 605-12	Ethnolinguistics	3
LING 605-13	Biological foundation of language	3
LING 605-14	Evolution of language	3
LING 605-15	Second language acquisition	3
LING 605-16	Intercultural communication	3
LING 605-17	Language and discourse	3
LING 605-18	Discourse analysis	3
LING 605-19	Indigenous language and linguistics	3

Applied courses

TABLE 5: Applied I courses semester IV (Any one from this group)		
Code	Course title	Credit
LING 653-1	Language documentation	3
LING 653-2	Language policy and planning	3
LING 653-3	Educational linguistics	3
LING 653-4	Lexicography	3
LING 653-5	Sociophonetics	3
LING 653-6	Stylistics	3
LING 653-7	Language revitalization	3
TABLE 6: Applied II courses semester IV (Any one from this group)		
Code	Course title	Credit
LING 654-1	Translation studies	3
LING 654-2	Language-in-education (LiE) in Nepal	3
LING 654-3	Literacy	3
LING 654-4	Language and tourism	3
LING 654-5	Language rights and linguistic justice	3
LING 654-6	Language teaching	3



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Sounds of language

LING 501

Credit: 3

Teaching hours: 48

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

Course description

This course introduces the fundamental concepts of sounds in language. It includes the articulatory description and basic physical properties of speech sounds, their arrangement, and their function in language – basic ideas of phonetics and phonology together. The course imparts the students with the essential skills required for recognizing, describing, transcribing and analyzing a range of speech sounds from structural and functional perspectives.

General objectives

On the completion of this course the students will be acquainted with the structural and functional properties of speech sounds. They will be able to describe speech sounds from articulatory and acoustic perspectives and how a set of speech sounds are used in a language.

- be acquainted with the scope and background of study of the sound in language;
- acquire knowledge and apply it to analyze system of sounds within a language;
- acquire knowledge on and skill to describe anatomy and physiology of speech production;
- have knowledge about physical property of speech sounds and link these properties with the anatomy and physiology of speech production;
- carry out research on sound system of any undescribed language, and prepare phonemic inventory and phonological description;
- communicate their research findings in an organized form.

Specific objectives

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

- elucidate scope and background of the study of sounds in language;
- describe and classify speech sounds from articulatory perspectives;
- transcribe speech sounds using IPA;
- differentiate between phonetics and phonology;
- analyze sound system of a language and prepare phonemic inventory;
- describe phonotactics and phonemic processes of a language;
- analyze spectra of speech sounds.

Course contents

Credit	Unit	Teach. hrs.
1	1 Study of speech sounds: an overview 1.1 Production, transmission and perception of speech sounds 1.2 Speech sounds in the system of language 1.3 An overview of the development on the study of speech sounds	3
	2 Basics of articulation and phonetic transcription 2.1 The vocal tract 2.1.1 The sub-laryngeal vocal tract 2.1.2 The larynx 2.1.3 The supra-laryngeal vocal tract 2.2 The building blocks of speech 2.2.1 Air stream, larynx, and velum 2.2.2 Manner of articulation 2.3 Place of articulation for consonants	5

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	<p>2.2.4 Vowels</p> <p>2.2.5 Suprasegmentals</p> <p>2.3 Phonetic transcription: IPA chart</p>	
	<p>3 Classification and description of consonants</p> <p>3.1 Pulmonic consonants</p> <p>3.1.1 Stops, nasals, and fricatives</p> <p>3.1.2 Laterals, trills, taps, and other approximants</p> <p>3.1.3 Contour and complex segments</p> <p>3.2 Non-pulmonic consonants</p> <p>3.2.1 Implosives</p> <p>3.2.2 Ejectives</p> <p>3.2.3 Clicks</p>	3
	<p>4 Classification and description of vowels and suprasegmentals</p> <p>4.1 Cardinal vowels</p> <p>4.2 Dimensions of vowel quality</p> <p>4.2.1 Height and backness</p> <p>4.2.2 Tense/lax</p> <p>4.2.3 Rounding</p> <p>4.2.4 Central vowels</p> <p>4.2.5 Contrasts among the low vowels</p> <p>4.3 Nasality and voice quality</p> <p>4.4 Length and diphthongs</p> <p>4.5 Tone</p>	5
II	<p>5 Sound: system and analysis</p> <p>5.1 The necessity of abstraction</p> <p>5.2 Contrast and predictability: phonemes and allophones</p> <p>5.2.1 Defining the phoneme</p> <p>5.2.2 Phonemic analysis, inventory and phonemic transcription</p> <p>5.3 Some complicating factors</p> <p>5.3.1 Basic allophone</p> <p>5.3.2 Phonetic similarity and complementary distribution</p> <p>5.3.3 Free variation</p> <p>5.3.4 Positional neutralization</p> <p>5.4 Structuralism, behaviorism, and the decline of phonemic analysis</p>	10
	<p>6 Phonotactics and alternations</p> <p>6.1 Syllable structure and distribution of sounds</p> <p>6.1.1 Onset, nucleus and coda</p> <p>6.1.2 Sonority</p> <p>6.1.3 Distribution of sounds within syllable</p> <p>6.2 Phonotactic constraints</p> <p>6.2.1 Actual words and possible words</p> <p>6.2.2 Absolute and statistical generalizations</p> <p>6.2.3 Borrowings</p> <p>6.3 Analyzing alternations</p> <p>6.4 Types of alternations</p> <p>6.4.1 Local assimilation</p> <p>6.4.2 Long-distance assimilation</p> <p>6.4.3 Coalescence</p> <p>6.4.4 Dissimilation</p> <p>6.4.5 Lenition and fortition</p>	6

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	6.4.6 Epenthesis 6.4.7 Deletion 6.4.8 Lengthening and shortening 6.4.9 Metathesis 6.4.10 Morphological interactions	
III	7 Anatomy and physiology of speech production 7.1 Anatomy and physiology of respiration 7.2 Anatomy and physiology of the larynx 7.3 Anatomy and physiology of supra-laryngeal vocal tract: jaw, tongue, pharynx, velum and lips 7.4 Gestural coordination	8
	8 Physical properties of sound 8.1 Sound as pressure variation 8.2 Sinusoids, harmonics and formants 8.3 Adding sinusoids: complex waves 8.4 The vocal tract as a sound-producing device 8.5 Looking at speech 8.5.1 Spectra: glottal source, noise source, vowels 8.5.2 Waveform: Amplitude, frequency and time 8.5.3 Sound class and types of waveforms 8.5.4 Sounds in spectrogram: formants, duration, pitch and intensity	8

Recommended reading

Roca, Iggy and Wyn Johnson. 1999. *A workbook in phonology*. Blackwell Publishing.
Zsiga, Elizabeth C. 2024. *The sounds of language: an introduction to phonetics and phonology*, 2nd ed. Wiley-Blackwell.

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Cho, Taehong & Peter Ladefoged. 1999. Variation and universals in VOT: evidence from 18 languages. *Journal of Phonetics*, 27. 207-229.
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Halle, M., G. W. Hughes & J.-P. A. Radley. 1957. Acoustic properties of stop consonants; *The Journal of the Acoustical Society of America*, 29(1).
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Kilbury, James. 1974. The emergence of morphophonemics: a survey of theory and practice from 1876 to 1939. *Lingua*, 33(3). 235-252. doi:10.1016/0024-3841(74)90063-1
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- Turin, Mark. 2004. The phonology of Thangmi: a Tibeto-Burman language of Nepal. *Journal of Asian and African Studies*, 67. 63-103.

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- Ashby, Patricia. 2011. *Understanding phonetics*. Routledge.
- Cahill, Lynne. 2019. *Discovering phonetics and phonology*. Red Globe Press.
- Davenport, Mike & S. J. Hannahs. 2020. *Introducing phonetics and phonology*, 4th ed. Routledge.
- Gick, Bryan, Ian Wilson, & Donald Derrick. 2013. *Articulatory phonetics*. Wiley-Blackwell.
- Hayes, Bruce. 2008. *Introductory phonology*. Wiley-Blackwell.
- Hewlett, Nigel & Janet Beck. 2006. *An Introduction to the science of phonetics*. Queen Margaret University College.
- IPA Chart (the latest version)
- Johnson, Keith. 2012. *Acoustic and auditory phonetics*, 3rd ed. Wiley-Blackwell.
- Jones, Mark J. & Rachael-Anne Knight (eds.). 2013. *Bloomsbury companion to phonetics*. Bloomsbury Academic.
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- Ladefoged, Peter & Keith Johnson. 2015. *A course in phonetics*, 7th ed. Cengage Learning.
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Organization of grammar

LING 502

Credit: 3

Teaching hours: 48

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

Course description

This course aims to introduce the fundamental concepts of grammar. It provides the students with the basic knowledge of components of grammar and the working of these components in the structural organization of words and sentences. The course incorporates the foundational topics traditionally studied within morphology and syntax.

General objectives

This course is designed to equip the students with the basic know-how to analyze words and sentences of any language and discover rules behind their structures. It enables them to acquire the methods, tools and approaches in describing a grammar of a language.

Specific objectives

In completion of this course, the students will be:

- familiar with the basic concepts of grammar;
- able to differentiate word, lexeme and word classes and analyze them;
- able to differentiate between inflectional and derivational systems of word formation;
- able to describe morphophonemic processes;
- able to categorize lexical and syntactic units according to their structural and functional properties;
- able to describe phrase structure and discover phrase structure rules
- able to identify the syntactic constituents and relations between them; and
- able to analyze multi-clausal constructions.

Course contents

Credit	Unit	Teach. hrs.
1	1. Basic concepts of grammar 1.1 Introduction to grammar 1.2 Grammar as a system of rules 1.3 Grammar as behavior 1.4 Descriptive vs. prescriptive grammars 1.5 Trends in grammar: formalism and functionalism 1.6 Knowledge of grammar 1.7 Language variation and logic of universal grammar	5
	2. Introduction to word, lexeme and word classes 2.1 Morphology and its scope 2.2 Introduction to 'word' 2.3 Lexeme, word form and the grammatical word 2.4 Word classes: traditional parts of speech and identifying criteria 2.5 Structure of lexicon	4

	3. Word structure 3.1 Identifying meaningful elements 3.2 Morphemes: the smallest unit of meaning 3.3 Morphemes, morphs and allomorphs 3.4 Types of morphemes: root, affix, stem and base 3.5 Affixes (prefix, infix, suffix, suprafix, circumfix etc.) 3.6 Grammatical conditioning, lexical conditioning and suppletion 3.7 The nature of morphemes 3.8 Morphological glossing 3.9 Grammatical categories	7
II	4. Inflection and derivation 4.1 Inflection and its types 4.2 Inherent and contextual inflection 4.3 Inflection and productivity 4.4 Derivational meanings 4.5 Derived nouns, verbs and adverbs 4.6 Inflection vs. Derivation	5
	5. Morphophonemics 5.1 Phonology in morphology 5.2 Morphophonemics 5.3 Levels of representation and underlying form 5.4 Types of morphophonemic rules 5.5 Alternations: Stems and Allomorphy 5.6 Sanskrit Sandhi	5
	6. Syntactic constituents and relations 6.1 Syntax: structure of sentences 6.2 Introduction to phrases: concept of constituents 6.3 Formal and functional constituents of a sentence 6.4 Constituency tests 6.5 Predicates and arguments 6.6 Semantic roles	6
III	7. Phrase structure and constituent order 7.1 Phrases and their constituents 7.2 Phrase structure rules 7.3 Constituent structure tree 7.4 Ambiguity 7.5 Order of words in phrases 7.6 Configurational and non-configurational languages	5
	8. Constituent marking systems 8.1 Nominative-accusative system 8.2 Ergative-absolutive systems 8.3 Head marking vs dependency marking: agreement vs case 8.4 Valence and valency changing operations: passive, anti-passive, causative, applicative	5
	9. Basic clause types and multi-clausal constructions 9.1 Clause types 9.2 Subordination 9.3 Complement clauses 9.4 Relative clauses 9.5 Adverbial clauses	6

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 Payne, Thomas E. 2006. *Exploring language structure: a student's guide*. Cambridge University Press.
 Tallerman, Maggie. 2020. *Understanding syntax*, 5th ed. Routledge.

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- Anderson, Stephen. R. 2015. The morpheme: its nature and use. In M. Baerman (ed.), *The Oxford handbook of inflection*. 11-34. Oxford University Press.
 Baayen, Harald & Rochelle Lieber. 1991. Productivity and English derivation: a corpus-based study. *Linguistics* 29. 801-43.
 Cardona, George. 2000. The organization of grammar in Sanskrit Linguistics. In Sylvain Auroux, E.F. K. Koemer, Hans-Josef Niederehe & Kees Versteegh (eds.) *History of the language sciences: an international handbook on the evolution of the study of language from the beginnings to the present*, vol 1. 157-166. De Gruyter.
 Clark, Eve 2014. Acquisition of derivational morphology. In Rochelle Lieber and Pavol Štekauer (eds.) *The Oxford handbook of derivational morphology*. 424-39. Oxford University Press.
 Gaeta, Livio. 2019. Natural morphology. In Jenny Audring and Francesca Masini (eds.), *The Oxford handbook of morphological theory*. 244-64. Oxford University Press.
 Harley, Heidi. 2014. On the identity of roots. *Theoretical linguistics* 40(3.4). 225-76.
 Rainer, Franz; Francesco Gardani, Hans Christian Luschütsky, & Wolfgang Dressler. 2014. Morphology and meaning: an overview. In Franz Rainer, Francesco Gardani, Hans Christian Luschütsky, and Wolfgang Dressler (eds.), *Morphology and meaning*. 3-46. John Benjamins.

Additional reading list

- Aronoff, Mark & Kirsten Fudeman. 2011. *What is morphology?* 2nd ed. Wiley Blackwell.
 Blevins, James P.; Farrell Ackerman and Robert Malouf. 2016. Word and paradigm morphology. In J. Audring & F. Masini (eds.) *Oxford Handbook of Morphological Theory*. Oxford University Press.
 Boerman, Matthew, Dunstan Brown & Greville G. Corbett. 2005. *The syntax-morphology interface: a study of syncretism*. Cambridge University Press.
 Bybee, Joan. 1985. *Morphology: A study of the relation between meaning and form*. John Benjamins.
 Geert, Booij. 2005. *The grammar of words: an introduction to linguistic morphology*. Oxford University Press.
 Haspelmath, Martin & Andrea D. Sims. 2010. *Understanding morphology*. 2nd ed.
 Hippisley, Andrew & Gregory Stump. 2017. *The Cambridge handbook of morphology*. Cambridge.
 Spenser, Andrew & Arnold Zwicky (eds.). 2001. *The handbook of morphology*. Oxford University Press, Inc.
 Štekauer, Pavol & Rochelle Lieber. 2005. *Handbook of word formation*. Springer.
 Stump, Gregory T. 2001. *Inflectional morphology: a theory of paradigm structure*. Cambridge University Press.



Meaning in language

LING 503

Credit: 3

Teaching hours: 48

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

Course description

This course is an introduction to structure and organization of meaning in language. It includes both the meaning due to linguistic forms, traditionally subsumed under semantics, and due to context of expression, traditionally subsumed under pragmatics. The course duly introduces the key concepts and issues of meaning prevalent in contemporary linguistics.

General objectives

This course aims to make the students familiar with the system of meaning organization in language. On completion of the course, they will be equipped with the basic tools and methodologies to analyze meaning in any language.

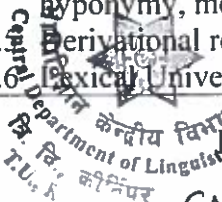
Specific objectives

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

- define and differentiate key concepts in semantics;
- describe the relationship between meaning, thought and reality;
- explore lexical semantics and identify different lexical relations;
- analyze composition of meaning in sentences;
- discern the different ways of meaning contribution made by the context; and
- investigate the organization of meaning from different theoretical perspectives.

Course contents

	Unit	Teach hrs.
I	1 Basics of semantics 1.1 Meaning of 'semantics' 1.2 Semantics and semiotics 1.3 Challenges in doing semantics 1.4 Semantics in a model of grammar 1.5 Some important assumptions: reference and sense, utterances, sentences, and propositions, literal and non-literal meaning, semantics and pragmatics	4
	2 Meaning, thought and reality 2.1 Reference: types of reference, names, nouns and noun phrases 2.2 Reference as a theory of meaning 2.3 Mental representations: introduction, concepts, necessary and sufficient conditions, prototypes, relations between concepts, acquiring concepts 2.4 Words, concepts, and thinking: linguistic relativity, language of thought hypothesis, thought and reality	6
	3 Lexical semantics 3.1 Words and grammatical categories 3.2 Words and lexical items 3.3 Problems with pinning down word meaning 3.4 Lexical relations: homonymy, polysemy, synonymy, antonymy, hyponymy, meronymy 3.5 Derivational relations 3.6 Lexical Universals: core vocabulary, universal lexemes	6


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II	4 Sentence relation and truth 4.1 Logic and truth 4.2 Entailment 4.3 Presupposition: two approaches to presupposition, presupposition failure, presupposition triggers, presupposition and context	4
	5 Sentence semantics 5.1 Situation types: static and dynamic situation, system of situation types 5.2 Tense 5.3 Aspect: aspect and tense, aspect and situation type 5.4 Modality and mood 5.5 Evidentiality 5.6 Negation: clausal negation, constituent negation 5.7 Thematic roles 5.8 Grammatical relations and thematic roles 5.9 Verbs and thematic roles grids 5.10 Classifiers and noun classes	6
	6 Context and inference 6.1 Deixis: spatial deixis, person deixis, social deixis 6.2 Reference and context 6.3 Knowledge as context: discourse as context, background knowledge as context, mutual knowledge 6.4 Information structure: the information status of nominals, focus and topic, information structure and comprehension 6.5 Speech act semantics: characteristics of speech acts, sentence types, Austin's speech act theory, performative utterances, three facets of speech act, indirect speech acts	6
III	7 Meaning components 7.1 Lexical relations in componential analysis 7.2 Katz's semantic theory	4
	8 Cognitive semantics 8.1 Formal semantics and cognitive semantics 8.2 Categorization: rejection of classical categories, embodiment and image scheme, linguistic and encyclopedic knowledge 8.3 Polysemy: prepositions, modal verbs 8.4 Metaphor: introduction, conceptual metaphor theory, features of metaphor, influence of metaphor 8.5 Metonymy	8
	9 Inferential pragmatics 9.1 Grice's conversational implicature: introduction, maxims of conversational cooperation 9.2 Relevance theory: introduction, explicatures, implicatures	4

Recommended reading

Saeed, John. 2022. *Semantics*, 5th ed. Wiley Blackwell.

Recommended articles

Armstrong, Bharati, Lee, Lila R. Gleitman & Henry Gleitman. 1983. What some concepts might not be. *Cognition*, 13. 263-308.

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- Rissman, Lilia & Asifa Majid. 2019. Thematic roles: core knowledge or linguistic construct? *Psychonomic Bulletin & Review*. <https://doi.org/10.3758/s13423-019-01634-5>
- Singh, Mona. 1998. On the semantics of the perfective aspect. *Natural Language Semantics*, 6. 171-199.
- Vendler, Zeno. 1957. Verbs and times. *The Philosophical Review*, 66(2). 143-160.
- Wieberzbicka, Anna. 1986. What's in a noun? (Or How do nouns differ in meaning from adjectives?). *Studies in Language*, 10(2). 353-389.
- Yliniemi, Juha. 2016. Nepali attention marker ni. *Himalayan Linguistics*, 15(2). 50-87.

Additional reading list

- Andrea, Beltrami. 2020. Social meaning in semantics and pragmatics. *Language and Linguistics Compass*. <https://doi.org/10.1111/lnc3.12398>
- Ariel, Mira. 2008. *Pragmatics and grammar*. Cambridge University Press.
- Austin, J. L. 1975. *How to do thing with words*, 2nd ed. Clarendon Press. (First published 1962).
- Baker, Mark C. 2004. *Lexical categories: verbs, nouns and adjectives*. Cambridge University Press.
- Bybee, Joan. 2010. *Language, usage, and cognition*. Cambridge University Press.
- Geeraerts, Dirk. 2010. *Theories of lexical semantics*. Oxford University Press.
- Grundy, Peter. 2000. *Doing pragmatics*, 2nd ed. Arnold.
- Katz, Jerrold J. & Jerry A. Fodor. 1963. The structure of a semantic theory. *Language* 39(2). 170-210.
- Levin, Beth. 2015. Semantics and pragmatics of argument alternations. *Annual Review of Linguistics*, Vol 1. 63-83. <https://doi.org/10.1146/annurev-linguist-030514-125141>
- Liddicoat, Anthony J. 2007. *An introduction to conversational analysis*. Continuum.
- Lyons, John. 1995. *Linguistic semantics: an introduction*. Cambridge University Press.
- Wooffitt, Robin. 2005. *Conversational analysis and discourse analysis: a comparative and critical introduction*. Sage Publications.
- Zoltán, Kövecses. 2010. *Metaphor: a practical introduction*, 2nd ed. Oxford University Press, Inc.



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Language and society

LING 504

Credit: 3

Teaching hours: 48

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

Course description

This is an introductory course on the relationship between language and society. It introduces the various ways that the society impacts linguistic structure and determine its organization. The course consists of introduction to language and society, interactional sociolinguistics and few of the applied aspects. The course is basically designed to make the students familiar with the sociolinguistic researches done in Nepal side-by-side with the cutting-edge developments in theoretical sociolinguistics.

General objectives

The course aims to impart the students with the cutting-edge knowledge of relationship between language and society, equip with the sociolinguistic skills and encourage them to involve into independent researches.


Specific objectives

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

- describe the various relationships between language and society;
- analyze various aspects of social interactions;
- analyze the multilingual reality of Nepal and suggest proper measures to address the pertaining issues;
- evaluate the language planning and policies practiced in the different parts of the world in general and in Nepal in particular; and
- conduct independent researches and recommend necessary measures to cope with the language related problems.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to language and society 1.1 History and development of sociolinguistics 1.2 Relation between language and society 1.3 Speech communities (bilingualism and multilingualism) 1.4 Language variations and dialects (dialects, sociolects, register, idiolect) 1.5 Language diversity and multilingualism 1.6 Language and gender 1.7 Language and ethnicity 1.8 Introduction to sign language	16
II	2 Interactional sociolinguistics 2.1 Language contact and language choice 2.2 Codeswitching and mixed languages 2.3 Pidginization and creole 2.4 Language shift and change 2.5 Language death and endangerment Critical discourse analysis Linguistic landscape and city ethnography	16


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	2.8 Sociolinguistic survey 2.9 Sociolinguistic studies 2.10 Researches in Nepalese sociolinguistics	
III	3. Applied sociolinguistics 3.1. History and development of language policy and planning (LPP) 3.2. Models of LPP 3.2.1 Two-fold model 3.2.2 Four-fold model 3.2.3 three -fold model 3.3 Language ideologies and social justice 3.3.1 Dominant language ideology 3.3.2 Shifting language ideology 3.3.3 Minority language ideology 3.3.4 Linguistic human right and social justice 3.4. Educational policy and Planning 3.5. Language in education policy 3.6. National languages, language policy and Planning 3.7. Language planning and policies in Nepal (legal and constitutional provisions)	16

Recommended reading

- Gautam, Bhim Lal. 2019. Sociolinguistic survey of Nepalese languages: A critical evaluation. *Language Ecology* 3.2: 189-208. <https://doi.org/10.1075/le.19004.gau>
- Gardner-Penelope, Chrolos. (2009). *Code switching*. Cambridge University Press.
- Holmes, Janet and Wilson, Nick. 2022. *An Introduction to Sociolinguistics*, 6th ed. Routledge.
- Spolsky, Bernard. 2021. *Rethinking language policy*. Edinburg University Press.

Recommended articles

- Bhujel, Birendra & Sweta Sinha. 2024. Linguistic landscape as a tool of identity negotiation: The case of the Nepali ethnic communities in West Bengal. *Ethnicities*. DOI: 10.1177/14687968241265963
- Gautam, Bhim Lal. 2021. Language planning and policy in Nepal: An evaluation. *Bhasalok*. Language Commission Nepal.
- Gautam, Bhim Lal & Poudel, Prem Prasad. 2021. Diversity, democracy and multilingual practices in Nepal. *Bandung Journal of the Global South*. Brill.
- Gautam, Bhim Lal. 2023. Multilingualism and language shift in Tamang: Trends and impacts. *Indian Linguistics*, vol. 84, issue 3-4. Linguistic Society of India.
- Gu, Chonglong. 2024. Linguistic landscaping in Kathmandu's Thamel Chinatown: language as commodity in the construction of a cosmopolitan transnational space. *Contemporary South Asia* 32.3: 360-385.
- Hildebrandt, Kristine A., Dubi Nanda Dhakal, Oliver Bond, Matthew Vahajo, and Andrea Fyffe. 2015. A sociolinguistic survey of the languages of Manang, Nepal: Co-existence and endangerment. *Journal of Indigenous Nationalities* 14:6.
- Ball, Martin, Mesthrie, Rajend & Meluzzi, Chiara. 2023. *The Rutledge Handbook of Sociolinguistics Around the World*, 2nd ed. Routledge.
- Ferguson, George. 2006. *Language Planning and Education*. Edinburg University Press.
- Gautam, Bhim Lal. 2022. Language politics in Nepal: A socio-historical overview. *Journal of World Languages*. Mouton De Gruyter.
- Mesthrie, Rajend (ed.) 2011. *Cambridge Handbook of Sociolinguistics*. Cambridge University Press.

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- Gibson, Ferguson. 2006. *Language planning and education*. Edinburgh University Press.
- Jones, Mari. 2015. *Policy and Planning for Endangered Languages*. Cambridge University Press.
- Muysken, Peter. 2000. *Bilingual speech: A typology of code mixing*. Cambridge: Cambridge University Press.
- Muysken, Peter. 2013. Language contact outcomes as the result of bilingual optimization strategies. *Bilingualism: language and cognition* 16.4: 709–730.
- Myers-Scotton, Carole. 2002. *Contact linguistics: bilingual encounters and grammatical outcomes*. Oxford University Press.
- Myers-Scotton, Carole. 2006. *Multiple voices: an introduction to bilingualism*. Blackwell.
- National Languages Policy Recommendation Commission. (2008). *The report of national languages policy recommendation commission (English translation)*. Kirtipur: Central Department of Linguistics, T.U.
- Noonan, Michael. 2003. Recent language contact in the Nepal Himalaya. In David Bradley, Randy Lapolla, Boyd Michailovsky and Graham Thurgood (eds.) *Language variation: Papers on variation and change in the Sinosphere and in the Indosphere in honour of James A. Matisoff*, 65-88. Pacific Linguistics.
- Peterson, John. 2010. Language contact in Jharkhand: Linguistic convergence between Munda and Indo-Aryan in eastern India. *Himalayan linguistics* 9.2: 56-86.
- Sonntag, Selma. 1980. Language planning and policy in Nepal. *Review of applied Linguistics*. Pp.71-92. Katholieke Universiteit Lauven (Belgium)
- Spolsky, Bernard. 2004. *Language policy*. Cambridge University Press.
- Thomason, Sarah. 2015. *Saving endangered languages*. Cambridge University Press.
- Trudgill, Peter. 2020. *Millennia of language change. Sociolinguistic studies in deep historical linguistics*. Cambridge University Press.
- Wardhaugh, Ronald & Fuller, Janet. 2015. *An introduction to sociolinguistics*, 5th ed. Wiley Blackwell Publications.



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Research methodology

LING 505

Credit: 3

Teaching hours: 48

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

Course description

This is a foundational course on research methodology. It introduces the basics of research, research designs and approaches, methods of data collection and data analysis, and writing research reports.

General objectives

It aims to equip the students with the tools of various types of researches. On completion of this course, the students will be able to independently organize a research plan and produce a report based on processed data. Building on the conceptual tools and know-how of the research methodology obtained from this course, the students will be able to orient their attention towards actual potential research. This course also complements the course Field linguistics (LING 651).

Specific objectives

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

- an awareness of practical and ethical issues in doing research;
- a working knowledge of essential research tools for investigating topics and questions;
- the ability to produce an outline of research proposal;
- skills and methods for collecting, compiling, and analyzing different types of data;
- the ability to follow a stylesheet and write research reports; and
- the critical ability to evaluate different types of research works.

Course contents

Credit	Unit	Teach. hrs.
1	1 Basics of research 1.1 The elements of research 1.1.1 Research philosophy 1.1.2 Research methodology 1.1.3 Research ethics 1.2 The components of a research proposal 1.2.1 Introductory information (topic, significance, research purpose statement, research questions) 1.2.2 Literature review 1.2.3 Research design and methods (sampling and participants, theoretical perspective, data analysis, and interpretation strategies) 1.2.4 References	5
	2 Designs and approaches to research 2.1 The qualitative vs. quantitative distinction 2.1.1 Quantitative research 2.1.2 Qualitative research 2.1.3 Mixed methods research 2.1.4 Quality criteria, research ethics, and other issues 2.2 Longitudinal vs. cross-sectional distinction	5



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	<p>2.2.1 Longitudinal qualitative research 2.2.2 Longitudinal quantitative research 2.2.3 Longitudinal mixed methods research</p>	
	<p>3 Data collection I 3.1 Quantitative data collection 3.1.1 Sampling in quantitative research 3.1.2 Questionnaire survey 3.1.3 Experimental studies 3.1.4 Data from linguistic corpora 3.1.5 Collecting data via the Internet</p>	6
II	<p>4 Data collection II 4.2 Qualitative data collection 4.2.1 Sampling in qualitative research 4.2.2 Ethnography 4.2.3 Interviews and focus group interviews 4.2.4 Introspective methods 4.2.5 Elicitation methods 4.2.6 Collecting audio and video texts 4.2.7 Case study 4.3 Data management</p>	6
	<p>5 Data analysis I 5.1 Quantitative analysis 5.1.1 Computerized data analysis 5.1.2 Preparing the data for analysis 5.1.3 Data reduction and reliability analysis 5.1.4 Key statistical concepts 5.1.5 Descriptive statistics 5.1.6 Inferential statistics and hypothesis testing 5.1.7 Comparing two groups 5.1.8 Comparing more than two groups 5.1.9 Correlation 5.1.10 Non-parametric tests</p>	10
	<p>6 Data analysis II 6.1 Qualitative analysis 6.1.1 Principles of qualitative analysis 6.1.2 Qualitative content analysis 6.1.3 Grounded theory 6.1.4 Text analysis 6.1.5 Analysis of corpora</p>	6
III	<p>7 Reporting research results 7.1 Functions of academic writing 7.2 Style manual 7.3 Language of a research report 7.4 Ethical issues: intellectual honesty and plagiarism 7.5 Writing a quantitative research report 7.6 Writing a qualitative research report 7.7 Writing a mixed methods research report 7.8 Modes of reporting research</p>	10

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Recommended reading

- Dörnyei, Z. 2007. *Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies*. Oxford University Press.
- Leavy, P. 2017. *Research design: quantitative, qualitative, mixed methods, art-based, and community-based participatory research approaches*. The Guilford Press.
- McKinley, J. & H. Rose (eds.). 2020. *The handbook of research methodology in applied linguistics*. Routledge, Taylor & Francis Group.

Recommended articles

- Baffoe-Djan, J. B., & Smith, S. A. (2020). Descriptive statistics in data analysis. In J. McKinley, & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 398-414). Routledge.
- Blaxter, L., Hughes, C., & Tight, M. (2010). *How to research*. Open University Press. Chapter 10 (pp. 250-279).
- Eckert, P. (2013). Ethics in linguistic research. In R. J. Podesva, & D. Sharma (Eds.), *Research methods in linguistics* (pp. 11-26). Cambridge University Press.
- Faitaki, F., & Murphy, V. A. (2020). Oral language elicitation in applied linguistics. In J. McKinley, & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 360-369). Routledge.
- Miyahara, M. (2020). Sampling: Problematizing the issue. In J. McKinley, & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 52-62). Routledge.
- Nagy, N., & Sharma, D. (2013). Transcription. In R. J. Podesva, & D. Sharma (Eds.), *Research methods in linguistics* (pp. 235-256). Cambridge University Press.

Additional reading list

- Bowern, C. 2008. *Linguistic fieldwork: a practical guide*. Palgrave Macmillan.
- Butler, C. S. 1985. *Statistics in linguistics*. Basil Blackwell.
- Dowdy, S., S. Weardon & D. Chilko. 2004. *Statistics for research*, 3rd ed. John Wiley & Sons, Inc.
- Goddard, W. & S. Melville. 2001. *Research methodology: an introduction*, 2nd ed. Juta & Co. Ltd.
- Graddol, D., J. Chessire & J. Swann 1994. *Describing language*, 2nd ed. Open University Press.
- Grix, J. 2004. *The foundations of research*. Palgrave Macmillan.
- Kothari, C. R. 2004. *Research methodology: methods and techniques*, 2nd ed. Newage International (P) Limited.
- Litosseliti, L. (ed.). 2010. *Research methods in linguistics*. Continuum International Publishing Group.
- Pyrczak, F. & R. Bruce 2005. *Writing empirical research reports: a basic guide for students of the social and behavioral sciences*. Pyrczak Publishing.
- Thody, A. M. 2006. *Writing and presenting research*. Sage Publications Ltd.



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Advanced phonetics

LING 551

Credit: 3

Teaching hours: 48

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

Course description

Building on LING 501, this course introduces further topics on phonetics. It presents advanced courses on speech production, audition, and perception mechanisms, which includes the methods and techniques for analyzing speech sounds.

General objectives

It aims to equip the students with the advanced knowledge, techniques, and skills of phonetic description and analysis. The students will be able to characterize the speech sounds from articulatory, acoustic, and auditory perspectives. Based on the acquired knowledge and techniques, they will be able to carry out phonetic research in the languages of Nepal.

Specific objectives

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

- familiar with the contemporary knowledge and techniques in phonetics;
- able to transcribe speech sounds;
- able to describe speech sounds in terms of articulatory, acoustic, and auditory features; and
- equipped with the techniques and skills to carry out phonetic research in the languages of Nepal.

Course contents

Credit	Unit	Teach hrs.
I	1 Basic components of speech production 1.1 Initiation: the initiators, airstream mechanisms, and direction of the air 1.2 Phonation 1.2.1 Structure of larynx and vocal folds 1.2.2 Theories of phonation: Bernoulli effect, Myoelastic-Aerodynamic theory, and Neurochronaxic theory 1.2.3 Phonation types and their acoustic features: Nil phonation; modal, creaky and breathy voicing; aspiration 1.3 Articulation 1.3.1 Resonance in a tube 1.3.2 Vocal tract as a resonator 1.3.3 Source-Filter theory of speech production 1.3.4 Perturbation theory 1.3.5 Theory of acoustic invariance	8
	2 Vowels 2.1 The basic features of vowel description: Tongue positions and lip postures 2.2 Primary and secondary cardinal vowels 2.3 Spectrum and resonance 2.4 Formants and formant frequencies of the vowels 2.5 Acoustic features of vowels 2.6 Diphthongs: monophthong vs. diphthong	8


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II	3 Consonants 3.1 Articulatory configuration and acoustic features 3.1.1 Plosives 3.1.2 Fricatives and affricates 3.1.3 Nasals 3.1.4 Approximants (liquids and glides) 3.1.5 Taps, flaps, and trills	10
	4 Suprasegmentals 5.1 Syllable 5.2 Stress 5.3 Time: length and timing 5.4 Tone 5.5 Intonation	6
III	5 Practice with transcription and instrumental analyses	6
	6 Audition and perception 6.1 Basic audition 6.1.1 Anatomy and physiology of the auditory system 6.1.2 Auditory sensation of loudness 6.1.3 Frequency response of the auditory system 6.2.4 Saturation and masking 6.2.5 Auditory representations 6.2 Auditory loudness scales, auditory time scales, and auditory frequency scales 6.3 Speech perception (theories) 2.2.1 Acoustic cues to perception of sounds 2.2.2 Auditory ability shapes speech perception 2.2.3 Phonetic knowledge shapes speech perception: Categorical perception, Phonetic coherence 2.2.4 Linguistic knowledge shapes perception	10

Recommended reading

- Johnson, Keith. 2010. *Acoustic and auditory phonetics*, 3rd ed. Wiley-Blackwell.
- Kent, R. D. & C. Read. 2002. *The acoustic analysis of speech*, 2nd ed. Singular Thomason Learning.
- Raphel, L. J., G. J. Borden & K. S. Harris. 2011. *Speech science primer: physiology, acoustics, and perception of speech*, 6th ed. Lippincott Williams & Wilkins.
- Reetz, H. & A. Jongman. 2009. *Phonetics: transcription, production, acoustics, and perception*. Wiley-Blackwell.

Recommended articles

- Baffoe-Djan, J. B., & Smith, S. A. (2020). Descriptive statistics in data analysis. In J. McKinley, & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 398-414). Routledge.
- Blaxter, L., Hughes, C., & Tight, M. (2010). *How to research*. Open University Press. Chapter 10 (pp. 250-279).
- Eckert, P. (2013). Ethics in linguistic research. In R. J. Podesva, & D. Sharma (Eds.), *Research methods in linguistics* (pp. 11-26). Cambridge University Press.
- Faitaki, F., & Murphy, V. A. (2020). Oral language elicitation in applied linguistics. In J. McKinley, & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 360-369). Routledge.

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- Miyahara, M. (2020). Sampling: Problematizing the issue. In J. McKinley, & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 52-62). Routledge.
- Nagy, N., & Sharma, D. (2013). Transcription. In R. J. Podesva, & D. Sharma (Eds.), *Research methods in linguistics* (pp. 235-256). Cambridge University Press.

Additional reading list

- Ashby, M. & J. Maidment. 2005. *Introducing phonetic science*. Cambridge University Press.
- Chalise, K. P. 2022. *Acoustic analysis of the Nepali speech sounds*. Unpublished Ph.D. dissertation. Tribhuvan University.
- Hewlett, N. & J. Beck 2006. *An Introduction to the science of phonetics*. Queen Margaret University College.
- International Phonetic Association. 1999. *Handbook of the International Phonetic Association: a guide to the use of the International Phonetic Alphabet*. Cambridge University Press.
- IPA Chart (the latest version)
- Ladefoged, P. 2003. *Phonetic data analysis: an introduction to fieldwork and instrumental techniques*. Blackwell.
- Ladefoged, P. & K. Johnson. 2011. *A course in phonetics*, 6th ed. CENGAGE Learning.
- Ladefoged, P., & I. Maddieson. 1996. *The sounds of the world's languages*. Blackwells.
- Pokharel, M. P. 1989. *Experimental analysis of Nepali sound system*. Unpublished Ph.D. dissertation. University of Pune.
- Stevens, K. N. 1998. *Acoustic phonetics*. MIT.



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Generative phonology

LING 552

Credit: 3

Teaching hours: 48

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

Course description

This is a course on generative phonology. Building on the foundations prepared by LING 501, this course introduces further topics on phonological techniques and skills required for analyzing sounds. The course begins with an overview of the generative phonology and then introduces distinctive feature theory and subsequent developments. Tone, syllable and other prosodic characters are discussed assuming techniques of non-linear phonology.

General objectives

The course aims to train the students with the nuances of latest developments in phonology and equip them with relevant analytical skills. On completion of this course, the students will have firm understanding of rule-based phonological approach and be able to apply this knowledge in analyses of sound system of any language.

Specific objectives

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

- elucidate the historical development of generative phonology;
- define distinctive features and use feature matrices in description of phonological processes;
- describe the organization of feature tree and apply it in phonological description;
- apply the concept of autosegments to describe segmental and suprasegmental organization;
- analyze distribution of stress pattern in languages; and
- identify and analyze phonological units and processes beyond syllable level.

Course Contents

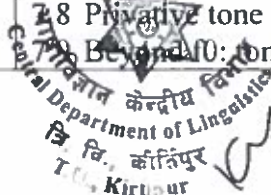
Credit	Unit	Teach. hrs
I	1 Overview of generative phonology 1.1 Background and the sound pattern of English 1.2 Natural generative phonology 1.3 Lexical phonology 1.4 Multilinear phonology: autosegmental phonology and metrical phonology 1.5 Optimality theory	2
	2 Distinctive features 2.1 Concept and motivation 2.2 Features values 2.3 Feature inventories: major-class features, laryngeal features, manner features, place features 2.4 Ambiguity and non-specification 2.5 Redundant and contrastive features	6
	3 Feature geometry 3.1 Concept and motivation 3.2 Natural feature class 3.3 Building a tree: place node, laryngeal node, supralaryngeal node, root 3.4 Spreading and delinking	8

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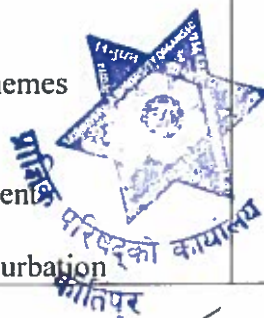
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	<p>3.5 Implications of underspecification: default rules, long-distance assimilation, vowel harmony</p> <p>3.6 Complex segments (complex-place segments, manner-contour segments, secondary articulation), palatals and palatoalveolars, evidence for complex segments</p>	
II	<p>4 Rules, representations and constraints</p> <p>4.1 Two levels of representation: motivation and choosing underlying form</p> <p>4.2 Two approaches: rule vs. constraint, choosing between the approaches</p> <p>4.3 Rule formalism and rule writing convention: feature matrix, general SPE rule format – focus, structural change, context –, boundary, variable feature values, and other notations</p> <p>4.4 Mirror image rules and transformational rules</p> <p>4.5 Rule interaction: iterative, ordered and unordered rules</p> <p>4.6 Ordered rules hypothesis: discovering rule order</p> <p>4.7 Intermediate level of representation</p> <p>4.8 Lexical and post-lexical phonological rules</p> <p>4.9 Phonological information in the lexicon and lexical (intermediate) level representation</p>	12
	<p>5 Transparency and opacity with rules and constraints</p> <p>5.1 Extrinsic and intrinsic ordering</p> <p>5.2 Rule orders</p> <p>5.2.1 Feeding order</p> <p>5.2.2 Counterfeeding order</p> <p>5.2.3 Bleeding order</p> <p>5.2.4 Counterbleeding order</p> <p>5.3 Transparency and opacity: rules and constraints</p>	4
III	<p>6 Between segment and syllable</p> <p>6.1 Syllabification</p> <p>6.1.1 Maximum onset principle</p> <p>6.1.2 Sonority profile</p> <p>6.2 Expanding representations: hierarchies and autosegments</p> <p>6.2.1 Skeletal slots</p> <p>6.2.2 Autosegments</p> <p>6.2.3 Unfilled and unassociated slots</p> <p>6.2.4 Compensatory lengthening</p> <p>6.3 Moras</p> <p>6.4 Syllable-based generalizations</p> <p>6.5 Post-MOP syllabification rules and ambisyllabicity</p>	4
	<p>7 Tone</p> <p>7.1 Tone: lexical, grammatical and intonational</p> <p>7.2 Inadequacy of a linear model</p> <p>7.3 Word melodies and language-specific associations</p> <p>7.4 Tone as autosegment: tonal stability and tonal morphemes</p> <p>7.5 The obligatory contour principle</p> <p>7.6 Accent</p> <p>7.7 Phonetic implementation of tone: scaling and alignment</p> <p>7.8 Privative tone</p> <p>Beyond f0: tone creation by voice quality and f0 perturbation</p>	4



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<p>8 Stress</p> <p>8.1 Manifestations of stress</p> <p>8.1.1 Absence of phonetic stress</p> <p>8.1.2 Phonetic stress as an obligatory feature</p> <p>8.1.3 Lexical vs postlexical prosody</p> <p>8.2 Describing stress patterns</p> <p>8.2.1 Footing</p> <p>8.2.2 Quantity-sensitivity biases for trochees and iambs</p> <p>8.2.3 Flexible right edges</p> <p>8.2.4 Morphological effects and exceptions</p> <p>8.2.5 Independent evidence for the foot</p>	4
<p>9 Phonology above the word</p> <p>9.1 Generalizations involving prosodic constituents</p> <p>9.2 The strict layer hypothesis</p> <p>9.3 Factors determining prosodic phrasing</p> <p>9.4 The prosodic constituents</p> <p>9.4.1 The phonological utterance</p> <p>9.4.2 The intonational phrase</p> <p>9.4.3 The phonological phrase</p> <p>9.4.4 The phonological word</p> <p>9.5 Deriving prosodic constituents</p> <p>9.5.1 Clitics</p> <p>9.5.2 The syntactic residue</p>	4

Recommended reading

Gussenhoven, Carlos & Haike Jacobs. 2017. *Understanding phonology*, 4th ed. Hodder Education.

Roca, Iggy & Wyn Johnson. 1999. *A workbook in phonology*. Blackwell Publishing.

Recommended articles

Chafe, Wallace L. 1968. The ordering of phonological rules. *International Journal of American Linguistics*, 34(2). 115-136.

Clements, G. N. 1985. The geometry of phonological features. *Phonology Yearbook*, vol. 2. 225-252. Cambridge University Press.

Clements, George N. & Rajesh Khatiwada. 2015. Cooccurrence constraints on aspirates in Nepali. In Annie Riailand, Rachid Ridouane & Harry van der Hulst (eds.) *Features in phonology and phonetics: posthumous writings by Nick Clements and coauthors*. 127-155. De Gruyter.

Goldsmith, John A. & Bernard Laks. 2023. Generative phonology: its origins, its principles, and its successors. In Linda R. Waugh, Monique Monville-Burston & John E. Joseph (eds.) *The Cambridge history of linguistics*. 704-727. Cambridge University Press.

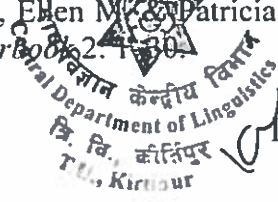
Hayes, Bruce. 1989. Compensatory lengthening in moraic phonology. *Linguistic Inquiry*, 20(2). 253-306.

Hyman, Larry M. 2014. How autosegmental is phonology? *The Linguistic Review*, 31(2). 363-400.

Hyman, Larry M. 2018. Why underlying representations? *Journal of Linguistics*, 54. 591-610.

Kabak, Bariş & Irene Vogel. 2001. The phonological word and stress assignment in Turkish. *Phonology*, 18(3). 315-360.

Kaisse, Ellen M. & Patricia A. Shaw. 1985. On the theory of lexical phonology. *Phonology Yearbook* 2. 1-30.



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- Mazaudon, Martine & Alexis Michaud. 2008. Tonal contrasts and initial consonants: a case study of Tamang, a 'missing link' in tonogenesis. *Phonetica*, 65. 231–256.
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- Wheeler, Max W. 1972. Distinctive features and natural classes in phonological theory. *Journal of Linguistics*, 8(1). 87-102.

Additional reading list

- Allan, Keith. 2013. *The Oxford handbook of the history of linguistics*. Oxford University Press.
- Anderson, Stephen R. 2021. *Phonology in the twentieth century*, 2nd ed. Language Science Press.
- Bybee, Joan. 2001. *Phonology and language use*. Cambridge University Press.
- Carr, Philip & Jean-Pierre Montreuil. 2013. *Phonology*, 2nd ed. The Macmillan Press Ltd.
- Chomsky, Noam & Morris Halle, 1968. *The sound patterns of English*. Harper & Row.
- Clark, John Collin Yallop & Janet Fletcher. 2006. *An introduction to phonetics and phonology*, 3rd ed. Wiley-Blackwell.
- Clements, George N. & Samuel Jay Keyser. 1983. *CV phonology: a generative theory of the syllable*. The MIT Press.
- Coleman, John. 1998. *Phonological representations: their names, forms and powers*. Cambridge University Press.
- Davenport, Mike & S. J. Hannahs. 2020. *Introducing phonetics and phonology*, 4th ed. Routledge.
- De Lacy, Paul (ed.). 2007. *The Cambridge handbook of phonology*. Cambridge University Press.
- Dresher, B. Elan & Harry van der Hulst (eds.). 2022. *The Oxford history of phonology*. Oxford University Press.
- Goldsmith, John A. 1990. *Autosegmental and metrical phonology*. Basil Blackwell.
- Goldsmith, John A. & Bernard Laks. 2023. Generative phonology: its origins, its principles, and its successors. In Linda R. Waugh, Monique Monville-Burston & John E. Joseph (eds.) *The Cambridge history of linguistics*. 704-727. Cambridge University Press.
- Gussman, Edmund. 2002. *Phonology: analysis and theory*. Cambridge University Press.
- Hannahs, S. J. & Anna R. K. Bosch. 2018. *The Routledge handbook of phonological theory*. Routledge.
- Jensen, John T. 2004. *Principles of generative phonology: an introduction*. John Benjamin Publishing Company.
- Kager, Rene. 1999. *Optimality theory*. Cambridge University Press.
- Kelly, John & John Local. 1989. *Doing phonology: observing, recording, interpreting*. Manchester: Manchester University Press.
- Kennedy, Robert. 2016. *Phonology: a coursebook*. Cambridge University Press.
- Kenstowicz, Michael J. 1994. *Phonology in generative grammar*. Basil Blackwell.
- Lodge, Ken. 2009. *Fundamental concepts in phonology: sameness and difference*. Edinburgh University Press.
- McCarthy, John J. 2001. *A thematic guide to optimality theory*. Cambridge University Press.
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- Mohanan, P. 1986. *The theory of lexical phonology*. D. Reidel Publication Company.



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- Prince, Alan & Paul Smolensky. 2004. *Optimality theory: Constraint interaction in generative grammar*. Blackwell Publishing Ltd.
- Roca, Iggy & Wyn Johnson. 1999. *A course in phonology*. Blackwell Publishing.



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Topics in grammar

LING 553

Credit: 3

Teaching hours: 48

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

Course description

This is an extended course in organization of grammar. Students will have completed LING 502 before beginning this course. It introduces some of the topics in grammar that are deemed pertinent from the perspective of Nepalese languages.

General objectives

This course is designed to make the students familiar with advanced topics in grammar. It enables them to implement different methods, tools and approaches in analyzing complex system of grammar of a language.

Specific objectives

In completion of this course, the students will be able to:

- identify the nominal categories and describe the word formations processes;
- be able to analyze verbal categories from morphological and syntactic perspectives;
- be familiar with identify different types of clause;
- be equipped with the techniques and skills to identify and analyze non-declarative speech acts; and
- be able to identify the information structure of a language.

Course contents

Credit	Unit	Teach. hrs.
I	1 Nominal Categories 1.1 Introduction 1.2 Noun: Morphological, syntactic and sematic properties 1.3 Pronoun: personal; demonstratives reciprocal and indefinite 1.4 Adjective: Morphological, syntactic and sematic properties 1.5 Modifiers, numerals and demonstratives 1.6 Classifiers 1.7 Gender and noun classes	10
	2 Word formation processes 2.1 Introduction 2.2 Affixation 2.3 Compounding and its types 2.4 Other processes: conversion, blending, clipping, back-formation, acronyms an initialism, eponymy, calquing (loan translation) borrowing and coinage 2.5 Reduplication: form and semantic features 2.6 Onomatopoeia and ideophones	6
II	3 Verbal categories I 3.1 Verb: morphological, syntactic and sematic properties 3.2 Finite and non-finite verbs 3.3 Verb stem alternations 3.4 Participant reference marking on the verb 3.5 Collective, reciprocal, reflexive and imperious marking in the verb	6



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	3.6 Deictic motion markers	
	4 Verbal categories II	10
	4.1 Tense and aspects	
	4.2 Mood and modality	
	4.2 Negation	
	4.3 Valence changing operations	
	4.3.1 Causative and applicative	
	4.3.2 De-transitive voices	
	4.4 Reflexive and reciprocal constructions	
	4.6 Comparative constructions	
	4.7 Question formation	
	4.8 Nominalization	
III	5 Clause types	6
	5.1 Copula clause and verb-less clauses	
	5.2 Non-verbal predicates (nominal and adjectival)	
	5.3 Verbal predicates: intransitive and transitive clauses	
	5.4 Di-transitive clauses	
	5.5 Clauses with perception-cognitive-utterance verbs	
	5.6 Clauses with modality and manipulative verbs	
	6 Other constructions types	4
	6.1 Non-declarative speech acts	
	6.2 Serial verb constructions	
6.3 Complex predicates		
6.4 Switch reference		
	7 Information structure	6
	7.1 Information packaging	
	7.2 The notion of pivot	
	7.3 Topic, comment and focus	
	7.4 Anaphora and cataphora	
	7.5 Constrastive focus constructions	
	7.6 Discourse particles	

Recommended reading

- Dixon, R. M. W. 2010a. *Basic linguistic theory: methodology*. Vol.I. Cambridge University Press.
- Dixon, R. M. W. 2010b. *Basic linguistic theory: explanations*. Vol II. Cambridge University Press.
- Dixon, R. M. W. 2010c. *Basic linguistic theory: further grammatical topics*. Vol III. Cambridge University Press.
- Shopen, Timothy (ed.). 2007a. *Language typology and syntactic description: clause structure* Vol. I. Cambridge University Press.
- Shopen, Timothy (ed.) 2007b. *Language typology and syntactic description: complex constructions*, Vol. II. Cambridge University Press.
- Shopen, Timothy (ed.) 2007c. *Language typology and syntactic description: grammatical categories and the lexicon*, Vol. III. Cambridge University Press.

Recommended articles

- Aarts, Bas. 2005. Subordination. In Keith Brown (ed.) *The encyclopedia of language and linguistics*, 2nd edn, vol. 12. 248–255. Elsevier.
- Blevins, James. 2006. Word-based morphology. *Journal of Linguistics*, 42, 531–73



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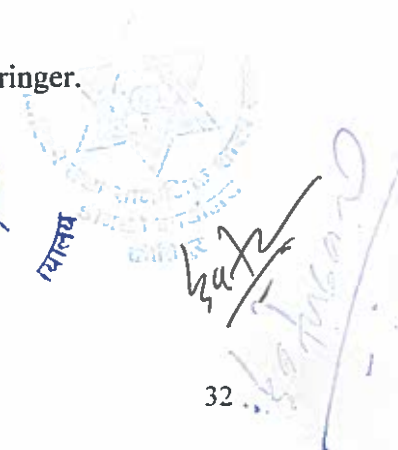
- Chung, Sandra. 2012. Are lexical categories universal? The view from Chamorro. *Theoretical Linguistics* 38.1–2, 1–56.
- Crysmann, Berthold, & Olivier Bonami. 2016. Variable morphotactics in Information-based Morphology. *Journal of Linguistics* 52. 311–74.
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- Peterson, Tyler. 2021. Mirativity in morphology. In Rochelle Lieber (ed.) *The Oxford encyclopedia of morphology*. 230–46. Oxford University Press.

Additional reading list

- Ackema, Peter & Ad Neeleman. 2004. *Beyond morphology: interface conditions on word formation*. Oxford University Press.
- Aikhenvald, Alexandra Y. 2004. *Evidentiality*. Oxford University Press, Inc.
- Aikhenvald, Alexandra Y. & R. M. W. Dixon (eds.) 2006. *Serial verb constructions: a cross-linguistic typology*. Oxford University Press.
- Anderson, Stephen. 2005. *Aspects of the theory of clitics*. Oxford University Press, Inc.
- Bauer, Laurie 2003. *Introducing linguistic morphology*, 2nd ed. Edinburgh University Press.
- Binnick, Robert I. 1991. *Time and the verb: a guide to tense and aspect*. Oxford University Press, Inc.
- Carstairs-McCarthy, Andrew. 1992. *Current morphology*. Routledge.
- Coates, Richard. 1999. *Word structure*. Routledge.
- Comrie, Bernard & Norval Smith. 1977. Lingua descriptive studies: questionnaire. *Lingua* 42. 1-72.
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- Comrie, Bernard. 1985. *Tense*. Cambridge University Press.
- Dahl, Östen. 1985. *Tense and aspect systems*. Basil Blackwell Ltd.
- Dixon, R. M. W. & Alexandra Y. Aikhenvald (eds.). 2002. *Word: a cross-linguistic typology*. Cambridge University Press.
- Dixon, R. M. W. & Alexandra Y. Aikhenvald (eds.). 2000. *Changing valency: case studies in transitivity*. Cambridge University Press.
- Fox, Barbara & Paul Hopper (eds.). 1994. *Voice: form and function*. John Benjamins.
- Geert, Booij. 2005. *The grammar of words: an introduction to linguistic morphology*. Oxford University Press.
- Haspelmath, Martin & Andrea D. Sims. 2010. *Understanding morphology*, 2nd ed. Hodder Education.
- Hitchings, Henry. 2005. *Defining the world*. Farrar Straus & Giroux.
- Katamba, Francis & John Stonham. 2006. *Morphology*, 2nd ed. Palgrave Macmillan.
- Lieber, Rochelle. 2022. *Introducing morphology*. Cambridge University Press.
- Payne, Thomas E. 2006. *Exploring language structure: a student's guide*. Cambridge University Press.
- Slekirk, Elisabeth O. 1982. *The syntax of words*. The MIT Press.
- Spencer, Andrew. 1993. *Morphological theory*. Blackwell Publishers Ltd.
- Štekauer, Pavol & Rochelle Lieber. 2005. *Handbook of word formation*. Springer.



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Generative syntax

LING 554

Credit: 3

Teaching hours: 48

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

Course description

This is an introductory course in generative syntax. This course aims to make the students acquainted with the components of Transformational Generative Grammar, specifically the Government and Binding theory of Noam Chomsky. The expected students for this course will have acquainted with the basic syntax. But no knowledge of generative grammar is required. The course consists of three units each equal to one credit hour. The overall goal is to lead the students towards syntactic theorizing and help them get a picture of language design.

General objectives

This course aims to make students familiar with the logic of generative grammar and make them acquaint with the theoretical concepts of Government and Binding Theory. On completion of this course, the students will be able to propose a plausible model or a module of grammar of any language.

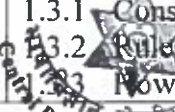
Specific objectives

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

- define the fundamental notions of generative grammar;
- express the hierarchic structure of simple and complex sentences in graphic and bracket representation;
- explain the grammatical rules of a language in terms of universal principles;
- identify grammatical or ungrammatical sentences and detect the violated principles for ungrammatical ones;
- propose a grammar or a module of grammar for a language;
- identify the principles and possible parameters of linguistic variation; and
- evaluate the strength of the theory and argue on its future courses.

Course contents

Credit	Unit	Teach. hrs.
1	1 Preliminaries 1.1 Generative grammar 1.1.1 Syntax as science 1.1.2 Syntax as a cognitive science 1.1.3 Models of syntax 1.1.4 The word "language" 1.1.5 Where do rules come from 1.1.6 Choosing among theories of syntax 1.2 Parts of speech 1.2.1 Determining parts of speech 1.2.2 Lexical vs. functional parts of speech 1.2.3 Subcategorization and features 1.3 Constituency, trees and rules 1.3.1 Constituency and hierarchical structure 1.3.2 Rules and trees 1.3.3 How to draw tree	16


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	<ul style="list-style-type: none"> 1.3.4 Modification and ambiguity 1.3.5 Constituencies in right-headed and non-configurational language 1.4 Structural relations <ul style="list-style-type: none"> 1.4.1 Parts of a tree 1.4.2 Dominance 1.4.3 Precedence 1.4.4 C-command 1.4.5 Grammatical relations 1.5 Binding theory <ul style="list-style-type: none"> 1.5.1 Inventory of noun phrases 1.5.2 Notions Coindex and Antecedent 1.5.3 Binding 1.5.4 Locality conditions 1.5.5 Importance of binding theory 	
II	<p>2 The Base</p> <ul style="list-style-type: none"> 2.1 X-bar theory <ul style="list-style-type: none"> 2.1.1 Inadequacy of flat structure of phrases 2.1.2 Bar-level projections 2.1.3 X-bar schema 2.1.4 Complements, adjuncts and specifiers 2.1.5 Word order parameters 2.1.6 Drawing trees in X-bar notation 2.2 Extending X-bar theories to functional categories <ul style="list-style-type: none"> 2.2.1 Determiner phrases (DPs) 2.2.2 Complementizer phrases (CPs) 2.2.3 Tense, Perfect, Progressive and Voice phrases 2.3 Constraining X-bar: theta theory <ul style="list-style-type: none"> 2.3.1 Thematic relations and theta roles 2.3.2 The lexicon and projection principle 2.3.3 Extended projection principle 2.4 Theta grids and functional categories <ul style="list-style-type: none"> 2.4.1 Complementizers 2.4.2 Determiners 2.4.3 Main verbs vs auxiliaries 	16
III	<p>3 Movement</p> <ul style="list-style-type: none"> 3.1 Transformation rules and movement 3.2 Head-to-head movement <ul style="list-style-type: none"> 3.2.1 Verb movement 3.2.2 T movement 3.3 DP movement <ul style="list-style-type: none"> 3.3.1 A puzzle for the theory of theta roles 3.3.2 Passives 3.3.3 Case 3.3.4 Raising 3.3.5 Unaccusatives 3.3 Wh-movement and locality constraints <ul style="list-style-type: none"> 3.3.1 Movement in Wh-questions 3.3.2 Relative clauses 3.3.3 Islands 3.3.4 Minimality link condition (MLC) 	12

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3.4 A unified theory of movement 3.4.1 Move 3.4.2 Explaining cross-linguistic differences 3.4.3 Scope, covert movement and the MLC	
4 Advanced topics 4.1 Ditransitives 4.1.1 Problems of ditransitive verbs 4.1.2 Accounting ditransitive structures 4.2 Raising, control and empty categories 4.2.1 Raising vs. control 4.2.2 Kinds of raising and control 4.2.3 Control theory 4.2.4 Null subject and little "pro"	4

Recommended reading

- Carnie, Andrew. 2021. *Syntax: A generative introduction*, 4th ed. Wiley-Blackwell.
Carnie, Andrew. 2021. *Syntax workbook*, 2nd ed. Wiley-Blackwell.

Recommended articles

- Aldridge, Edith. 2008. Generative approaches to ergativity. *Language and Linguistics Compass* 2/5: 966-995. <http://doi.org/10.1111/j.1749-818X.2008.00075.x>
Bobaljik, Jonathan David, Diane Jonas. 1996. Subject position and role of TP. *Linguistic Inquiry*, 27. 195-236.
Chomsky, Noam. 1964. Goals of linguistic theories. In Noam Chomsky, *Current issues in linguistic theory*. Mouton, The Hague, Chapter 1, pp. 7-27.
Emonds, Joseph. 1987. Parts of speech in generative grammar. *Linguistic Analysis*, 17. 3-41.
Folli, Rafaella and Heidi Harley. 2007. Causation, obligation and argument structure: on the nature of little v. *Linguistic Inquiry*, 38. 197-238.
Hammarstrom, Goran. 1978. Is linguistics a natural science? *Lingua*, 45. 15-31.
Huang, Yan. 1992. Against Chomsky's typology of empty categories. *Journal of Pragmatics*, 17. 1-29.
Miyagawa, Shigeru. 1987. Lexical categories in Japanese. *Lingua*, 73. 29-51.
Rissman, Lilia & Asifa Majid. 2019. Thematic roles: core knowledge or linguistic constructs. *Psychonomic Bulletin and Review*, 26. 1850-1869. <https://doi.org/10.3758/s13423-019-01634-5>
Zaenen, A., J. Maling & H. Thrainsson. 1985. Case and grammatical functions in Icelandic passive. *Natural language and linguistic theory*, 3. 441-483.

Additional reading list

- Chomsky, N. 1957. *Syntactic structures*. Mouton.
Chomsky, N. 1965. *Aspects of the theory of syntax*. MIT Press.
Chomsky, N. 1981. *Lectures on government and binding theory: The Pisa lectures*. De Gruyter Mouton.
Chomsky, N. 1986. *The Knowledge of language: its nature, origin and use*. Praeger.
Cowper, Elizabeth A. 1992. *A concise introduction to syntactic theory: the government-binding approach*. University of Chicago Press.
Haegeman, L. 1994. *Introduction to government and binding theory*, 2nd ed. Blackwell.
Newmeyer, Friedrich. 1996. *Generative linguistics: a historical perspective*. Routledge.
Poole, Geoffrey. 2011. *Syntactic theory*, 2nd ed. Palgrave Macmillan.
Radford, Andrew. 1988. *Transformational grammar*. Cambridge University Press.

Language and mind

LING 555

Credit: 3

Teaching hours: 48

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

Course description

This is an introductory course on the relationship between language and mind. This course aims to prepare students to understand the emerging and growing field of psycholinguistics. The course lays a foundation for undertaking scientific research studies in the context of Nepal that provides a natural bilingual/multilingual situation. Starting from brain, the seat of language, to how it operates in the real world, to thinking of designing and conducting appropriate experiments to study various aspects of language processing are the main focus of this course.

General objective

The main objective of the course is to introduce different domains of relations between language and mind, and to prepare students to undertake research studies on mind, brain, language and cognition.

Specific objectives

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

- describe the relationship between language, mind and brain;
- analyze and explain neural bases of bilingualism and language disorders;
- design experiments to conduct psycholinguistic experiments and analyze psycholinguistic data;
- describe the pertaining issues of language acquisition and development in monolingual, bilingual and multilingual settings;
- evaluate the various issues pertaining to factors and mechanism in language comprehension and production in typical and atypical populations in different linguistic settings.
- undertake researches in normal and deviant language processing and language disorders;
- critically judge the emerging issues and current trends in language, mind and cognition in relation to human-machine interface.

Course contents

Credit	Contents	Teaching hrs.
I	1 Language, brain and cognition 1.1 Introduction and a brief historical overview of neurolinguistics 1.2 Mapping language in brain time 1.3 Mapping language in brain space 1.4 Models of language in the brain 1.5 Growth of language networks 1.6 Literacy and the brain 1.7 Neurology of language 1.8 Neurogenetics of language	8
	2 Research Methodology in the study of language and mind 2.1 Use of EEG, MEG, fMRI and fNIR in the study of hemodynamics and electrophysiology of neural mechanisms for language processing and representation 2.2 Use of eye tracking and behavioral measures for language processing and representation	8

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	2.3 Lab work in experimental design, analysis and writing	
II	3 Language acquisition, processing and representation 3.1 Neural bases of monolingual, bilingual and multilingual language processing, acquisition and representation 3.2 Language development in infancy and early childhood: Infant perception and categorization of phonemes, learning word meanings, acquisition of morphological and syntactic knowledge 3.3 Bilingualism and executive control 3.4 Lab works in designing, running and analyzing language comprehension and production experiments using behavioral measures	8
	4 Analysis and interpretation of data 4.1 Factorial design, variables, significant effects and interactions, type I and type II errors 4.2 Reporting the results, data visualization 4.3 Tools: Excel, SPSS, R, JASP 4.4 Lab work on statistical analysis	8
III	5 Language disorders 5.1 Aphasias 5.2 Language pathology 5.3 Language in autism spectrum disorder 5.4 Language and literacy disorders like dyslexia, dysgraphia and alexia 5.5 Dementia and language disorder, therapeutic linguistic intervention for the prevention of dementia 5.6 Lab work in completion of the full experiment cycle and writing of manuscript	8
	6 Future directions 6.1 Cross-linguistic psycholinguistics and its critical role in theory development: early beginnings and recent advances 6.2 Psychological processes in language learning and teaching 6.3 Large language models for psycholinguistic plausibility pretesting 6.4 Large language models and psycholinguistics	8

Recommended reading

- Baggio, Giosue. 2022. *Neurolinguistics*. MIT Press (for Unit I)
- de Groot, A. M. B & P. Hagoort. 2018 *Research methods in psycholinguistics and neurobiology of language: a practical guide*. Wiley Blackwell.
- Duchowski, Andrew. 2007.. *Eye tracking methodology: theory and practice*. London
- Jiang, Nan. 2012. *Conducting reaction time research in second language studies*. Routledge (for DMDX and tasks used in behavioral experiments)
- McCauley, Rebecca J. 2001. *Assessment of language disorders in children*. Lawrence Earlbaum Associates Publishers.
- Menn, Lise (with contributions from Nina F. Donkers). 2017. *Psycholinguistics: introduction and applications*, 2nd ed. Plural Publishing Inc. (Experimental methods in psycholinguistics and neurolinguistics, Chapter 5)
- Owens, Robert E. Jr. 2012. *Language development: an introduction*. Pearson.
- Traxler, Matthew J. 2012 *Introduction to psycholinguistics: understanding language science*. Wiley – Blackwell. (Bilingual Language Processing, Chapter 11)

Recommended articles

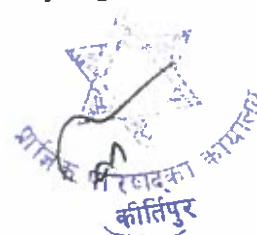
- Amouyal, Samuel Joseph, Aya Meltzer-Asscher, & Jonathan Berant. 2024. Large language models for psycholinguistic plausibility pretesting. *arXiv preprint arXiv:2402.05455*.
- Freeman, J. B. & N. Ambady. 2010. MouseTracker: software for studying real-time mental processing using a computer mouse-tracking method. *Behavior Research Methods*, 42. 226–241.
- Houghton, Conor, Nina Kazanina, & Priyanka Sukumaran. 2023. Beyond the limitations of any imaginable mechanism: large language models and psycholinguistics. *arXiv preprint arXiv:2303.00077*.
- Norcliffe, Elisabeth, Alice C. Harris & T. Florian Jaeger. 2015. Crosslinguistic psycholinguistics and its critical role in theory development: early beginnings and recent advances, *Language, Cognition and Neuroscience*, 30(9). 1009-1032. DOI: 10.1080/23273798.2015.1080373
- Pathak, L. S., M. Vulchanova, P. Pathak & R. K. Mishra. 2024. Trilingual parallel processing: do the dominant languages grab all the attention? *Bilingualism: Language and Cognition*. 1-18. doi:10.1017/S1366728924000257
- Pathak, L. S., S. Rijal & P. Pathak. 2021. Instruction in second language enhances linguistic and cognitive abilities in first language as well: evidence from public school education in Nepal. *Journal of Cultural Cognitive Science*, 5. 287-310. <https://doi.org/10.1007/s41809-021-00084-7>

Additional reading list

- Brennan, Jonathan R. 2022. *Language and the brain: a slim guide to neurolinguistics*. Oxford University Press.
- Coventry, K. R. et al. 2023. Spatial communication systems across languages reflect universal action constraints. *Nature Human Behavior*. <https://doi.org/10.1038/s41562-023-01697-4>
- Cutler, A. 2005. *Twenty-first century psycholinguistics: four cornerstones*. Lawrence Erlbaum Associates Publishers.
- Green, D. W. & J. Abutalebi. 2013. Language control in bilinguals: the adaptive control hypothesis. *Journal of Cognitive Psychology*, 25(5). 515-530.
- Marian, Viorica. 2023. *The power of language: how the codes we use to think, speak, and live transform our minds*. Penguin Random House.
- Mishra, R. K. & N. Singh. 2016. The influence of second language proficiency on bilingual parallel language activation in Hindi–English bilinguals. *Journal of Cognitive Psychology*. DOI: 10.1080/20445911.2016.1146725
- Mishra, R. K. 2018. *Bilingualism and cognitive control*. Springer.
- Pathak, L. 2021. Developing language skills through Students' Quality Circle (SQC) way: an innovative approach to language teaching and learning. *Studies in ELT and Applied Linguistics*, 1(1). 79-95 <https://doi.org/10.3126/seltal.v1i1.40609>
- Pathak, L. S. 2022. Initiating and institutionalizing cognitive science and psycholinguistics in Nepal: a report. *Gipan*, 5(1). 52-62. <https://doi.org/10.3126/gipan.v5i1.49542>
- Shook, A. & V. Marian. 2013. The bilingual language interaction network for comprehension of speech (BLINCS). *Bilingualism: Language and Cognition*, 16(2). 304–324.
- Turner, Martin & John Rack. 2005. *The study of dyslexia*. Springer Science.



Linguistics Subject Committee, TU



Issues and topics in Nepalese linguistics

LING 601

Credit: 3

Teaching hours: 48

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

Course description

This course introduces the selected issues and topics in Nepalese linguistics. It assumes the students have background knowledge on fundamentals of linguistics and are familiar with the sociolinguistic reality of Nepal. Languages spoken in Nepal are in various states with respect to their sociolinguistic developments. There are a number of linguistic issues related to vitality and endangerment, planning and policy, and research and documentation. In the first place, this course selects some of the specific issues from these broad issues and aims to introduce them to the students for critical discussion. Secondly, the course also introduces the common topics of Nepalese linguistics pertaining to phonology to morphology and syntax.

General objectives

The course equips the students with the knowledge to identify the major issues in Nepalese linguistics and makes them able to critically appraise them with respect to different sociolinguistic parameters, societal perspectives and governmental approaches to deal with them. Secondly, the course also aims to make the students familiar with the selected topics in Nepalese linguistics that are pertinent cross-linguistically.

Specific objectives

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

- recognize the issues on language classification, enumeration and endangerment, phonemic inventory and writing, language policy, resources and technology in Nepalese linguistics, have critical perspectives, and present alternatives in addressing the issues;
- describe phonemic system of languages of Nepal and peculiar topics found in some languages;
- analyze various aspects of grammar and language use in general and particularly pronominal system, spatial deictics, cultural vocabulary, reduplication, and loan root marking subsystem;
- analyze similarity and differences in honorificity, causativization, agreement, nominalization, and non-nominative subject in languages of Nepal; and
- identify specific issue and / or topic and carry out basic research to critically justify it.

Special note regarding this course

This is dominantly a research-based course. There is no specific textbook or list of selected books. Instead, there is list of recommended readings. Most of them are articles. This list too is open and works of new/published/unpublished researches may be added any time. The reading materials listed here are of various levels of academic qualities and based on different theoretical and methodological perspectives. For some topics there is hardly any reading material available, and for some of the topics there are conflicting resources. In this context, the teaching methods for this paper will be truly exploratory. Classroom discussions will be based on selected reading materials and students need to follow the instructor's suggestion and guidance.



Course contents

Credit	Unit	Teach. hrs.
I	1 Issues in language classification, enumeration and endangerment 1.1 Language classification 1.2 Language enumeration (Number of languages and speakers, and name of the languages) 1.3 Language endangerment: data-situation mismatch	4
	2 Issues in phonemic inventory and writing 2.1 Phonemic inventory: sources, processes and inventories 2.2 Script and orthography 2.2.1 Effort on Devanagari reform: Navanagari 2.2.2 Adaptation of Devanagari for various languages of Nepal 2.2.3 Tibetan: names – Tibetan, Sambhota and Uchen, adaptation of Tibetan - Tamyig 2.2.4 Sirijanga: adaptation for Kirati languages, extension as Kirati Sirijanga 2.2.5 Newa: single or multiple scripts? 2.2.6 Mithilakshar or Tirhuta: revival efforts 2.2.7 Renaming of Brahmi: Akkha 2.2.8 Creation of a script: Khe (Khema, Kheprih) 2.2.9 Ol Chiki 2.2.10 Spelling reform in Nepali: back and forth	4
	3 Language policy, resources and technology 3.1 Language policy and legal provisions (on preservation and use of language in government business, education and media) 3.1.1 Constitutional provisions 3.1.2 Language Commission and recommendations 3.1.3 Acts on official language at province level 3.2 Language resources 3.2.1 Language documentation and description 3.2.2 Educational, entertainment and information resources 3.2.3 Dictionaries and glossaries 3.3 Language technology 3.3.1 Language into computer (Font, keyboard, etc.) 3.3.2 Language database 3.3.3 Digital resources and language applications	8
II	4 Topics in phonology 4.1 Phonemic inventory of Nepalese languages 4.2 Tone 4.3 Vowel harmony	6
	5 Topics in vocabulary 5.1 Personal pronouns 5.1.1 Person: first, second, third proximate, third obviate 5.1.2 Number: singular, dual and plural 5.1.3 Gender: animate-inanimate, human-non-human, masculine-feminine 5.1.4 Honorificity: honorific, non-honorific, other levels 5.2 Classivity: inclusive, exclusive 5.3 Spatial deixis (demonstrative pronoun, adverb, verb)	10

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	5.2.1 Distance: proximal, distal, far distal 5.2.2 Height: above, level and below 5.2.3 Direction: toward speaker, from speaker 5.3 Cultural vocabulary: Kirati (ritual texts), Bodic and Indo-Aryan 5.4 Reduplication, triplication, and echo words: structure and function 5.5 Loan subsystem: root marking in Tibeto-Burman languages	
III	6 Topics in morphosyntax I 6.1 Honorificity 6.1.1 Dimensions of honorificity: social distance, solidarity 6.1.1 Lexical and grammatical honorificity 6.1.3 Honorific neutralization 6.2 Causativization 6.2.1 Properties: linguistic device, valence changing operation, causer-causee relation, mediated event 6.2.2 Linguistic device: morphological, syntactic, suppletive (including phonological) 6.2.3 Syntax of causativization: valence increment, case assignment for the new argument, demotion of the subject 6.2.4 Anticausativization 6.3 Agreement and pronominalization 6.3.1 Features: person, number, gender, honorificity, clusivity 6.3.2 Domains: sentence level, phrase internal 6.3.3 Complexity: simple (subject-verb, object-verb) and complex (subject and object both to verb) 6.3.4 Interaction: agreement and case, agreement and egophoricity (conjunct-disjunct), agreement and animacy hierarchy (direct-inverse), agreement and tense-aspect-mood, face, empathy and topic	10
	7 Topics in morphosyntax II 7.1 Nominalization 7.1.1 Types: participant vs. event, lexical vs. clausal, embedded vs. non-embedded 7.1.2 Strategies: morphological nominalization, zero nominalization 7.1.3 Substantivization strategies: case markers, demonstratives and other definiteness markers, possessive pronouns, plural markers, classifiers 7.2 Non-nominative subjects	6

Recommended reading

- Benedict, Paul K. 1972. *Sino-Tibetan: a conspectus*. Cambridge University Press.
- Bhaskararao, Peri & Karumuri Venkata Subbarao (eds.). 2004. *Non-nominative subjects* (2 volumes). John Benjamins B.V.
- Bickel, Balthasar, Walter Bisang & Yogendra P. Yādava. 1999. Face vs. empathy: the social foundation of Maithili verb agreement. *Linguistics*, 37(3). 481–518. doi:10.1515/ling.37.3.481
- Bickel, Balthasar. 1999. Nominalization and focus in some Kiranti languages. In Yogendra P. Yādava & Warren W. Glover (eds.) *Topics in Nepalese Linguistics*. 271–296. Royal Nepal Academy.
- Blažek, Václav. 2005. On the internal classification of Indo-European languages: survey. *Linguistica Online*. <http://www.phil.muni.cz/linguistica/art/blazek/bla-003.pdf>

- Bradley, David. 1997. Tibeto-Burman languages and classification. In David Bradley (ed.) *Papers in Southeast Asian Linguistics No. 14: Tibeto-Burman languages of the Himalayas*, 1-72.
- Cardona, George & Dhanesh Jain (eds.). 2007. *The Indo-Aryan languages*. Routledge.
- Chalise, Krishna Prasad. 2024. Language data in National Population and Housing Census of Nepal 2021: a critical analysis. *Nepalese Linguistics*, 38(1). 8-19.
- DeLancey, Scott. 2005. Relativization and nominalization in Bodic. *Tibeto-Burman Linguistics: Proceedings of the Twenty-Eighth Annual Meeting of the Berkeley Linguistics Society*, 5-72. Berkeley Linguistics Society.
- Dhakal, Dubi Nanda (tr.). 2008. *The Report of National Languages Policy Recommendation Commission 1994 (2050 VS)*. Central Department of Linguistics, Tribhuvan University.
- Dhakal, Dubi Nanda. 2015. Darai verb agreement. *Himalayan Linguistics*, 14(2). 1-38. DOI: 10.5070/H914227996
- Dhakal, Dubi Nanda. 2022. Finite verb forms in Nubri with a focus on conjunct-disjunct distinction. *Nepalese Linguistics*, 35. 41-49. DOI: <https://doi.org/10.3126/nl.v35i01.46558>
- Driem, George van. 2001. *Languages of the Himalayas*. Brill.
- Ebert, Karen H. 1994. *The structure of Kiranti languages: Comparative grammar and texts*. Universität Zürich.
- Eppele, John W.; M Paul Lewis; Dan Raj Regmi & Yogendra P. Yadava. (eds). 2012. *Ethnologue: languages of Nepal*. Linguistic Survey of Nepal & SIL International.
- Hale, Austin. 1980. Person markers: finite conjunct and disjunct verb forms in Newari. *Papers in South-East Asian Linguistics*, 7. 95-106.
- Hale, Everett Austin & Kenneth L. Pike. 1970. *Tone systems of Tibeto-Burman languages of Nepal*. University of Illinois.
- Hall, Pat, Bal Krishna Bal, Sagun Dhakhwa & Bhim Narayan Regmi. 2014. Issues in encoding the writing of Nepal's languages. In Alexander Gelbukh (ed.) *Computational Linguistics and Intelligent Text Processing, 15th International Conference, CICLing 2014, Kathmandu, Nepal, April 6-12, 2014, Proceedings Part 1. Lecture Notes in Computer Science 8403*. 52-67. Springer.
- Jacques, Guillaume & Anton Antonov. 2014. Direct/inverse systems. *Language and Linguistics Compass*, 8(7). 301-318.
- Kak, Subhash. 1994. On the classification of Indic languages. *Annals of the Bhandarkar Oriental Research Institute*, 75. 185-195.
- Kansakar, Tej R. 1990. Lexical and syntactic causatives in Newari. *Contribution to Nepalese Studies*, 17(2).
- Masica, Colin P. 1991. *The Indo-Aryan languages*. Cambridge University Press.
- Mazaudon, Martine. 2005. On tone in Tamang and neighbouring languages: synchrony and diachrony. *Proceedings of the Symposium Cross-linguistic Studies of Tonal Phenomena, 2005, Tokyo, ILCAA, Tokyo University of Foreign Studies, Japan*. 79-96. halshs-00139489f
- Namkung, Ju (ed.). 1996. *STEDT Monograph 3: Phonological inventories of Tibeto-Burman languages. Sino-Tibetan Etymological Dictionary and Thesaurus Monograph Series*. University of California, Berkeley.
- Phyak, Prem. 2011. *Language issues in educational policies and practices in Nepal: a critical review*. Report. Asian Development Bank.
- Pokharel, Madhav P. 2012. Typology of verb agreement in the languages of Nepal. *Nepalese Linguistics*, 27. 109-117.
- Rai, Novel Kishore, Balthasar Bickel, Goma Banjade, Martin Gaenszle, Elena Lieven, Netra P. Paudyal, Ichchha Purna Rai, Manoj Rai and Sabine Stoll. 2005. Triplication and ideophones in Chintang. In Yogendra Yadava, Govinda Raj Bhattarai, Ram Raj Lohani,

- Balaram Prasain & Krishna Prasad Parajuli. *Contemporary issues in Nepalese linguistics*. 205-209. Linguistic Society of Nepal.
- Regmi, Bhim Narayan. 1999. Syntax of causativization and anticausativization in Magar. *Gipan* 1(2). 179-89.
- Regmi, Bhim Narayan. 2000. Morphological causativization and anticausativization in Magar. *Nepalese Linguistics*, 17. 36-50.
- Regmi, Bhim Narayan. 2006. Honorific-neutralization in Nepali. *Nepalese Linguistics*, 22. 220-229.
- Regmi, Bhim Narayan. 2017. Multilanguage orthography for the languages of Nepal. *Gipan* 3:2. 157-174.
- Regmi, Bhim Narayan. 2017. Orthography in Nepal: issues and orientation. *Nepalese Linguistics*, 32. 84-93.
- Regmi, Bhim Narayan. 2019. Language distribution in Nepal and question on unit of additional official language. *Gipan* 4. 117-141.
- Regmi, Dan Raj. 2024. Status of the mother tongues in the 2021 census of Nepal. *Journal of Nepalese Studies*, 16(1). 17-39.
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- Seel, Amanda, Yogendra Prasad Yadava & Sadanand Kadel. 2017. *Medium of instruction and languages for education (MILE): ways forward for education policy, planning and practice in Nepal*. Transcend Vision Nepal.
- Shrestha, S. B. 1992. Script for the new age: Navanagari. *Nepalese Linguistics*, 9. 56-65.
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- Turin, Mark. 2004. Newar-Thangmi lexical correspondences and the linguistic classification of Thangmi. *Journal of Asian and African Studies*, 68. 97-120.
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- Yadav, Ramawatar. 1996. *A reference grammar of Maithili*. De Gruyter.
- Yadava, Yogendra P. and Pradeep L. Bajracharya (eds.). 2007. *The indigenous languages of Nepal (ILN): situation, policy planning and coordination*. National Foundation for Development of Indigenous Nationalities.
- Yadava, Yogendra P., Andrew Hardie, Ram Raj Lohani, Bhim N. Regmi, Srishtee Gurung, Amar Gurung, Tony McEnery, Jens Allwood and Pat Hall 2008. Construction and annotation of a corpus of contemporary Nepali. *Corpora*, 3(2): 213-225. DOI: 10.3366/E1749503208000166
- Yadava, Yogendra. 2014. Language use in Nepal. *Population Monograph of Nepal. Vol. II (Social Demography)*. 51-64. Central Bureau of Statistics, Government of Nepal.
- Yap, Foong Ha, Karen Grunow-Hårsta and Janick Wrona (eds.). 2011. *Nominalization in Asian languages: diachronic and typological perspectives*. 1-57. John Benjamins B.V.
- आचार्य, शर्वराज. २०७४. *नेपाली वर्णविन्यासको मानकीकरणको इतिहास*. नेपाल प्रज्ञा-प्रतिष्ठान।
- किरात समन्वय समिति. २०८०. *किरात सिरिजङ्गा लिपि समायोजन कार्यदलको प्रतिवेदनको सारांश र वर्णमाला*. रिपादको कार्यालय कीर्तिपुर
- आदिवासी जनजाति उत्थान राष्ट्रिय प्रतिष्ठान।
- गुरुङ, जगनलाल र मनबहादुर गुरुङ. २०६७. *गुरुङ (तमु) खे प्रही वर्णमाला*. तमु (गुरुङ) भाषा-लिपि तथा संस्कृति विकास प्रतिष्ठान नेपाल।
- ढकाल, दुबिनन्द. २०७९. *नेपालमा भाषा अभिलेखीकरण*. नेपाल प्रज्ञा-प्रतिष्ठान।
- तामाङ, अजितमान. २०००इ. *तामयीग*. नेपाल तामाङ घेदुङ।
- थापा मगर, एम.एस. २०५९. *प्राचीन मगर र अक्खा लिपि*, दो. सं. बृजि प्रकाशन।



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नेपाल सरकार. २०७२. नेपालको संविधान. नेपाल कानून आयोग। (<https://lawcommission.gov.np/np/wp-content/uploads/2021/01/नेपालको-संविधान-संशोधन-२०७२.pdf>)

पोखरेल, माधव प्रसाद २०६४. नेपाली ध्वनिविज्ञान र नेपालका भाषाको ध्वनि परिचय. भुँडीपुराण प्रकाशन।

बन्धु, चूडामणि (सम्पा.) २०७४. नेपालमा प्रचलित प्रमुख लिपिहरू: स्थिति, समस्या र सम्भावना. १-९. अक्षर सदन।

बागमती प्रदेश सरकार. २०८०. प्रदेश सरकारी कामकाजको भाषा ऐन. आन्तरिक मामिला तथा कानून मन्त्रालय। (<https://moial.bagamati.gov.np/storage/866/प्रदेश-सरकारी-कामकाजको-भाषा-ऐन,-२०८०.pdf>)

भाषा आयोग. २०७८. सरकारी कामकाजका भाषा सम्बन्धी सिफारिसहरू. भाषा आयोग।

भाषा आयोग. २०८०. सरकारी कामकाजका भाषा सम्बन्धी पूरक सिफारिसहरू. भाषा आयोग।

यादव, योगेन्द्र प्रसाद र कर्णखर खतिवडा. २०७७. मातृभाषाको रूपरेखा भाग १. नेपाल प्रज्ञा-प्रतिष्ठान।

यादव, योगेन्द्र प्रसाद र कर्णखर खतिवडा. २०७८. मातृभाषाको रूपरेखा भाग २. नेपाल प्रज्ञा-प्रतिष्ठान।

यादव, योगेन्द्र प्रसाद. २०७९. मातृभाषाको रूपरेखा भाग ३. नेपाल प्रज्ञा-प्रतिष्ठान।

योन्जन-तामाङ, अमृत, विष्णु कुमार सिङ्जाली, भिम नारायण रेग्मी, तारामणि राई, अम्बरजङ्ग लिम्बु, त्रैलोक्यमान बनेपाली, हंसावती कुर्मी. २०८१. नेपालका भाषाको साझा लेखनपद्धतिको विकास. अप्रकाशित प्रतिवेदन, नेपाल प्रज्ञा प्रतिष्ठान।

योन्जन-तामाङ, अमृत. २०८१. नेपालका सरकारी कामकाजका भाषाहरू. म्हेन्दो ट्रस्ट।

राई, गणेश र पदम राई. २०६९. किराँत राई भाषाहरूको वर्तमान अवस्था. नेपाल प्रज्ञा-प्रतिष्ठान।

रापचा, लाल-श्याँकारेलु, वाग-आयाग्यामी यालुङ्छा र अमर तुम्याहाङ. २०६५. इन्डो-नेपाल किराँती भाषाहरू: विगत, समकालीन परिवेश र भोलिका चुनौतीहरू. किराँतविज्ञान अध्ययन संस्थान।

राष्ट्रिय भाषा नीति सुझाउ आयोग. २०५०. राष्ट्रिय भाषा नीति सुझाउ आयोगको प्रतिवेदन

रेग्मी, भिम नारायण. २०६०. दरबारी नेपाली भाषिका: वर्णनात्मक अध्ययन. विद्वच्छिरोमणि हेमराज पुरस्कार गुठी।

रेग्मी, भिम नारायण. २०७८. नेपालका भाषा र सरकारी कामकाज: संवैधानिक व्यवस्था र विकल्प. फ्याक्ट्स रिसर्च एन्ड एनालिटिक्स।



Linguistics Subject Committee, TU



Philosophy of language

LING 602

Credit: 3

Teaching hours: 48

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

Course description

This is an introductory course on philosophy of language. Central questions of philosophy of language are nature of meaning, relationship between linguistic form and meaning, relationship between thought and language, and the nature of linguistic form itself. This course requires the students with background knowledge on general linguistics. Prior exposure to fundamentals of philosophy will be additionally beneficial.

General objectives

This course aims to acquaint the students with the different issues in philosophical of language. It prepares students to strengthen reasoned arguments on philosophical issues and critically appraise the epistemology and metaphysics of linguistic objects, and analyze the relationship between language and reality.

Specific objectives

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

- describe the nature and determinants of meaning;
- analyze the referential contents of nominal expressions;
- evaluate the role of language in representation of thought;
- critically examine the nature of linguistic knowledge, and the reality represented by language; and
- compare and analyze the arguments of different schools of philosophy of language within Sanskrit tradition.

Course contents

Credit	Unit	Teach. hrs.
I	1 Fundamentals 1.1 Nature of philosophy of language 1.2 Object of study 1.3 Theory of language	1
	2 Meaning 2.1 Meaning and truth 2.2 Truth conditions 2.2.1 Indicative and non-indicative sentences 2.2.2 Structure and truth conditions 2.2.3 Beyond referential roles 2.3 Senses: modes of reference 2.4 Terminological caveats	3
	3 Theories of reference: names 3.1 Description theories 3.1.1 Classical description theory 3.1.2 Modern description theory 3.1.3 Ignorance and errors 3.1.4 Reference borrowing 3.1.5 Rejecting description theories	4

	<p>3.2 Causal theory</p> <p>3.2.1 Basic ideas</p> <p>3.2.2 Virtues of causal theory</p> <p>3.2.3 Developing the theory</p> <p>3.2.4 Direct reference</p> <p>3.2.5 The Qua-problem</p>	
	<p>4 References of other terms</p> <p>4.1 Description theories of natural kind terms</p> <p>4.2 Causal theory of natural kind terms</p> <p>4.3 The Qua-problem</p> <p>4.4 Other kind terms</p> <p>4.5 Hybrid theories</p> <p>4.6 Analyticity, apriority and necessity</p> <p>4.7 Donnellan's distinctions</p>	3
	<p>5 Syntactic structures</p> <p>5.1 Introduction</p> <p>5.2 Reasons for structure</p> <p>5.3 Linguistic categories</p>	2
	<p>6 Thought and meaning</p> <p>6.1 Thought as inner representations</p> <p>6.2 The language-of-thought hypothesis</p> <p>6.3 A public language of thought</p> <p>6.4 Grice's theory of meaning</p> <p>6.5 Avoiding the explanatory circle</p> <p>6.6 Indicative and teleological semantics</p>	3
II	<p>7 Linguistic competence</p> <p>7.1 Introduction</p> <p>7.2 Conflation of symbol and competence</p> <p>7.3 Psychological reality of syntactic rules</p> <p>7.4 Knowledge-how versus knowledge-that</p> <p>7.5 Built-in versus representative rules</p> <p>7.6 Cartesian intuitions</p> <p>7.7 Are syntactic rules built-in processing rules?</p> <p>7.8 Linguistic competence as a translation ability</p> <p>7.9 Chomskyan nativism</p>	4
	<p>8 Linguistic relativity</p> <p>8.1 Introduction</p> <p>8.2 Tyranny of vocabulary</p> <p>8.3 Tyranny of syntax</p> <p>8.4 Scientific Whorfianism</p>	2
	<p>9 Verificationism</p> <p>9.1 Realism</p> <p>9.2 Logical positivism and the elimination of the realism dispute</p> <p>9.3 Dummett on realism</p> <p>9.4 Verificationism</p>	2
	<p>10 World making</p> <p>10.1 Kant</p> <p>10.2 Whorfian constructivism</p> <p>10.3 Scientific constructivism</p>	1

	11 Structuralism and post-structuralism 11.1 Introduction 11.2 Saussure's linguistics 11.3 Rejection of reference 11.4 Derrida and language as writing	3
	12 First philosophy 12.1 Traditional first philosophies 12.2 Linguistic turns 12.2.1 Ordinary language philosophy 12.2.2 Conceptual analysis	2
	13 Marxist philosophy of language 13.1 Marr versus Stalin 13.2 Recent trends (Gramsci, Vološinov, Pêcheux)	2
III	14 Sanskrit traditions 14.1 Sanskrit philosophy of grammar 14.1.1 Linguistic segmentation and parts of speech 14.1.2 Concept of rule (sūtra): formulation and application 14.1.3 Syntax and semantics in vyākaraṇa 14.2 Theories of meaning 14.2.1 Śabda and vākya 14.2.2 Nirukta 14.2.3 Mamāṃsā school: Bhaṭṭa school and Prabhākar school 14.2.4 Bhaṭṭarhari and sphaṭa theory 14.2.5 Contribution and Ānandavardhana in Dhvanyāloka 14.2.6 Meaning beyond words: Rasa and alaṅkāra 14.3 Nyāya theory 14.3.1 Vyakti, Jāti and Ākriti 14.3.2 Reference and non-being 14.3.3 Development of logic: Vāda tradition and Pramāṇa tradition 14.3.4 Navya Nyāya and Mimāṃsā controversy 14.4 Buddhist theory of language 14.4.1 Apoha theory 14.4.2 Dignāga and Dharmakīrti 14.4.3 Nyāya-Buddhist controversy	16

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कीर्तिपुर

Linguistic typology

LING 603

Credit: 3

Teaching hours: 48

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

Course description

This is an introductory course on linguistic typology, but it requires a sound background on fundamental knowledge on different components of language. It introduces the basics of linguistic typology, methods of typological investigations, and analytical descriptions of selected areas of study.

General objective

This course basically aims to equip students with the fundamental ideas and methodology of linguistic typology and to introduce them the typological variations that the languages have shown in some important linguistic areas of study.

Specific objectives

On completion of this course, the students will be:

- able to explain the important concepts of linguistic typology;
- able to spell out the ideas of unity and diversity in the world's languages;
- equipped with the skill to carry out language sampling and data collection for typological researches;
- able to elucidate typological asymmetry, prototypes, and semantic maps;
- able to examine word order and case system; and
- skilled to undertake typological studies of the languages of Nepal.

Course contents

Credit	Unit	Teach. hrs.
I	1 Linguistic typology: An introductory overview 1.1 Introduction 1.2 Concept of typology 1.3 Linguistic typology: a short history	2
	2 Unity and diversity in the world's languages 2.1 Introduction 2.2 The connection between diversity and unity 2.3 The Principle of Uniformitarianism: a methodological frame of reference 2.4 When and where similarities count 2.5 Types of language universals and universal preferences	4
	3 Linguistic typology and other theoretical approaches 3.1 Introduction 3.2 Conceptual differences between Language Typology and Generative Grammar 3.4 Methodological differences between Language Typology and Generative Grammar	2
	4 Language samples and sampling methods 4.1 Issues in language sampling 4.2 Types of language sample 4.3 Biases in language sampling and how to avoid them 4.4 Sampling procedures 4.4.1 Proportional representation in language sampling	5

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	4.4.2 Independence of cases in proportional representation 4.4.3 Having the best of both worlds: structural variation across and within phyla	
	5 Data collection: Sources, issues, and problems 5.1 Grammatical descriptions or grammars 5.2 Texts 5.3 Online typological databases 5.4 Native speaker elicitation	3
II	6 Asymmetry, prototypes, and semantic maps 6.1 Typological asymmetry 6.1.1 Formal coding 6.1.2 Grammatical behavior 6.2 Economy and iconicity 6.3 Iconicity vs frequency 6.4 Prototype in grammar 6.5 Semantic maps	5
	7 Basic word order 7.1 Some basic word order patterns 7.2 Early word order research 7.3 Head-dependent theory and its inadequacy 7.4 Branching direction theory 7.5 Principle of early immediate constituents: basic assumptions 7.6 Areal word order typology	6
	8 Phonological typology 8.1 Introduction 8.2 Segmental typology 8.2.1 Consonants 8.2.2 Vowels 8.2.3 Consonant–vowel ratios 8.3 Syllabic typology 8.4 Prosodic typology 8.4.1 Tone 8.4.2 Stress	5
III	9 Case alignment 9.1 Introduction 9.2 S-alignment types 9.2.1 Nominative–accusative type 9.2.2 Ergative–absolutive type 9.2.3 Tripartite type 9.2.4 Double oblique type 9.2.5 Neutral type 9.3 Variations on S-alignment 9.3.1 Split-ergative type 9.3.2 Active–stative type 9.3.3 Hierarchical type 9.4 Distribution of the S-alignment types 9.5 P-alignment types 9.5.1 Distribution of the P-alignment types 9.5.2 Variations on P-alignment 9.6 Case alignment and word order	10

<p>10 Evidentiality marking</p> <p>10.1 Introduction</p> <p>10.2 Morphological form of evidentiality marking</p> <p>10.3 Semantic parameters of evidentiality</p> <p>10.3.1 Visual</p> <p>10.3.2 Non-visual sensory</p> <p>10.3.3 Inference and assumption</p> <p>10.3.4 Hearsay and quotative</p> <p>10.3.5 Order of preference in evidentials</p> <p>10.4 Typology of evidentiality system</p> <p>10.4.1 Two-term systems</p> <p>10.4.2 Three-term system</p> <p>10.4.3 Four-term system</p> <p>10.4.4 More than four term system</p>	6
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Recommended reading

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Recommended articles

Bickel, Balthasar. 2007. Typology in the 21st century: major current developments. *Linguistic Typology* 11: 239-51.

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Additional reading list

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Functional-typological approach to grammar

LING 604-1

Credit: 3

Teaching hours: 48

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

Course description

This course provides an exploration of key concepts in syntax, grammar, semantics, and the relationship between language form and function. It covers various theoretical approaches to grammar, including functional and typological perspectives, and investigates the cognitive systems that underpin linguistic structures. The course also examines the conceptual lexicon, propositional information, multi-propositional discourse, and the syntax of complex sentence structures. Students will engage with theoretical models and practical applications, with an emphasis on understanding the intricacies of linguistic systems, including verb classification, modality, negation, and syntax across different languages.

General objectives

This course is designed to introduce Functional-typological approach to grammar and provide students with a tool for understanding and analyzing a language according to this theory.

Specific objectives

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

- understand and analyze the relationship between form and function in language;
- examine typological approaches to grammar, recognizing the functional basis and diachronic underpinnings that shape language structures across the world's languages.
- explore the conceptual lexicon, focusing on the membership criteria of various lexical categories (nouns, verbs, adjectives, adverbs).
- analyze propositional information through simple verbal clauses, focusing on syntactic structures, semantic roles, transitivity, and verb classification.
- study syntax and its dimensions, including relative clauses, topicalization, interrogative speech acts, coordination, and subordination.

Course contents

Credit	Unit	Tech hrs.
I	1 Functional approach to language 1.1 Relation between Form and Function 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 approach to syntax	7
	2 Typological approach to grammar 2.1 The functional basis of grammatical typology 2.2 The diachronic underpinnings of grammatical typology 2.3 Typology and universals of grammar 2.4 Ranges of typological variation 2.5 The bounds of rule-governed ness 2.6 Categories, continua, and prototypes 2.7 Iconicity vs. arbitrariness 2.8 Markedness, complexity, and frequency	9

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II	3 Conceptual lexicon 3.1 Lexical vs. grammatical vocabulary 3.2 Membership criteria of nouns 3.3 Membership criteria of verbs 3.4 Membership criteria of adjectives 3.5 Membership criteria of adverbs	5
	4 Propositional information 4.1 Simple verbal clauses 4.2 Semantic roles, transitivity 4.3 Phrase structure and tree diagram 4.4 Classification of verbs and simple clauses 4.5 Dummy-subject verbs and copular verbs 4.6 Simple intransitive and transitive verbs 4.7 Bi-transitive verbs	11
III	5 Multi-Propositional discourse 5.1 Tense 5.2 Aspects: perfective vs. imperfective 5.3 Aspects: perfective vs. perfect and remote vs. vivid 5.4 Epistemic modalities 5.5 Deontic modalities 5.6 Distribution of modalities in grammar 5.7 Negation 5.8 Pronouns and grammatical agreement 5.9 Grammatical marking of definite NPs	10
	6 Syntax and its dimensions 6.1 Relative clauses 6.1 Topicalization: syntax and types 6.2 Interrogative and Manipulative Speech Acts 6.3 Coordination 6.4 Subordination	6

Recommended reading

Givón, T. 2001. *Syntax: an introduction*, Vol.1 & 2. John Benjamins.

Recommended articles

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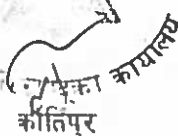
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- Regmi, Ambika. 2013b. *A Grammar of Magar Kaike*. München: Lincom Europa.
- Regmi, Dan Raj. 2007. *The Bhujel Language*. An unpublished PhD Dissertation, Tribhuvan University, Nepal.
- Regmi, Dan Raj. 2012a. *A Grammar of Bhujel*. München: Lincom Europa.
- Regmi, Dan Raj. 2012b. *Khwopa Newar: A Grammar Sketch*. München: Lincom Europa.
- Regmi, Dan Raj. 2014. "Grammatical Relations in Bhujel: A Functional Perspective." *Nepalese Linguistics* 29, 145-51.



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Role and reference grammar

LING 604-2

Credit: 3

Teaching hours: 48

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

Course description

This is an advanced course on syntactic theory. Unlike strictly functional and strictly formal approaches, this theory draws on from both. It denies both syntacto-centric approach of formalists and semantico-pragmatic centric approach of functionalists. The theory proposed in this approach assumes insights from all three – syntax, semantics and pragmatics – components. Design of the theory proposes sets of algorithms that map syntactic, semantic and information structure representations.

This course requires the students with prior exposure to basic linguistics and fundamentals of syntactic and semantic organization of sentences. Familiarity with the concept of algorithm and system of mapping will be very much helpful in understanding this theory.

General objectives

The basic objective of this course is to introduce an alternate linguistic theory of grammar that aims to draw the insights from various components of language. This course orients students into Role and Reference Grammar (RRG) and prepares them to carry out preliminary researches following the tools and methodology of this framework.

Specific objectives

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

- describe the goals of linguist theory;
- characterize the linguistic knowledge;
- analyze syntactic structures of diverse types of languages within the framework proposed;
- discover maximally generalizable linguistic tools that are applicable to typologically different languages;
- design a grammar of a language based on considering the proposed theoretical tools and framework;
- identify the corresponding elements from different components of a language for linking purpose; and
- evaluate the adequacy of grammar against the discovered linguistic facts.

Course contents

Credit	Unit	Teach. hrs.
1	1 Basics 1.1 Goals of linguistic theory 1.1.1 Describing linguistic phenomena 1.1.2 Explaining linguistic phenomena 1.1.3 Understanding the cognitive basis of language 1.2 Explanations in linguistics 1.2.1 Explanatory criteria 1.2.2 Levels of adequacy 1.3 Contrasting properties on the goals of linguistic theory 1.3.1 Syntactocentric perspectives 1.3.2 Communication-and-cognitive perspective	5


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	2 Syntactic structure 2.1 The layered structure of the clause 2.2 Operators 2.3 Formal representation of clause structure 2.4 Clause structure in dependent-marking and head-marking languages 2.5 Adjuncts and the periphery 2.6 Adpositional and noun phrase structure	6
	3 Lexical representation and semantic roles 3.1 Verb classes and logical structures 3.2 Operators 3.3 Nouns and noun phrases 3.4 Semantic roles	5
II	4 Information structure 4.1 Topic and focus 4.2 Focus structure and focus types 4.3 Morphosyntactic marking of focus structure 4.4 Formal representation of focus structure 4.5 Focus structure and the notion of VP 4.6 Focus structure and the interpretation of quantifier	6
	5 Syntactic relations and case marking 5.1 Do all languages have grammatical relations? 5.2 Privileged syntactic arguments and their types 5.3 Case marking and agreement 5.4 Other syntactic functions	4
	6 Linking syntactic and semantic representations in simple sentences 6.1 Linking algorithm 6.1.1 Constructional schemas 6.1.2 From Semantics to syntax 6.1.3 From syntax to semantics 6.2 Reflexivization 6.3 Focus structure and linking	6
III	7 Structure of complex sentences 7.1 Nexus relations 7.2 Layered structure of the clause and juncture 7.3 Symmetrical versus asymmetrical linkage 7.4 Operators in complex sentences 7.5 Complementizer position 7.6 Interclausal semantic relations and relation hierarchy 7.7 Focus structure in complex sentences 7.8 Complex noun phrases 7.9 Syntactic templates for complex sentences	10
	8 Linking sentence and semantics in complex sentences 8.1 Linking algorithm 8.1.1 Semantics-to-syntax 8.1.2 Syntax-to-semantics 8.2 Linking in clausal junctures 8.3 Linking in nuclear junctures 8.4 Linking in core junctures	6

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8.5 Linking in complex noun phrases	
8.6 Linking in wh-questions and related constructions	

Recommended reading

Van Valin, Robert D. Jr. 2005. *Exploring the syntax-semantics interface*. Cambridge University Press.

Van Valin, Robert D. Jr. & Randy Lapolla. 1997. *Syntax: structure, meaning and functions*. Cambridge University Press.

Additional reading list

Bentley, Delia, Ricardo Mairal Usón, Wataru Nakamura & Robert D. Van Valin, Jr. (eds.) 2023. *The Cambridge handbook of role and reference grammar*. Cambridge University Press.

Cortés-Rodríguez, Francisco J. 2014. Aspectual features in role and reference grammar: a layered proposal. *Revista Española de Lingüística Aplicada*, 27. 25-53.

Nakamura, Wataru (ed.). 2011. *New perspectives in role and reference grammar*. Cambridge Scholars Publishing.

Narasimhan, Bhuwana. 1998. A lexical semantic explanation for 'quirky' case marking in Hindi. *Studia Linguistica*, 52(1). 48-76.

Van Valin, Robert D., Jr. 2001. *Syntax*. Cambridge University Press.

Van Valin, Robert D., Jr. (ed.) 2008. *Investigations of the syntax-semantics-pragmatics interface*. John Benjamins Publishing Company.

Van Valin, Robert D., Jr. 2008. Some remarks on universal grammar. In Jiansheng Guo, Elena Lieven, Nancy Budwig, Susan Ervin-Tripp, Keiko Nakamura & Şeyda Özçalışkan (eds.) *Crosslinguistic approaches to the psychology of language*. The Psychology Press.



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Cognitive linguistics

LING 604-3

Credit: 3

Teaching hours: 48

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

Course description

Cognitive linguistics is a usage-based and empirical enterprise emerged lately in linguistic research. There are a number of approaches under the broader head of cognitive linguistics. The course proposed here aims to introduce the approaches mainly of Charles Fillmore, Ronald Langacker, Mark Johnson, George Lakoff and Gilles Fouconnier within a coherent framework. The approach this course follows is non-formalist and interdisciplinary.

The course requires the students with a sound background on basic linguistics, specifically fundamental knowledge of morphology and syntax is highly desirable. Prior exposure to the basics of cognitive psychology, though not required, will be beneficial.

General objectives

The basic objective of this course is to introduce a non-formalist approach to grammar and linguistics that assumes usage-based and empirical tools in linguistic research. In a nutshell, the course aims to impart the students with the role of cognition in obtaining, using and explaining linguistic knowledge.

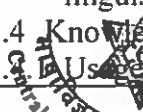
Specific objectives

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


- describe language as a type of cognitive knowledge.
- differentiate cognitive approach with the formalist approach.
- describe and explain the acquisition and use of linguistic knowledge from cognitive perspective
- analyze the semantic structure of smaller linguistic units like words in terms of semantic network.
- explicate the mental synthesis of complex meaning in terms of metaphor
- explain the semantic composition of complex linguistic units like sentences and discourses

Course contents

Credit	Unit	Teach. hrs.
I	1 Cognitive linguistic enterprise 1.1 Foundations 1.1.1 What do cognitive linguistics study 1.1.2 Cognitive linguistic approach to grammar 1.2 Key commitments and research method 1.2.1 Generalization commitment 1.2.2 Cognitive commitment 1.2.3 Research methodology 1.3 Foundations of experience 1.3.1 Space: Spatial perception, linguistic reflexes, representation in language, cross-linguistic variation 1.3.2 Time: Temporal perception, representation in language, cross-linguistic pattern 1.4 Knowledge of language 1.5 Usage-based thesis	16


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	<p>1.4.2 Cognitive grammar</p> <p>1.5 Formal vs cognitive linguistics</p> <p>1.5.1 Origin of language</p> <p>1.5.2 Language universal</p> <p>1.5.3 Language acquisition</p> <p>1.5.4 Modularity of mind</p> <p>1.5.5 Semantic universal</p> <p>1.5.6 Language and thought</p>	
II	<p>2 Conceptual structure</p> <p>2.1 Cognitive linguistic approach to conceptual structure</p> <p>2.1.1 Guiding principles</p> <p>2.1.2 Embodied vs disembodied cognitive perspectives</p> <p>2.1.3 Embodied effects in semantic structure</p> <p>2.2 Image scheme and origin of concept</p> <p>2.2.1 Origin of concepts</p> <p>2.2.2 Image scheme theory</p> <p>2.2.3 Properties of image scheme</p> <p>2.2.4 Refining image scheme</p> <p>2.3 Cognitive semantics</p> <p>2.3.1 Semantic structure</p> <p>2.3.2 Configuration of space and time</p> <p>2.3.3 Schematic system and its division</p> <p>2.4 Categorization and Idealized Cognitive Model</p> <p>2.4.1 Classical theory</p> <p>2.4.2 Prototype theory</p> <p>2.4.3 Theory of idealized cognitive model</p> <p>2.5 Conceptual metaphor theory</p> <p>2.5.1 Literal vs figurative language</p> <p>2.5.2 Concept of metaphor</p> <p>2.5.3 Conceptual metaphor theory</p> <p>2.6 Primary metaphor and conceptual metonymy</p> <p>2.6.1 Primary metaphor theory</p> <p>2.6.2 Conceptual metonymy</p>	16
III	<p>3 Semantic structures</p> <p>3.1 Cognitive linguistic approach to semantic structure</p> <p>3.1.1 Guiding principle</p> <p>3.1.2 Formal semantics and comparison with cognitive linguistic approach</p> <p>3.2 Encyclopedic approach</p> <p>3.2.1 Dictionary view vs encyclopedic approach</p> <p>3.2.2 Theories of encyclopedic approach: frame semantics and theory of domain</p> <p>3.3 Network approach</p> <p>3.3.1 Lexical vs compositional semantics</p> <p>3.3.2 Radial categories</p> <p>3.3.3 Langaker's network conception</p> <p>3.3.4 Context and polysemy</p> <p>3.4 Mental Space theory</p> <p>3.4.1 Key assumption</p> <p>3.4.2 Architecture of mental space construction</p>	16

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3.5 Conceptual blending and semantic creativity	
3.5.1 Origin of blending theory	
3.5.2 Theory of conceptual integration	
3.5.3 Nature of blending	

Recommended reading

Evans, Vyvyan. 2019. *Cognitive linguistics: a complete guide*. Edinburgh University Press.

Recommended articles

Barnden, John A. 2010. Metaphor and metonymy: making their connections more slippery. *Cognitive Linguistics*, 21. 1-34.

Barsalou, Lawrence. 1983. Ad hoc categories. *Memory and cognition*, 11(3). 211-227.

Cababanto, Daniel & Lera Boroditsky. 2008. Time in the mind: using space to think about time. *Cognition*, 106. 579-593.

Carruthers, Peter. 2002. The cognitive functions of language. *Behavioral and Brain Sciences*, 25: 657-726.

Clausner, Timothy & William Croft. 1999. Domains and image schemas. *Cognitive Linguistics*, 10. 1-31.

Evans, Nicholas & Stephan C Levinson. 2009. The myth of language universals: language diversity and its importance for cognitive science. *Behavioral and Brain Science*, 32. 429-492.

Evans, Vyvyan; Benjamin K. Bergen; & Jörg Zinken. 2007. Cognitive linguistic enterprise: an overview. In Vyvyan Evans; Benjamin K. Bergen; & Jörg Zinken (eds.) *The cognitive linguistics reader*. Equinox Publishing Ltd. Pp 2-36.

Fodor, Jerry; & Ernest Lepore. 1996. The red herring and the pet fish: why concepts still can't be prototypes. *Cognition*, 58. 253-270.

Fouconnier, Gilles & B. Turner. 1996. Blending as a central process of grammar: expanded version (March 1, 1998). In Adele Goldberg (ed.), *Conceptual structure, discourse and language*. 113-130. Center for the study of language and information, Stanford University.

Gallese, Vittorio; & George Lakoff. 2005. The brain's concepts: the role of the sensory-motor system in conceptual knowledge. *Cognitive neuropsychology*, 22. 455-479.

Gibbs, Raymond W., Jr. 2007. Why cognitive linguistics should care more about empirical methods. In Monica Gonzalez-Margues; Irene Mittelberg; Seana Coulson; & Michael Spivey (eds.) *Methods in cognitive linguistics*. 2-18. John Benjamins Publishing Company.

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Kövecses, Zoltán; & Günter Radden. 1998. Metonymy: developing a cognitive linguistics view. *Cognitive Linguistics*, 9. 37-77.

Kreitzer, Anatol. 1997. Multiple levels and schematization: a study in the conceptualization of space. *Cognitive Linguistics*, 8. 291-325.

Lakoff, George. 1991. Cognitive versus generative linguistics: how commitments influence results. *Language & Communication*, 11(1/2). 53-62.

Mandler, Jean R.; & Cristóbal Pagán Cánovas. 2014. On defining image schemas. *Language and Cognition*, 6. 510-532.

Palmer, David C. 2006. On Chomsky's appraisal of Skinner's verbal behavior: a half century of misunderstanding. *The Behavior Analyst*, 29. 253-267.

Van der Gucht, Fieke, Klaas Willems & Ludovic de Cuypere. 2007. The iconicity of embodied meaning: polysemy of spatial prepositions in the cognitive framework. *Language Sciences*, 29. 733-754.

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Vigliocco, Gabriella; Lotte Meteyard; Mark Andrews; & Stavroula Kousta. 2009. Toward a theory of semantic representation. *Language and Cognition*, 1. 219-247.

Additional reading list

Deane, Paul D. 1992. *Grammar in mind and brain: explorations in cognitive syntax*. Mouton de Gruyter.

Fillmore, Charles. 1982. Frame semantics. In Linguistic Society of Korea (ed.) *Linguistics in the Morning Calm: Selected papers from SICOL-1981*. Hanshin Publishing Company, Seoul.

Fouconnier, Gilles & Mark Turner. 2002. *The way we think: conceptual blending and the mind's hidden complexities*. Basic Books.

Geeraerts, Dirk; René Dirven; & John R. Taylor (eds.). 2006. *Cognitive linguistics: basic reading*. Mouton de Gruyter.

Goldberg, Adele E. 2006. *Constructions at work: the nature of generalization in language*. Oxford University Press.

Hampe, Beate (ed.) 2005. *From perception to meaning: image schemas in cognitive linguistics*. Mouton de Gruyter.

Heine, Bernd. 1997. *Cognitive foundations of grammar*. Oxford University Press.

Johnson, Mark. 1987. *The body in the mind: the bodily basis of meaning, imagination, and reason*. The University of Chicago Press.

Lakoff, George & Mark Johnson. 2003. *Metaphors we live by*, 2nd ed. The University of Chicago Press.

Lakoff, George. 1987. *Women, fire and dangerous things: what categories reveal about the mind*. The University of Chicago Press.

Langacker, Ronald. 2008. *Cognitive grammar: an introduction*. Oxford University Press.

Lehrer, Adrienne & Eva Feder Kittay. 1992. *Frames, fields and contrasts: new essays in semantic and lexical organization*. Routledge.

Talmy, Leonard. 2000a. *Toward a cognitive semantics, volume 1: Concept structuring systems*. MIT Press.

Talmy, Leonard. 2000b. *Toward a cognitive semantics, volume 2: Typology and process in concept structuring*. MIT Press.

Taylor, John R. 2003. *Linguistic categorization: prototypes in linguistic theory*, 3rd ed. Oxford University Press.



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Lexical-functional grammar

LING 604-4

Credit: 3

Teaching hours: 48

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

Course description

This is an advanced course on linguistic theory. It delves into the Lexical-Functional Grammar (LFG), a non-transformational generative theory of grammar. Beginning with the principles and assumptions the course introduces the arguments for the multi-dimensional architecture of grammar. Through theoretical discussions and practical analysis, students will gain a comprehensive understanding of LFG and its assumption in linguistic research. This course requires the students with a background on general linguistics in general and syntax, semantics and morphology in particular. The course also expects a sound knowledge of foundations and logic of generative grammar.

General objectives

On the completion of this course, the students will be equipped with the fundamental concepts and theoretical assumptions of Lexical-Functional Grammar, able to analyze the various linguistic phenomena considering the theory as the research framework. It also aims to strengthen students' ability to critically evaluate the strengths and limitations of LFG as a linguistic theory.

Specific objectives

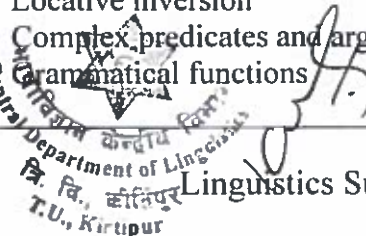
After completion of this course the students will specifically be able to:

- identify the key theoretical assumptions underlying LFG and describe the motivations behind LFG;
- define and describe different components (functional structure, constituent structure, argument structure and information structure) of grammar;
- explore the principles of correspondences between the components;
- analyze organization of meaning from LFG perspective;
- explain linguistic facts considering LFG as the framework of analysis;
- carry out independent research on different aspects of grammar of a language; and
- compare grammars of typologically different languages and discover variations and universality across languages.

Course contents

Credit	Unit	Teach. hrs.
I	1 Background and theoretical assumption 1.1 Historical roots 1.2 "Lexical" and "Functional" 1.3 Non-configurationality and movement paradoxes 1.4 Other LFG overviews and introductions	4
	2 Functional structure 2.1 Grammatical functions and functional structure 2.2 The autonomy of functional organization 2.3 Subcategorization 2.4 Functional structure representation 2.5 Functional features	6
	3 Constituent structure 3.1 Traditional arguments for constituent structure	6

	<p>3.2 Evidence for constituent structure</p> <p>3.3 Constituent structure organization and relations</p> <p>3.4 Clausal organization</p> <p>3.5 The s-string</p>	
II	<p>4 Syntactic correspondences</p> <p>4.1 Relating configuration and functional structure</p> <p>4.2 Regularities in the c-structure mapping</p> <p>4.3 "Movement" and discontinuity</p> <p>4.4 The Lexical Integrity Principle</p> <p>4.5 Economy of Expression</p>	5
	<p>5 Describing syntactic structures</p> <p>5.1 Constituent structure rules</p> <p>5.2 Functional constraints</p> <p>5.3 The c-structure/f-structure correspondence</p> <p>5.4 Variation in grammatical function encoding</p>	5
	<p>6 Syntactic relations and syntactic constraints</p> <p>6.1 Regular relations and syntactic constraints</p> <p>6.2 The PCASE attribute</p> <p>6.3 Talking about sets</p> <p>6.4 Reference to sister nodes</p> <p>6.5 Local names for f-structures</p> <p>6.6 Off-path constraints</p> <p>6.7 Templates</p> <p>6.8 C-structure rules macros</p> <p>6.9 Relations between f-structures</p> <p>6.10 C-structure/F-structure constraints</p> <p>6.11 Linear relations and the string</p>	6
III	<p>7 Meaning and semantic composition</p> <p>7.1 Syntax and semantic interpretation</p> <p>7.2 Semantic forms</p> <p>7.3 Semantic structure and meaning composition</p> <p>7.4 Expressing meanings</p> <p>7.5 Meaning assembly and logical "glue"</p> <p>7.6 Constructional meaning</p> <p>7.7 The "glue" language: linear logic</p> <p>7.8 Quantification</p> <p>7.9 Representing semantic features</p> <p>7.10 Tense and aspect</p>	6
	<p>8 Argument structure and mapping theory</p> <p>8.1 Syntax, Semantic, and argument structure</p> <p>8.2 Content and representation of argument structure</p> <p>8.3 Grammatical function alternations</p> <p>8.4 Argument classification</p> <p>8.5 Selection and classification: syntactic and semantic?</p> <p>8.6 The active/passive alternation</p> <p>8.7 Impersonal predication</p> <p>8.8 Locative inversion</p> <p>8.9 Complex predicates and argument linking</p> <p>8.10 Grammatical functions</p>	6



<p>9 Information structure 10.1 Structuring information 10.2 The categories of information structure 10.3 Representing information structure: early approaches 10.4 Modeling information structure</p>	4
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Recommended reading

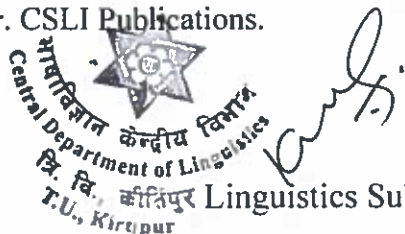
- Bresnan, Joan, Ash Asudeh, Ida Toivonen, Stephen Wechsler. 2015. *Lexical-functional syntax*, 2nd ed. Willey Blackwell.
Dalrymple, Mary, John J. Lowe, and Louise Mycock. 2019. *The Oxford reference guide to lexical functional grammar*. Oxford University Press.

Recommended articles

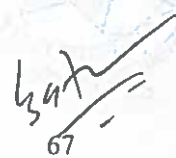
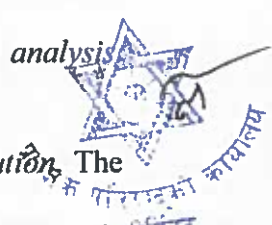
- Alsina, Alex. 1992. On the argument structure of causatives. *Linguistic Inquiry*, 23.4.
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Lohani, Ram Raj. 1999. Measurement of compound verbs in Nepali. *Gipan*, 1.2. 155-172.
Prasain, Balaram. 2000. Complex predicates in Bote: an overview. *Nepalese Linguistics*, 17. 6-27.
Saito, Mamoru. 2014. Selection and incorporation in complex predicate formation. In Audrey Li, Andrew Simpson, and Wei-Tien Dylan Tsai (eds.) *Chinese syntax in a cross-linguistic perspective*. 251-269. Oxford University Press.

Additional reading list

- Bresnan, Joan (ed.). 1982. *The mental representation of grammatical relations*. The MIT Press.
Bresnan, Joan. 1978. A Realistic Transformational Grammar. In Morris Halle, Joan Bresnan, and George A. Miller, eds. *Linguistic Theory and Psychological Reality*, 1-59. The MIT Press.
Dalrymple, Mary. 2001. *Lexical functional grammar. Syntax and semantics*, volume 34. Academic Press.
Dalrymple, Mary (ed.) 2023. *Handbook of lexical functional grammar*. Language Science Press.
Dalrymple, Mary; Ronald M. Kaplan; John T. Maxwell III; and Annie Zaenen (eds.). 1995. *Formal issues in lexical-functional grammar*. CSLI Publications.
Falk, Y. N. 2001. *Lexical-functional grammar: an introduction to parallel constraint-based*. CSLI Publications.
Haegeman, Liliane. 1994. *Introduction to government and binding theory*, 2nd ed. Blackwell Publisher Ltd.
Haegeman, Liliane. 2006. *Thinking syntactically: a guide to argumentation and analysis*. Blackwell Publishing.
Jackendoff, Ray. 1977. *X-syntax: a study of phrase structure*. The MIT Press.
Jackendoff, Ray. 2002. *Foundations of language: brain, meaning, grammar, evolution*. The Oxford University Press, Inc.
Morley, G. David. 2000. *Syntax in functional grammar: an introduction to lexicogrammar in systemic linguistics*. Continuum.
Sells, P. 1985. *Lectures on contemporary syntactic theories: an introduction to government and binding theory, generalized phrase structure grammar and lexical-functional grammar*. CSLI Publications.



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Minimalist program

LING 604-5

Credit: 3

Teaching hours: 48

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

Course description

This is an advanced course on linguistic theory. It introduces the cutting-edge researches and prominent issues in syntax and linguistic theory. The assumed students for this course must have completed introductory course in syntax and be familiar with the government and binding approach of transformational-generative grammar. Since Minimalist Program is a 'program', it espouses a number of theories within this rubric. This is an enterprise in itself. This course introduces the motivating ideas, one of the leading theories, and outstanding interdisciplinary issues.

General objectives

This course basically aims to introduce the students with the cutting-edge researches within the linguistic theory. On completion of this course the students will be able to critically evaluate the minimalist enterprise in the light of theoretical goal and explicate syntactic design within the broader framework of minimalist program. As the students understand the complexity of human language, they will be able to seek a plausible explanation of linguistic ability in the light of biological and physical evolution.


Specific objectives

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

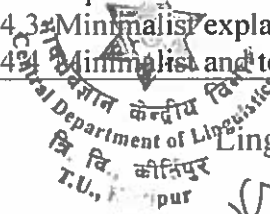
- explain and give the reasoned argument on the development of minimalist program within linguistic theorizing;
- evaluate why the minimalist program is superior to the earlier government and binding theory;
- describe the basic theoretical tools conceived withing minimalist program;
- describe the syntactic design from the perspective of projection-free syntax;
- examine the evidences that explain the complexity of language; and
- explain the emergence of the natural system like language in the human mind.

Course contents

Credit	Unit	Teach. hrs.
1	1 Towards minimalism 1.1 Architectural issues in a minimalist setting 1.1.1 Main properties of a GB-style theory 1.1.2 Minimalist qualms: Rethinking S-structure and D-structure 1.2 Theta-domain 1.2.1 External argument 1.2.2 Ditransitive verbs 1.2.3 PISH revisited 1.3 Case domain 1.3.1 Case assignment within GB 1.3.2 Unified spec-head approach to Case theory 1.3.3 Some empirical consequences 1.4 Movement and minimality effects 1.4.1 Relativized minimality within GB 1.4.2 The problem 1.4.3 Minimality and equidistance	16


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	<p>1.4.4 Relativizing minimality to feature</p> <p>1.5 Phrase structure</p> <p>1.5.1 X'-theory and properties of phrase structure</p> <p>1.5.2 Bare phrase structure: principles of merge</p> <p>1.5.3 Operation move and copy theory</p> <p>1.6 Linearization</p> <p>1.6.1 Imposing linear order into X'-theory templates</p> <p>1.6.2 Linear corresponding axiom (LCA)</p> <p>1.6.3 LCA and word order variation</p> <p>1.6.4 Traces and LCA</p> <p>1.7 Binding theory: copy theory and binding principle</p>	
II	<p>2 Projection-free syntax</p> <p>2.1 Derivation by phase</p> <p>2.1.1 Foundations</p> <p>2.1.2 Phrase structure</p> <p>2.1.3 Transfer</p> <p>2.1.4 Derivational simultaneity</p> <p>2.1.5 Concept of phase</p> <p>2.1.6 Head movement</p> <p>2.2 Minimal head detection (MHD)</p> <p>2.2.1 Introduction</p> <p>2.2.2 Labeling</p> <p>2.2.3 Endocentricity and endocentric structuring constraint (ESC)</p> <p>2.2.4 Typology of movements</p> <p>2.3 Cyclic spellout</p> <p>2.3.1 ESC without LCA</p> <p>2.3.2 ESC without antisymmetry</p> <p>2.3.3 MHD-based linearization</p>	16
III	<p>3 Exploration into complexity of language</p> <p>3.1 The picture of minimalist: A recap</p> <p>3.1.1 Characteristics of shift to minimalism</p> <p>3.1.2 UG: from an explanans to explanandum</p> <p>3.1.3 Minimalism and the design of language</p> <p>3.1.4 Why minimalism</p> <p>3.2 The strong minimalist thesis (SMT)</p> <p>3.2.1 Conceptual necessity: first encounter</p> <p>3.2.2 SMT as a strict generalization</p> <p>3.2.3 Conceptual necessity: second encounter</p> <p>3.2.4 The three factors framework</p> <p>3.3 The SMT in an evolutionary context</p> <p>3.3.1 The recursion-only hypothesis</p> <p>3.3.2 The context of FLN</p> <p>3.3.3 The where and how of recursion</p> <p>3.3.4 Merge-only hypothesis</p> <p>3.4 The SMT as an explanatory thesis</p> <p>3.4.1 Minimalist explanations: interface conditions</p> <p>3.4.2 Tautological and teleological characters of interface-based explanation</p> <p>3.4.3 Minimalist explanation: optimal computation</p> <p>3.4.4 Minimalist and teleological physics</p>	16



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Recommended reading

- Al-Mutairi, Fahad Rashed. 2014. *The minimalist program: the nature and plausibility of Chomsky's biolinguistics*. Cambridge University Press.
- Hornstein, Norbert; Jairo Nunes & Kleantes K. Grohmann. 2005. *Understanding minimalism*. Cambridge University Press.
- Narita, Hiroki. 2014. *Endocentric structuring of projection-free syntax*. John Benjamins Publishing Company.

Recommended articles

- Aldridge, Edith. 2008. Generative approaches to ergativity. *Language and Linguistic Compass* 2(5). 966-995.
- Behme, Christine. 2014. A 'Galilean' science of language. *Journal of linguistics* 50. 671-704.
- Berwick, Robert C., Paul Pietroski; Beraech Yankoma & Noam Chomsky. 2011. Poverty of stimulus revisited. *Cognitive science* 35. 1207-1242.
- den Dikken, Marcel. 2000. The syntax of features. *Journal of Psycholinguistic Research*, 29. 5-23.
- Epstein, Samuel David, Hisatsugu Kitahara & T. Daniel Seely. 2014. Labeling by minimal search: implication for successive-cyclic A-movement and the conception of the postulate "phase". *Linguistic Inquiry*, 45(3). 463-481.
- Folli, Raffaella & Heidi Harley. 2007. Causation, obligation, and argument structure: on the nature of little v. *Linguistic Inquiry*, 38(2). 197-238.
- Freidin, Robert. 2021. The strong minimalist thesis. *Philosophies*, 6(4). 97. <https://doi.org/10.3390/philosophies6040097>
- Golumbia, David. 2004. The interpretation of non-configurality. *Language and Communication*, 24. 1-22.
- Hornstein, Norbert & Jairo Nunes. 2008. Adjunction, labeling, and bare phrase structure. *Biolinguistics* 2(1). 057-086.
- Laurence, Stephen & Eric Margolis. 2001. The poverty of stimulus argument. *British Journal of Philosophy of Science*, 52. 217-276.
- Markman, Vita G. & Pavel Grashchenkov. 2011. On the adpositional nature of ergative subjects. *Lingua*, 122. 257-266.
- Nefdt, Ryan N. 2016. Scientific modelling in generative grammar and the dynamic turn in syntax. *Linguistics and philosophy*, 39. 357-394.
- Osborne, Timothy, Michael Putnam & Thomas M. Gross. 2011. Bare phrase structure, label-less tree, and specifier-less syntax: is minimalism becoming a dependency grammar? *The Linguistic Review*, 28. 315-364.
- Zwart, Jan-Wouter. 2009. Prospects for top-down derivation. *Catalan Journal of Linguistics* 8. 161-187.

Additional reading list

- Boeckx, Cedric. 2006. *Linguistic minimalism: Origins, concepts, methods, and aims*. Oxford University Press.
- Boeckx, Cedric. 2008. *Bare syntax*. Oxford University Press.
- Chomsky, Noam. 1995a. *The minimalist program*. MIT Press.
- Chomsky, Noam. 1995b. Bare phrase structure. In G. Webelhuth (ed.) *The principles and parameters approach to syntactic theory: a synopsis*. 385-439. Blackwell.
- Chomsky, Noam. 2000. Minimalist inquiries: The framework. In R. E. A. Martin (ed.), *Step by step: Essays on minimalist syntax in honor of Howard Lasnik*. 89-155. MIT Press.
- Chomsky, Noam. 2001. Derivation by phase. In M. Kenstowicz (ed.) *Ken Hale: a life in language*. MIT Press. 1-52.

- Chomsky, Noam. 2004a. Beyond explanatory adequacy. In A. Belletti (ed.) *Structures and beyond: the cartography of syntactic structures*, vol. 3. 104-131. Oxford University Press.
- Chomsky, Noam. 2004b. *The generative enterprise revisited: discussions with Riny Huybregts, Henk van Riemsdijk, Naoki Fukui and Mihoko Zushi*. Mouton de Gruyter.
- Chomsky, Noam. 2005. Three factors in language design. *Linguistic Inquiry*, 36. 1-22.
- Chomsky, Noam. 2008. On phases. In R. Freiden, C. Otero & M. Zubizarreta (eds.) *Foundational issues in linguistic theory: Essays in honor of Jean-Roger Vergnaud*. 133-166. MIT Press.
- Chomsky, Noam. 2012. *The science of language: interviews with James McGilvray*. Cambridge University Press.
- Chomsky, Noam. 2013. Problems of projection. *Lingua*, 130. 33-49.
- Chomsky, Noam. 2015. Problems of projection: extensions. In E. Di Domenico; C. Hamann; & S. Matteini (eds.) *Structures, strategies and beyond: studies in honor of Adriana Beletti*. 1-16. John Benjamins Publishing Company.
- Citko, Barbara. 2014. *Phase theory: An introduction*. Cambridge University Press.
- Di Sciullo, Anna Maria & Cedric Boeckx (eds.). 2011. *The biolinguistic enterprise: new perspectives on the evolution and nature of the human language faculty*. Oxford University Press.
- Hale, Ken & Samuel Jay Keyser. 2002. *Prolegomenon to a theory of argument structure*. MIT Press.
- Ko, Heejeong. 2014. *Edges in syntax: scrambling and cyclic linearization*. Oxford University Press.
- Miyagawa, Shigeru. 2010. *Why agree? Why move? Unifying agreement-based and discourse-configurational languages*. MIT Press.
- Panagiotidis, Phoevos. 2015. *Categorial features: a generative theory of word class categories*. Cambridge University Press.
- Richards, Marc D. 2011. Deriving the edge: what's in a phase? *Syntax*, 14. 74-95.
- Uriagereka, Juan. 1998. *Rhyme and reason: An introduction to minimalist syntax*. MIT Press.
- Weisser, Philipp. 2015. *Derived coordination: a minimalist perspective on clause chains, converbs and asymmetric coordination*. Walter de Gruyter.



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Functional grammar

LING 604-6

Credit: 3

Teaching hours: 48

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

Course description

This is an advanced course on linguistic theory. It introduces students with Michael Halliday's Functional Grammar which assumes the primacy of functions in determining grammatical structure and organization. Students for this course requires to have been familiar with basic linguistics in general and syntax, semantics and pragmatics in particular.

General objective

On completion of this course, students will be able to appropriately define and describe the basic ideas of functional grammar proposed by Michael Halliday, and analyze any language following the principles set within this framework. Students will discover how language is intricately connected with the context, and how form, meaning and context are interdependent.

Specific objectives

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

- define and clarify the issues of functional grammar;
- identify clauses and clause constituents from functional perspective;
- categorize the kinds of function and structure;
- examine and differentiate the types of metafunction;
- analyze the cohesive patterns of the given texts; and
- describe and explain grammatical metaphor.

Course contents

Credit	Unit	Teach. hrs.
I	1 The purposes of linguistic analysis 1.1 Starting points 1.1.1 Going in through form 1.1.2 Going in through meaning 1.2 Language, context and function: a preliminary exploration	2
	2 Identifying clauses and clause constituents 2.1 Breaking up the sentence – and labelling the parts 2.1.1 Recognizing constituents 2.1.2 Structural and functional labels 2.2 Ranks	2
	3 An overview of functional grammar 3.1 Three kinds of meaning 3.1.1 The three metafunctions 3.1.2 Three kinds of function in the clause 3.1.3 Three kinds of structure in the clause 3.1.4 Showing the options: systems networks 3.1.5 A fourth metafunction 3.2 Register and genre 3.2.1 Register (and the corpus) 3.2.2 Genre	5
	4 Interacting: the interpersonal metafunction 4.1 Introduction	7

	<p>4.2 Roles of addressers and audience</p> <p>4.3 Mood</p> <p>4.3.1 The structure of the mood</p> <p>4.3.2 Identifying subject and finite</p> <p>4.3.3 Meanings of subject and finite</p> <p>4.3.4 Mood in non-declarative clauses</p> <p>4.3.5 Mood in text</p> <p>4.3.6 The residue</p> <p>4.3.7 Modal adjuncts</p> <p>4.4 Modality</p> <p>4.4.1 Modality and polarity</p> <p>4.4.2 Types of modality</p> <p>4.4.3 Modal commitment</p> <p>4.4.4 Modal responsibility</p> <p>4.4.5 Modality in text</p> <p>4.5 Appraisal</p> <p>4.6 Interaction and negotiation</p> <p>4.7 Interaction through text</p>	
II	<p>5 Representing the world: the experiential metafunction</p> <p>5.1 Introduction</p> <p>5.2 Transitivity: processes and participants</p> <p>5.2.1 Material processes</p> <p>5.2.2 Mental processes</p> <p>5.2.3 Relational processes</p> <p>5.2.4 Verbal processes</p> <p>5.2.5 Other types of processes</p> <p>5.2.6 Other participant roles</p> <p>5.2.7 Circumstances</p> <p>5.2.8 Transitivity in text</p> <p>5.3 More complex aspects of transitivity</p> <p>5.3.1 More on material processes</p> <p>5.3.2 More on mental processes</p> <p>5.3.3 More on relational processes</p> <p>5.3.4 Processes in verbal group complexes</p> <p>5.3.5 Participants in causation</p> <p>5.4 Transitivity patterns in text</p> <p>5.4.1 Analysing transitivity in clauses and in text</p> <p>5.4.2 Comparing transitivity choices in different registers</p> <p>5.5 Ergativity</p>	8
	<p>6 Organizing the message: the textual metafunction– theme</p> <p>6.1 Introduction: making messages fit together</p> <p>6.2 Theme</p> <p>6.3 Identifying theme</p> <p>6.3.1 Theme in declarative clauses</p> <p>6.3.2 Theme in non-declarative clauses</p> <p>6.4 Special thematic structures</p> <p>6.4.1 Thematic equatives</p> <p>6.4.2 Predicated theme</p> <p>6.4.3 Thematized comment</p> <p>6.4.4 Preposed theme</p>	8

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	6.4.5 Passive clauses and theme 6.5 Theme in clause complexes 6.6 Multiple theme 6.6.1 Conjunctions in theme 6.6.2 Conjunctive and modal adjuncts in theme 6.6.3 Textual, interpersonal and experiential elements in theme 6.6.4 Interrogatives as multiple themes 6.7 Some issues in theme analysis 6.7.1 Existential 'there' in theme 6.7.2 Interpolations in theme 6.7.3 Preposed attributives 6.7.4 Theme in reported clauses 6.7.5 Theme and interpersonal grammatical metaphor 6.8 Theme in text 6.8.1 An illustration of theme in text 6.8.2 Other ways of exploring thematic choices 6.8.3 Theme in different registers 6.9 A final note on identifying theme	
III	7 Clauses in combination 7.1 Introduction 7.2 Units of analysis 7.3 Types of relations between clauses 7.3.1 Logical dependency relations 7.3.2 Logico-semantic relations 7.4 Expansion 7.4.1 Elaborating 7.4.2 Extending 7.4.3 Enhancing 7.4.4 Internal and external expansion 7.5 Projection 7.5.1 Quotes and reports 7.5.2 Facts 7.5.3 Projection in text 7.6 Clause complexing 7.6.1 An overview 7.6.2 Clause complexing and register	8
	8 Organizing the message: the textual metafunction –cohesion 8.1 Cohesion and coherence 8.2 Reference and ellipsis 8.2.1 Reference 8.2.2 Ellipsis 8.3 Conjunction 8.4 Cohesion and register	4
	9 Grammatical metaphor 9.1 Introduction 9.2 Grammatical metaphor 9.3 Experiential and logical metaphors 9.4 Interpersonal metaphors 9.5 Textual metaphor	4

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Recommended reading

Thompson, Geoff. 2014. *Introducing functional grammar*, 3rd ed. Routledge.

Additional reading list

Eggins, S. 2004. *An introduction to systemic functional linguistics*, 2nd ed. Continuum.

Halliday, M. A. K. 1970. Language structure and language function. In Lyons, J. (ed.) *New horizons in linguistics*. 140–165. Penguin.

Halliday, M. A. K. 1976. *System and function in language* (ed. G. Kress). Oxford University Press.

Halliday, M. A. K. 1985. *An introduction to functional grammar*. Edward Arnold.

Halliday, M. A. K. 1994. *An introduction to functional grammar*, 2nd ed. Edward Arnold.

Halliday, M. A. K. & R. Hasan. 1976. *Cohesion in English*. Longman.

Hasan, R., C. M. I. M. Matthiessen & J. J. Webster (eds.). 2005. *Continuing discourse on language: a functional perspective*. Equinox.

Martin, J. R. 1992. *English text: system and structure*. John Benjamins.

Morley, G. D. 2000. *Syntax in functional grammar: an introduction to lexicogrammar in systemic linguistics*. Continuum.

Ventola, E. (ed.) 1991. *Functional and systemic linguistics: approaches and uses*. Mouton de Gruyter.

Winter, E. 1982. *Towards a contextual grammar of English*. George Allen & Unwin.



Linguistics Subject Committee, TU

Computational linguistics

LING 604-7

Credit: 3

Teaching hours: 48

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

Course description

This course offers an in-depth exploration of computational linguistics, focusing on the intersection of linguistics and computer science. Students will learn about the theoretical foundations and practical applications of computational methods in the analysis and processing of natural language. The course covers essential topics such as the basics of computational linguistics, word-level processing, speech recognition, syntactic parsing, semantic analysis, pragmatics, and various applications in real-world scenarios.

General objectives

On completion of this course, the students are assumed to have ability to understand the fundamental concepts and principles of computational linguistics, develop skills in applying computational methods to linguistic data, explore the theoretical and practical aspects of natural language processing, gain hands-on experience with tools and techniques used in computational linguistics and analyze and evaluate the applications of computational linguistics in various fields.

Specific objectives

The following specific objectives that the students will be able to:

- Learn about morphological analysis and word segmentation, explore techniques for part-of-speech tagging and understand the role of lexicons and dictionaries in computational linguistics.
- Study the basics of speech recognition and synthesis, understand acoustic modeling and phonetic transcription and explore applications of speech technology in various domains.
- Learn about syntactic parsing and grammar formalisms, explore different parsing algorithms and techniques and understand the role of syntax in natural language understanding.
- Study semantic representation and meaning extraction, explore techniques for word sense disambiguation and semantic role labeling and understand the role of pragmatics in context-aware language processing.
- Analyze real-world applications of computational linguistics, such as machine translation, information retrieval, and sentiment analysis, explore the use of computational linguistics in language education and digital humanities, and understand the ethical considerations and challenges in deploying NLP systems.

Course Contents

Credit	Unit	Teach. hrs.
I	1 Basics 1.1 Brief history and development 1.2 Essential concepts: (a) Knowledge in Speech and Language Processing, (b) Ambiguity, (c) Models and Algorithms 1.3 Language, thought, and understanding 1.4 Artificial intelligence and its impact	6
	2 Words 2.1 Regular expressions and automata 2.2 Words and Transducers	10

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	2.3 Parts-of-Speech Tagging 2.4 N-grams (Definition and Uses) 2.5 Hidden Markov and Maximum Entropy Models (Definition and Uses)	
II	3 Speech 3.1 Phonetics 3.2 Speech Synthesis 3.3 Automatic Speech Recognition (introductory) 3.4 Computational Phonology	8
	4 Syntax 4.1 Formal Grammar of English 4.2 Syntactic Parsing 4.3 Features and unification	8
III	5 Semantics and Pragmatics 5.1 Representing meaning 5.2 Computational Semantics 5.3 Lexical semantics 5.4 Computational Lexical Semantics 5.5 Computational discourse (Introductory)	10
	6 Applications 6.1 Machine translation 6.2 Text-to-speech and speech-to-text 6.3 Question Answering and Summarization 6.4 Dialogue and Conversational Agents 6.5 Information extraction 6.6 Language teaching	6

Recommended reading

Hausser, Roland. 2014. *Foundations of computational linguistics human-computer communication in natural language*, 3rd ed. Springer.

Jurafsky, Daniel & James H. Martin. 2009. *Speech and language processing: an introduction to natural language processing, computational linguistics, and speech recognition*. Pearson Education, Inc.

Recommended articles

Awale, Sushil, Suraj Prasai, Birodh Rijal & Santa B. Basnet. 2021. Processing of Nepali news corpus for downstream tasks. *Nepalese Linguistics*, 35.

Bajracharya, Roop Shree Ratna, Santosh Regmi, Bal Krishna Bal & Balaram Prasain. 2019. Building a natural sounding Text-To-Speech system for the Nepali language: research and development challenges and solutions. *Gipan*, 4.

Klie, Jan-Christoph, Richard Eckart de Castilho & Iryna Gurevych. 2024. Analyzing dataset annotation quality management in the wild. *Computational Linguistics*. https://doi.org/10.1162/coli_a_00516

Prasain, Balaram. 2017. Derivation in Nepali: a finite state approach. *Gipan*, 3(1).

Reiter, Nils & Anette Frank. 2010. Identifying generic noun phrases. *Proceedings of the 48th Annual Meeting of the Association for Computational Linguistics*, Uppsala, Sweden, 11-16 July.

Toporkov, Olia & Rodrigo Agerri. 2024. On the role of morphological information for contextual lemmatization. *Computational Linguistics*. https://doi.org/10.1162/coli_a_00497

Additional reading list

Beesley, Kenneth R. & Lauri Karttunen. 2003. *Finite state morphology*. CSLI Publications.



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- Coleman, John. 2005. *Introducing speech and language processing*. Cambridge University Press.
- Gazdar, Gerald & Chris Mellish. 1989. *Natural language processing in Prolog: an introduction to computational linguistics*. Addison-Wesley Publishing Company
- John E. Hopcroft, Rajiv Motwani & Jeffrey D. Ullman. 2004. *Introduction to automata theory, languages and computation*. 2nd ed. Pearson Education
- Jurafsky, Daniel & James H. Martin. 2000. *Speech and language processing: an introduction to natural language processing, computational linguistics, and speech recognition*. Pearson Education.
- Lawler, John & Helen Aristar Dry (eds.). 1998. *Using computers in linguistics: a practical guide*. Routledge.
- Manning, Christopher D. & Hinrich Schütze. 1999. *Foundations of statistical natural language processing*. The MIT Press.
- Mitkov, Ruslan (ed.). 2003. *The Oxford handbook of computational linguistics*. Oxford University Press.



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Corpus linguistics

LING 604-8

Credit: 3

Teaching hours: 48

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

Course description

This course provides an in-depth exploration of corpus linguistics, focusing on the theoretical and practical aspects of working with language corpora. Students will learn about the design, creation, annotation, and analysis of corpora, as well as the debates and issues surrounding this field. The course aims to equip students with the skills necessary to conduct independent research using corpora and to apply corpus-based methods in various linguistic contexts.

General objectives

General objectives of this course are to make students understand the fundamental concepts and principles of corpus linguistics, critically evaluate the debates and issues in corpus linguistics, gain practical experience in designing, creating, annotating, and analyzing corpora, develop the ability to query and interpret corpus data, and apply corpus linguistics methods to linguistic research and real-world problems.

Specific objectives

The following specific objectives are assumed to be achieved after completion of this course by the students who opt for. The students will be able to:

- Discuss, analyze and examine the theoretical, methodological and ethical debates respectively,
- Identify challenges, ensure data quality and reliability and manage the corpus data,
- Understand the principles of corpus design, differentiate between types of corpora, and apply various sampling techniques in corpus design.
- Learn about different types of annotation, use tools, software for corpus annotation and follow the standard guidelines for consistent annotation,
- Build a corpus from data collection, apply analytical techniques and use tools.
- Interpret and present the results of corpus queries.

Course contents

Credit	Unit	Teach. hrs.
I	1 How to define corpus linguistics 1.1 Defining elements 1.2 Empiricism versus rationalism in linguistics 1.3 Chomsky's arguments against empiricism in linguistics 1.4 Corpus linguistics and computer tools 1.5 Quantitative versus qualitative methods 1.6 Difference between corpus linguistics and experimental linguistics 1.7 Different types of corpora	7
	2 How to use corpora in Theoretical linguistics 2.1 Phonetics and phonology 2.2 Morphology 2.3 Syntax 2.4 Lexicon 2.5 Discourse analysis 2.6 Pragmatics	9


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	2.7 Sociolinguistics 2.8 Diachronic linguistics	
II	3 How to use corpora in applied linguistics 3.1 Language acquisition 3.2 Language impairments 3.3 Second language acquisition 3.4 Language teaching 3.5 Lexicography 3.6 Stylistics 3.7 Legal linguistics	8
	4 How to use multilingual corpora 4.1 Comparable corpora and parallel corpora 4.2 Looking for a tertium comparationis 4.3 Translation as a discursive genre 4.4 Multilingual corpora and contrastive linguistics 4.5 Parallel corpora and contrastive linguistics 4.6 Parallel corpora and translation studies 4.6 Parallel corpora and bilingual dictionaries	8
III	5 How to build a corpus 5.1 Before deciding to build a corpus 5.2 Establishing the size and representativeness of data 5.3 Choosing language samples 5.4 Preparing and coding corpus files 5.5 Recording and transcribing spoken data 5.6 Ethical and legal issues	5
	6 How to annotate a corpus 6.1 Corpus annotations 6.2 Different types of annotations 6.3 Standardization of annotation schemes 6.4 The stages of the annotation process 6.5 Annotation tools 6.6 Measuring the quality and reliability of an annotation 6.7 Sharing your annotations	5
	7 How to analyze corpus data 7.1 Descriptive statistics for corpus data 7.2 Measuring the lexical richness of a corpus 7.3 Measuring lexical dispersion in a corpus 7.4 Basics of inferential statistics 7.5 Typical variables in corpus studies 7.6 Measuring the difference between categories	6

Recommended reading

- Kübler, Sandra & Heike Zinsmeister. 2015. *Corpus linguistics and linguistically annotated corpora*. Bloomsbury
- McEnery, T. & A. Hardie. 2012. *Corpus linguistics: method, theory and practice*. Cambridge University Press.
- Zufferey, Sandrine. 2020. *Introduction to corpus linguistics*. ISTE Ltd. And John Wiley &



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Recommended articles

Cousse, Evie, Gerlof Boumal & Nicoline van der Sijs. 2024. Auxiliaries in Old Dutch: a diachronic parallel corpus exploration. *Journal of Historical Linguistics* <https://doi.org/10.1075/jhl.23041.cou>

Hardie, Andrew, Ram Lohani, Bhim Regmi and Yogendra Yadava. 2005. Nelralec/Bhasha Sanchar Working Paper 2, Categorisation for automated morphosyntactic analysis of Nepali: introducing the Nelralec Tagset (NT-01).

Hashimoto, Brett & Kyra Nelson. 2024. Recent trends in corpus design and reporting: a methodological synthesis. *Research in Corpus Linguistics*, 12(1). 59–88. DOI: 10.32714/ricl.12.01.03

Hashimoto, Brett & Kyra Nelson. 2014. Recent trends in corpus design and reporting: a methodological synthesis. *Research in Corpus Linguistics*, 12(1). DOI: 10.32714/ricl.12.01.03

Pérez-Paredesa, Pascual & Geraldine Mark. 2024. Rethinking interviews as representations of spoken language in learner corpora. *Research in Corpus Linguistics* 12(2). DOI: 10.32714/ricl.12.02.06

Shrestha, Inroj & Shreeya Singh Dhakal. 2021. Fine-grained part-of-speech tagging in Nepali text. *Procedia Computer Science* 189. 300–311. DOI: 10.1016/j.procs.2021.05.099

Additional reading list

Brezina, Vaclav. 2018. *Statistics in corpus linguistics: a practical guide*. Cambridge University Press.

Fitzpatrick, Eileen (ed.). 2007. *Corpus linguistics beyond the word corpus research from phrase to discourse*. Rodopi B.V.

O’Keeffe, Anne & Michael McCarthy (eds.). 2010. *The Routledge handbook of corpus linguistics*. Routledge.



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Mathematical linguistics

LING 604-9

Credit: 3

Teaching hours: 48

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

Course description

This is the course on mathematical approach to linguistic analysis. It aims to apply mathematical tools, symbolic logic and techniques of proof theory to discover the nature of linguistic structure. This way the course is theoretical in nature and formal in methodology. The expected students must have good understanding of basic linguistics and sound background in syntax and semantics. Prior exposure to basic algebra and symbolic logic highly beneficial.

General objectives

The course basically aims to make the students aware of computational characters of linguistic structure. The course will equip them with the knowledge of symbolic logic and formal system and prepare them to model natural languages accordingly.


Specific objectives

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

- describe the basic concepts of set theory and symbolic logic;
- Apply the techniques of symbolic logic to natural language data;
- Axiomatize the linguistic facts and prove that the linguistic output is the result of formal system;
- Analyze meaning applying Montague's system; and
- Apply the concepts of lambda calculus in real life linguistic data

Course contents

Credit	Unit	Teach. hrs.
I	1 Basic concepts of set theory 1.1 The concept of a set 1.2 Specification of sets 1.3 Set-theoretic identity and cardinality 1.4 Subsets 1.5 Power sets 1.6 Union and intersection 1.7 Difference and complement 1.8 Set-theoretic equalities	4
	2 Relations and functions 2.1 Ordered pairs and Cartesian products 2.2 Relations and diagrammatic representation 2.3 Functions 2.4 Composition	3
	3 Properties of relations 3.1 Reflexivity, symmetry, transitivity, connectedness 3.2 Properties of inverse and complements 3.3 Equivalence relations and partitions 3.4 Orderings	3
	4 Infinities 4.1 Equivalent sets and cardinality 4.2 Denumerability of sets	3


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	4.3 Nondenumerable sets 4.4 Infinite vs. unbounded	
	5 Basic concepts of logic and formal system 5.1 Formal systems and models 5.2 Natural languages and formal languages 5.3 Syntax and semantics 5.4 Propositional calculus and predicate calculus	3
II	6 Propositional calculus 6.1 Syntax 6.2 Semantics: truth values and truth tables 6.3 Tautologies, contradictions and contingencies 6.4 Logical equivalence, logical consequence and laws 6.5 Natural deduction	5
	7 Predicate calculus 7.1 Syntax 7.2 Semantics 7.3 Quantifier laws 7.4 Natural deduction	5
	8 Formal systems, axiomatization and model theory 8.1 Recursive definitions 8.2 Axiomatic systems and derivations 8.3 Semi-Thue system 8.4 Peano's axioms and proof by induction 8.5 Semantic side of formal systems: model theory 8.6 Axiomatizing logic	6
III	9 Richard Montague and principle of compositionality 9.1 Basic assumptions of Montague's semantics 9.1.1 Truth-conditional semantics 9.1.2 Model-theoretic semantics 9.1.3 Possible world semantics 9.2 Principle of compositionality 9.2.1 Compositionality 9.2.2 A compositional account of propositional calculus 9.2.3 A compositional account of predicate calculus 9.2.4 Natural language and compositionality	8
	10 Lambda abstraction 10.1 Type theory 10.2 Syntax and semantics of lambda-abstraction 10.3 A sample fragment 10.4 Lambda calculus 10.5 Linguistic applications	8

Recommended reading

Dowty, David R., Robert E. Wall & Stanley Peters. 1981. *Introduction to Montague semantics*. D Reidel Publishing Company.

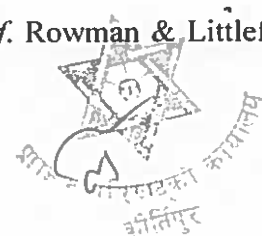
Partee, Barbara H., Alice Ter Meulen & Robert E. Wall. 1990. *Mathematical methods in linguistics*. Kulwar Academic Publishers.

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Agler, David W. 2013. *Symbolic logic: syntax, semantics and proof*. Rowman & Littlefield Publishers, Inc.

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- Kornai, Andras. 2008. *Mathematical linguistics*. Springer.
- Kracht, Marcus. 2003. *The mathematics of language*. Mouton de Gruyter.
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Anthropological linguistics

LING 605-1

Credit: 3

Teaching hours: 48

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

Course description

This course introduces students to an anthropological linguistics, which examines the relationship between language and culture. It explores the role of language in shaping worldviews, societal norms, and cultural practices, while also delving into the origins, evolution, and acquisition of languages. Students will learn about the intersection of linguistics and anthropology, examining topics such as language change, language death, revitalization, ethnographic studies of communication, and cultural knowledge systems. The course will also highlight the application of these concepts in the context of Nepal, focusing on kinship studies, toponymic studies, and ritual languages.

General objectives

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


Specific objectives

On the completion of this course, the students will:

- define anthropological linguistics and explain its relationship with linguistics, anthropology, and other disciplines;
- discuss the origin of language, its biological evolution, and the acquisition and development of writing;
- analyze the role of language in shaping worldview, culture, and communication practices, with particular attention to cognitive anthropology and ethnoscience;
- identify key methods used in anthropological linguistics, such as ethnography, participant-observation, and the study of oral traditions;
- critically assess contemporary issues in anthropological linguistics, including language death, revitalization, race, ethnicity, and language ecology; and
- apply anthropological linguistic methods to study specific language-related phenomena in nepal, including kinship, toponymic studies, and ritual language.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to anthropological linguistics 1.1 Relation between linguistics and anthropology 1.1 Scope of the anthropological linguistics 1.2 The study of linguistic practices in anthropology 1.3 Anthropological linguistics and other disciplines	4
	2 Origin, evolution, acquisition, and development of writing 2.1 Origin of the language 2.2 Language and biological evolution 2.3 Acquisition of language 2.4 Development of writing 2.5 Directions of language change	8


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	3 Language and cultural analysis 3.1 Lanague and worldview 3.2 Ethnoscience and cognitive anthropology 3.3 Ethnography of communication	4
II	4 Theories in culture and lanuage 4.1 Culture as socially distributed knowledge 4.2 Culture as communication 4.3 Lévi and the semiotic approach 4.4 Metaphors as folk theories of the world	6
	5 Language in culture 5.1 Boasian tradition 5.2 Franz Boas and the use of native languages 5.3 Sapir and the search for languages' internal logic 5.4 Benjamin Lee Whorf, worldviews, and cryptotypes 5.5 Language as objectification of the world: from von Humboldt to Cassirer 5.6 Language as a guide to the world: metaphors	10
III	6 Methods for anthropological linguistics 6.1 Orality, performativity, and ethnography 6.2 Studying people in communities 6.3 Ethnographers as cultural mediators 6.4 Participant-observation	4
	7 Some issues of the anthropological linguistics 7.1 Language, race, and ethnicity 7.2 Language death and revitalization 7.3 Language and ecology 7.4 Development and the language safeguards	4
	8 Anthropological linguistic studies in Nepal 8.1 Kinship studies in Nepal: Byansi, Tibetan and Kirati 8.2 Toponymic studies in Nepal: Nepalese-hydronyms, river-names of the Kathmandu valley and Kirat toponyms 8.3 Color terms 8.4 Ritual languages	8

Recommended reading

- Ahearn, Laura M. 2017. *Living language: an introduction to linguistic anthropology*. Willey Blackwell.
- Danesi, Marcel. 2004. *A basic course in anthropological linguistics*. Canadian Scholars' Press.
- Ottenheimer, Harriet Joseph. 2013. *The anthropology of language: an introduction to linguistic anthropology*. Kansas State University.

Additional reading list

- Bonvillain, Nancy (ed.). 2016. *The Routledge handbook of linguistic anthropology*. Routledge.
- Chamling, B. (ed.). 2017. *Mundum: sristi katha [Mundum: myth of the origin]*. Kirat Rai Chamling Khambatim.
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- Enfield, N. J., Paul Kockelman and Jack Sidnell. 2014. *The Cambridge handbook of linguistic anthropology*. Cambridge University Press.



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- Rai, Tara Mani. 2071. Mundum and its terminologies: a linguistic study. *Rilung*, 1. 1-7.
- Salzmann, Zdenek, James Stanlaw & Nobuko. 2012. *Language, culture, and society: an introduction to linguistic anthropology*. Westview Press.
- Uprety, Laya Prasad, Binod Pokharel & Suresh Dhakal. 2017. *Kinship studies in Nepali anthropology*. Central Department of Anthropology, Tribhuvan University.
- Wierzbicka, A. 2009. The meaning of color terms: semantics, culture, and cognition. *Cognitive Linguistics*. <https://doi.org/10.1515/cogl.1990.1.1.99>
- Witzel, Michael. 1991. Nepalese hydronymy: towards a history of settlement in the Himalaays. CNAS, Tribhuvan University.
- Yamaguchi, Masataka, Denis Tay & Benjamin Blount. 2014. *Approaches to language, culture and cognition*. Palgrave Macmillan.



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Neurolinguistics

LING 605-2

Credit: 3

Teaching hours: 48

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

Course description

This course aims to prepare students to understand the ever emerging and growing field of neurolinguistics. The course lays a foundation for undertaking scientific research studies in the context of Nepal that provides a rich milieu for research in language, mind and brain. Starting from brain, the seat of language, to how it operates in the real world where more than one languages exist together and its influence on the comprehension and production of language, to thinking of designing and conducting appropriate experiments to study various aspects of language processing are the main focus of this course. The course aims to train and equip students with the knowledge and skills in neurolinguistics to prepare them to face and handle the likely areas that might emerge and dominate the field of research in future.

General objectives

The main objective of the course is to prepare students to understand and conduct researches investigating various mechanisms and processes of language and brain.

Specific objectives

The specific objectives of this course are to:

- familiarize students with the relationship between language, brain and cognition;
- make the students aware of typical and atypical language processing in monolingual, bilingual and multilingual contexts;
- acquaint students with neural bases of bilingualism, sign language and language disorders;
- train students on conceptualizing and designing of language comprehension and production experiments;
- familiarize them with the research tools to conduct neurolinguistic experiments; and
- train basic statistics to analyze neurolinguistic data.

Course contents

Credit	Unit	Teach. hrs.
I	1 Language, brain and cognition 1.1 Introduction and a brief historical overview of neurolinguistics 1.2 Temporal mapping of language in the brain 1.3 Spatial mapping of language in the brain 1.4 Models of language in the brain 1.5 language network development in the brain 1.6 Neural code for speech 1.7 Activation and representation of word and meaning in the brain 1.8 Neurology of language	8
	2 Neurolinguistics of language processing and representation 2.1 Neural bases of monolingual language processing, acquisition and representation 2.2 Neural bases of bilingual and multilingual language processing, acquisition and representation 2.3 How literacy and linguistic structures shape neural structures 2.4 Lab works in designing, running and analyzing language	8


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	comprehension and production experiments using behavioral measures to mimic neurolinguistic processing	
II	3 Hemodynamics and electrophysiology, eye movement and behavioral methods 3.1 Use of EEG, MEG, fMRI and fNIR in the study of hemodynamics and electrophysiology of neural mechanisms for language processing and representation 3.2 Use of eye tracking and behavioral measures for language processing and representation 3.3 Lab work in experimental design, analysis and writing	8
	4 Statistical analysis 4.1 Factorial design, variables, significant effects and interactions, type I and type II errors 4.2 Reporting the results, data visualization 4.3 Tools: Excel, SPSS, R, JASP 4.4 Lab work statistical analysis	8
III	5 Applied neurolinguistics 5.1 Neurolinguistics of literacy and education 5.2 Neurolinguistics and health 5.3 Neurolinguistics and crime investigation 5.4 Neurolinguistics and language disorders 5.5 Lab work (writing complete report, to be integrated with lectures)	8
	6 Emerging neurolinguistics 6.1 Neurogenetics of language 6.2 Neuroethology of language 6.3 Large language models and neurolinguistics 6.4 Neurolinguistics of South Asian languages 6.5 Future of neurolinguistics	8

Recommended reading

- Baggio, Giosue. 2022. *Neurolinguistics*. MIT Press.
- Brennan, Jonathan R. 2022. *Language and the brain: a slim guide to neurolinguistics*. Oxford University Press.
- de Groot, A. M. B & P. Hagoort. 2018. *Research methods in psycholinguistics and neurobiology of language: a practical guide*. Wiley Blackwell.
- Duchowski, Andrew. 2007. *Eye tracking methodology: theory and practice*. Springer.
- Gries, S. Th. 2021. *Statistics for linguistics with R: a practical introduction*, 3rd ed. de Gruyter.
- Jiang, Nan. 2012. *Conducting reaction time research in second language studies*. Routledge. (for DMDX and tasks used in behavioral experiments)
- Johnson, Thomas A. 2005. *Forensic computer crime investigation*. Taylor & Francis.
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- Luck, Steven J.. 2023. *Applied event-related potential data analysis*. University of California Press.
- McCauley, Rebecca J. 2001. *Assessment of language disorders in children*. Lawrence Earlbaum Associates Publishers.
- Owens, Robert E. Jr. 2012. *Language development: an introduction*. Pearson.
- Traxler, Matthew J. 2012. *Introduction to psycholinguistics: understanding language science*. Wiley-Blackwell (Bilingual Language Processing, Chapter 11)
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- Gwilliams, Laura & Linnaea Stockall. 2022. Distributed morphology and neurolinguistics. To appear in *The Cambridge handbook of distributed morphology*. <http://lingbuzz.net/lingbuzz/006928>
- Kaan, E. 2007. Event-related potentials and language processing: a brief overview. *Language and Linguistics Compass* 1(6). 571–591. 10.1111/j.1749-818x.2007.00037.x
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- Moitra, Swarnendu, Dustin A. Chacón & Linnaea Stockall. 2024a. How long is long?: Word length effects in reading correspond to minimal graphemic units: An MEG study in Bangla. *PLoS One* 19(4), e0292979. <https://doi.org/10.1371/journal.pone.0292979>
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- Norcliffe, Elisabeth, Alice C. Harris & T. Florian Jaeger. 2015. Crosslinguistic psycholinguistics and its critical role in theory development: early beginnings and recent advances. *Language, Cognition and Neuroscience*, 30(9). 1009-1032. DOI: 10.1080/23273798.2015.1080373
- Sauppe, Sebastian, Kamal K. Choudhary, Nathalie Giroud, Damián E. Blasi, Elisabeth Norcliffe, Shikha Bhattamishra, Mahima Gulati, Aitor Egurtzegi, Ina Bornkessel-Schlesewsky, Martin Meyer & Balthasar Bickel. 2021. Neural signatures of syntactic variation in speech planning. *PLoS Biology* 19(1). e3001038. <https://doi.org/10.1371/journal.pbio.3001038>

Additional reading list

- B. Winter. 2020. *Statistics for linguists: an introduction using R*. Routledge.
- Brennan, Jonathan & Liina Pyykkänen. 2008. Processing events: behavioral and neuromagnetic correlates of aspectual coercion. *Brain and Language* 106(2). 132–143. <https://doi.org/10.1016/j.bandl.2008.04.003>
- Cayado, Dave Kenneth Tayao, Samantha Wray, Dustin Alfonso Chacón, Marco Chia-Ho Lai, Suhail Matar & Linnaea Stockall. 2024. MEG evidence for left temporal and orbitofrontal involvement in breaking down inflected words and putting the pieces back together. Accepted for publication in *Cortex*.
- Cohen, M. 2007. Where does EEG come from and what does it mean. *Trends in Neuroscience*, 30(4). 208–218.

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- Marian, Viorica. 2023. *The power of language: how the codes we use to think, speak, and live transform our minds*. Penguin Random House.
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- Mishra, R. K. 2018. *Bilingualism and cognitive control*. Springer.
- Pathak, L. 2021. Developing language skills through Students' Quality Circle (SQC) way: an innovative approach to language teaching and learning. *Studies in ELT and Applied Linguistics*, 1(1). 79–95 <https://doi.org/10.3126/seltal.v1i1.40609>
- Pathak, L. S. 2022. Initiating and institutionalizing cognitive science and psycholinguistics in Nepal: a report. *Gipan*, 5(1). 52–62. <https://doi.org/10.3126/gipan.v5i1.49542>
- Pathak, L. S., M. Vulchanova, P Pathak & R. K. Mishra. 2024. Trilingual parallel processing: do the dominant languages grab all the attention? *Bilingualism: Language and Cognition*. 1-18. doi:10.1017/S1366728924000257
- Pathak, L. S., S. Rijal, & P. Pathak. 2021. Instruction in second language enhances linguistic and cognitive abilities in first language as well: Evidence from public school education in Nepal. *Journal of Cultural Cognitive Science*, 5. 287 – 310, <https://doi.org/10.1007/s41809-021-00084-7>
- Shook, A. & V. Marian. 2013. The bilingual language interaction network for comprehension of speech (BLINCS). *Bilingualism: Language and Cognition*, 16(2). 304–324.

Cognitive science

LING 605-3

Credit: 3

Teaching hours: 48

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

Course description

This course aims to prepare students to understand the ever emerging and growing field of cognitive science. Cognitive Science takes interdisciplinary approach combining insights from different disciplines to understand the working mechanisms of human (and also non-human) minds. The course lays a foundation for undertaking scientific research studies in the context of Nepal that provides a rich milieu for research in language, mind, cognition and brain. The course tried to bring together components that create the field of cognitive science which helps in understanding our minds better and resolve the many unexplored and not yet understood phenomena of human potentials. The course also prepares students to undertake research by designing appropriate experiments to investigate the issues of cognition to pave the path for them to become cognitive scientists in future. This course aims to lay a strong foundation of the field of cognitive science that can open up many potential fields of research and professions for the cognitive scientists.

General objectives

The main objective of this course is to demonstrate the nature, scope and potentials of cognitive science and to prepare the students to become cognitive scientists by training them with the requisite knowledge and skills required to do cognitive science.

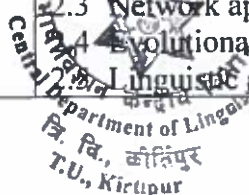
Specific objectives

The specific objectives of the course are the following:

- introduce students to the foundational concepts of neural and cognitive science;
- demonstrate that cognitive science follows interdisciplinary approach to cognition;
- prepare students to undertake research in neural and cognitive sciences;
- familiarize students with the building blocks of cognitive science;
- prepare students to extend the knowledge and skills of cognitive science to other applied domains; and
- point out the future directions in cognitive science and prepare students in the emerging issues in the field.

Course contents

Credit	Unit	Teach. hrs.
1	1 Introduction 1.1 Brief historical introduction of cognitive science 1.2 The science of the mind 1.3 Evolution of cognition 1.4 Exploring mental space 1.5 Neural basis for cognition	8
	2 Cognitive science as interdisciplinary approach 2.1 Philosophical and psychological approach 2.2 Neuroscience approach 2.3 Network approach 2.4 Evolutionary approach 2.5 Linguistic approach	8



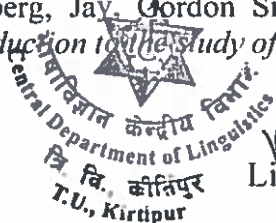
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	2.6 Emotional and social approach 2.7 Artificial intelligence approach 2.8 Embodied ecological approach	
II	3 Research methodology in cognitive science 3.1 Hemodynamic methods – MRI, fMRI, MEG 3.2 Electrophysiology – EEG, fNIRS, TMS 3.3 Behavioral methods – eyetracking, mousetracking, button press methods, reaction time studies 3.4 Statistical analysis – use of various statistical tools and methods in analyzing and interpreting the research data 3.5 Lab work – designing the experiments to investigate various cognitive mechanisms and process	8
	4 Building blocks of cognition: representation and processing 4.1 Vision 4.2 Pattern recognition 4.3 Attention and prediction 4.4 Learning and memory 4.5 Imagery 4.6 Concepts 4.7 Thinking and problem solving 4.8 Consciousness 4.9 Lab work – designing the experiments to investigate various cognitive mechanisms and processes as discussed in this unit	8
III	5 Applied cognitive science 5.1 Cognitive Science of literacy and education 5.2 Forensic cognitive science 5.3 Cognitive science of neuropathology 5.4 Cognitive science of religion, morality and culture 5.5 Gender and cognition 5.6 Lab work – analyzing and interpreting research data	8
	6 Future Directions 6.1 Cognitive Science and artificial intelligence 6.2 Cognitive science and large language models 6.3 Dynamical cognitive science 6.4 Extended cognition 6.5 Simulating mental processes 6.6 Non-WEIRD cognitive science 6.7 Lab work – writing a complete publishable manuscript based on the experiments and analysis learned in this course	8

Recommended reading

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- Bars, J. B. & N. M. Gage. 2010. *Cognition, brain and consciousness: introduction to cognitive neuroscience*, 2nd ed. Academic Press
- Donald, M. 1991. *Origins of the modern mind: three stages in the evolution of culture and cognition*. Harvard University Press.
- Duchowski, Andrew. 2007. *Eye tracking methodology: theory and practice*. Springer.
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- McCauley, Rebecca J. 2001. *Assessment of language disorders in children*. Lawrence Erlbaum Associates Publishers.
- Mishra, Ramesh Kumar. 2023. *Cognitive science: new developments and future directions*. Routledge.
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Recommended articles

- Barrett, H. C. 2020. Towards a cognitive science of the human: cross-cultural approaches and their urgency. *Trends in Cognitive Sciences*, 24(8). 620–638.
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- Haim, E. & M. Stella, 2023. Cognitive networks for knowledge modelling: a gentle tutorial for data – and cognitive scientists.
- Henrich, J., S. J. Heine & A. Norenzayan. 2010. Most people are not WEIRD. *Nature*, 466(7302). 29.
- Huettig, F. & R. K. Mishra, 2014. How literacy acquisition affects the illiterate mind – A critical examination of theories and evidence. *Language and Linguistics Compass*, 8(10). 401–427.
- Jiang, R., N. Zuo, J. M. Ford, , S. Qi, D. Zhi, C. Zhuo, Y. Xu, Z. Fu, J. Bustillo, J. A. Turner, V. D. Calhoun & V. D. Calhoun. 2020. Task-induced brain connectivity promotes the detection of individual differences in brain-behavior relationships. *NeuroImage*, 207, 116370.
- Jobin, A., M. Ienca & E. Vayena. 2019. The global landscape of AI ethics guidelines. *Nature Machine Intelligence*, 1(9). 389–399.
- Kilteni, K., R. Groten & M. Slater. 2012. The sense of embodiment in virtual reality. *Presence: Teleoperators and Virtual Environments*, 21(4). 373–387.
- Kingstone, A., D. Smilek, J. Ristic, C. Kelland Friesen & J. D. Eastwood. 2003. Attention, researchers! It is time to take a look at the real world. *Current Directions in Psychological Science*, 12(5). 176–180.

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First language acquisition

LING 605-4

Credit: 3

Teaching hours: 48

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

Course description

This is an interdisciplinary course between child development, child psychology, cognitive development and linguistics. This course aims to introduce the empirical study of language development in human babies. Human children are equipped with the capacity to spontaneously acquire the language(s) spoken their environment. The course is descriptive in nature. It discusses the chronological steps that the acquisition process proceeds and provides the students with the tools and ideas of research.

The students for this course are expected to have already completed basic courses in linguistics. Fundamental knowledge on child development and child psychology will additionally be helpful.

General objectives

The course basically aims to train students in analyzing various steps of first language acquisition that the children proceed. It makes them aware of the roles of environment and parenting in language acquisition process. In a nutshell, students are expected to involve in independent research on different issues of children's language.

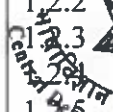
Specific objectives

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

- discuss the methodological issues in child language research;
- describe the roles of parents, guardians and the environment in language development;
- analyze the different components of the language produced by children;
- explain the relationship between early childhood and linguistic development;
- explicate the steps of language acquisition by children;
- describe the phonological, morphological, lexical, syntactic, pragmatic and sociolinguistic awareness in children;
- explain the reinforcing supports of different components of language in the course of acquisition of language;
- evaluate the impact of multiple languages spoken in the environment in language acquiring children; and
- identify the challenges children face while acquiring their language(s).

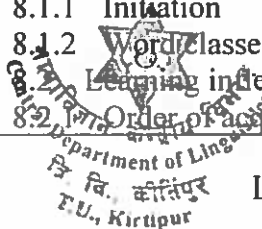
Course contents

Credit	Unit	Teach. hrs.
1	1 Issues in language acquisition 1.1 Methodological issues 1.1.1 Method of data collection 1.1.2 Sample size and variability 1.2 Theoretical issues 1.2.1 A tabula rasa? 1.2.2 Language variation 1.2.3 Complexity for learning Social dimensions Cognitive dimensions	3


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	<p>1.2.6 Learners and learning 1.2.7 Product and process 1.2.8 Goal and acquisition 1.2.9 Stages of acquisition</p>	
	<p>2 Child-directed speech 2.1 Characteristics of child-directed speech 2.2 Functions of child-directed speech 2.3 Roles of child-directed speech 2.4 Universals in child-directed speech</p>	2
	<p>3 Perceptual predisposition 3.1 Problems faced by infants 3.1.1 Segmentation problem 3.1.2 Invariance problem 3.1.3 Language problem 3.2 Infant knowledge of language 3.3 Are human infants specialized for speech – ability to categorize sounds and sound sequences?</p>	3
	<p>4 Early words 4.1 Early vocabularies: characteristics 4.2 Extension of early words 4.3 Gestures, intensions and words 4.4 Doing things with words</p>	3
	<p>5 Production of early words 5.1 Babbling 5.2 Shapes of early words 5.3 Simplification in production 5.4 Mastering sound segments 5.5 Repairing 5.6 Word to word sequences 5.7 Production vs. comprehension</p>	3
	<p>6 Mapping meaning onto forms 6.1 Constraints on meanings 6.2 Social context of meaning acquisition 6.3 Pragmatics in meaning acquisition</p>	2
II	<p>7 Towards combination and construction 7.1 One word at a time 7.1.1 Sequences of single words 7.1.2 Word and gesture combination 7.2 Early word combination 7.2.1 Emergence of word class 7.2.2 Pattern acquisition 7.2.3 Given and new information 7.3 Word combination to early constructions 7.4 Moving on to larger units</p>	5
	<p>8 Modulating word meanings 8.1 Inflections and typology 8.1.1 Initiation 8.1.2 Word classes 8.2 Learning inflections 8.3 Order of acquisition</p>	5


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	8.2.2 Productivity and frequency 8.2.3 Producing grammatical morphemes 8.3 Making use of inflections 8.3.1 Agreement 8.3.2 Word-class discovery 8.3.3 Stressed and unstressed syllables 8.3.4 Rules or schemas 8.4 Representation in memory 8.4.1 Over-regularization	
	9 Towards clauses 9.1 Early constructions 9.1.1 Constructions in adult speech 9.1.2 Preferred argument structure 9.1.3 Subjects and transitivity 9.1.4 Canonical linking rules 9.2 Questions and negation 9.3 Choosing a perspective 9.3.1 Causative / non-causative alternations 9.3.2 Locative alternations 9.3.3 Voice alternations 9.4 Combining clauses 9.4.1 Combining propositions 9.4.2 Coordination and subordination 9.4.3 Relative constructions 9.4.4 Complement constructions 9.4.5 Temporal constructions 9.4.6 Causal constructions 9.4.7 Conditional constructions	6
	10 Word formation 10.1 Compounding and derivation 10.2 Analyzing complex words 10.3 Coinage 10.3.1 Conventionality and contrast 10.3.2 Transparency of meaning 10.3.3 Productivity 10.3.4 Setting up paradigms 10.3.5 Using derivation 10.3.6 Using compounding	4
III	11 Conversational skill 11.1 Speech acts 11.2 Turn taking 11.2.1 Being informative 11.2.2 Constructing utterances across speakers 11.3 Referring expressions 11.4 Repetition 11.5 Requests and offers 11.6 Conversation breakdown	3
	12 Language use in wider context 12.1 Social roles 12.1.1 Style or register	3

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<p>12.1.2 Social categories and linguistic choices</p> <p>12.1.3 Constructing social roles: gender</p> <p>12.1.4 Relying on experts</p> <p>12.1.5 Evidentials</p> <p>12.1.6 Distinguishing among addressees</p> <p>12.1.7 Distinguishing given from new</p> <p>12.1.8 Going beyond what is said</p> <p>12.2 Genres of talk</p> <p>12.2.1 Being polite</p> <p>12.2.2 Asking questions, giving justifications</p> <p>12.2.3 Being persuasive</p> <p>12.2.4 Resolving conflicts</p> <p>12.2.5 Giving stage directions</p> <p>12.2.6 Talking at school</p> <p>12.2.7 Telling stories</p>	
<p>13 Acquiring two varieties</p> <p>13.1 Bilingualism</p> <p>13.1.1 Two languages in childhood</p> <p>13.1.2 Early perception and babbling</p> <p>13.1.3 Lexical and morphological structure</p> <p>13.1.4 Language mixing</p> <p>13.2 More evidences for two systems</p> <p>13.3 Grammatical structure</p> <p>13.4 Conversational skill</p> <p>13.4.1 Language dominance</p> <p>13.5 Bidialectalism</p> <p>13.6 Social dimension of language choice</p> <p>13.7 Thinking for speaking</p>	3
<p>14 Nature/nurture debate in language acquisition</p> <p>14.1 Biological underpinning</p> <p>14.1.1 Activity in brain</p> <p>14.1.2 Plasticity of brain and critical period</p> <p>14.1.3 Is there innate language acquisition device?</p> <p>14.2 Dynamics of language development</p> <p>14.3 Representing language: asymmetry between comprehension and production</p> <p>14.4 Poverty of stimulus</p> <p>14.5 Computer simulation of language acquisition</p>	3

Recommended reading

Clark, Eve V. 2016. *First language acquisition*, 3rd ed. Cambridge University Press.
Owens, Robert E., Jr. 2012. *Language development: an introduction*, 8th ed. Pearson.

Recommended articles

Acredolo, Linda & Susan Godwyn. 1988. Symbolic gesturing in normal infants. *Child Development*, 59(2). 450-466.
Akhtar, Nameeta & Michael Tomasello. 1997. Young children's productivity with word order and verb morphology. *Developmental psychology*, 33(6). 952-965.
Barrett, Martyn D. 1978. Lexical development and overextension in child language. *Journal of Child Language*, 5, 205-219.



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- Ebkritt Michelle; Juanita Whalen; & Kang Lee. 2008. Preschoolers can recognize violations of the Gricean maxims. *British Journal of Developmental Psychology*, 26. 435-443.
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Additional reading list

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- Gleason, Jean Berko & Nan Bernstein Ratner. 2017. *The development of language*, 9th ed.
- Guasti, Maria Terena. 2002. *Language acquisition: the growth of grammar*. MIT Press.
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- Matthews, Danielle (ed.). 2014. *Pragmatic development in first language acquisition*. John Benjamins Publishing Company.
- Meisel, Jürgen M. 2011. *First and second language acquisition: parallel and differences*. Cambridge University Press.
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- Pecchei, Jean Stilwell. 2006. *Child language: a resource book for students*. Routledge.
- Schneider, Wolfgang; Ruth Schumann-Hengsteler; & Beate Sodian. 2004. *Young children's cognitive development: Interrelationships among executive functioning, working memory, verbal ability and theory of mind*. Psychology Press.
- Synder, William. 2007. *Child language: the parametric approach*. Oxford University Press.
- Yip, Virginia & Stephen Matthews. 2007. *The bilingual child: early development and language contact*. Cambridge University Press.



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Language and media

LING 605-5

Credit: 3

Teaching hours: 48

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

Course description

This course tries to explore the relationship between language and media, examining how language shapes media content and how media influences language use. It also tries to analyze various media forms, including print, digital, and social media, and their Social-cultural impacts on media discourse.

General Objective

The main objective of this course is to describe the relationship between language and media and its various aspects.

Specific Objectives

The specific objectives of the courses are:

- to understand the theoretical frameworks connecting language and media.
- to examine the role of language in media representation and identity construction.
- to develop research skills in analyzing language use in various media contexts.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to language and media 1.1 Relationship between language and Media 1.2 Language in print media 1.3 Language in digital platform 1.4 Media Linguistics 1.5 News and language conflict	6
	2 Metaphors and meanings 2.1 Metaphors for verbal communication 2.1.1 Conceptual metaphor theory (CMT) 2.1.2 Personalist language ideology 2.1.3 National Identity & citizenship 2.1.4 Globalization and language politics 2.1.5 Iconography of orthography	6
	3 Language in power and media 3.1 Representation and language in news media 3.2 Media framing and the construction of social narratives 3.3 Constructing identity through media	4
II	4 Ethics and responsibility in media language 4.1 Ethical considerations in language use in media 4.2 The impact of language on public perception and policy 4.3 Media discourse in political contexts	6
	5. Language and the social media 5.1 Language use in social media 5.1.1 Genre, register and style 5.1.2 Language switch and language choice 5.1.3 Indirect speech act and politeness	6

	6 Multimodal communication 6.1 Combining text, image, and sound in media 6.2 Analyzing advertisements and multimedia texts	4
III	7 Language policy and media regulation 7.1 Exploring language policy in media contexts 7.2 Censorship, regulation, and freedom of expression	6
	8 Textual analysis of media text 8.1 The structure and semantics of media text 8.2 Attitudes and decision of language text 8.3 Social reflexivity and worldview	6
	9 Media studies in Nepal 9.1 History and development of media studies 9.2 Researches in media and language	4

Recommended reading

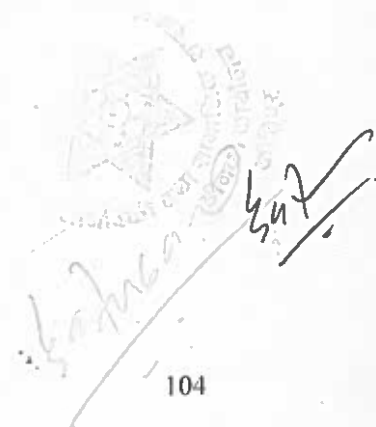
- Calude, A. 2024. *The linguistics of social media: an introduction*. Taylor & Francis.
 Crystal, D. 2006. *Language and the internet*. Cambridge.
 Faithi, A. R. 2023. *Media linguistics in South Asia: language, culture & communication*. Taylor & Francis.
 Johnson, S. & A. Ensslin. 2018. *Language in the media: representations, identities and ideologies*. Bloomsbury Academics.
 Mooney, A. & B. Evans. 2015. *Language, society and power: an introduction*. Routledge.

Recommended articles

- Gautam, B. L. 2022. Language politics in Nepal: a socio-historical overview. *Journal of World Languages*, 7(2). 355-374.
 Kern, M. L., G. Park, J. C. Eichstaedt, H. A. Schwartz, M. Sap, L. K. Smith & L. H. Ungar 2016. Gaining insights from social media language: methodologies and challenges. *Psychological methods*, 21(4). 507.
 Koopman, C. 2013. *Genealogy as critique: Foucault and the problems of modernity*. Indiana University Press.
 Linebarger, D. L. & S. E. Vaala. 2010. Screen media and language development in infants and toddlers: an ecological perspective. *Developmental Review*, 30(2). 176-202.
 Page, R., D. Barton, C. Lee, J. W. Unger & M. Zappavigna. 2022. *Researching language and social media: a student guide*. Routledge.
 Pandey, S. B. 2020. English in Nepal. *World Englishes*, 39(3). 500-513.
 Sheyholislami, J. 2010. Identity, language, and new media: the Kurdish case. *Language policy*, 9. 289-312.

Additional reading list

- Bell, A. 1995. Language and the media. *Annual Review of Applied Linguistics*, 15. 23-41.
 Fairclough, N. 2013. *Language and power*. Routledge.
 Hjarvard, S. 2004. The globalization of language. *Nordicom Review*, 25(1-2). 75-97.
 Luhan, M. 2013. *Understanding media: the extensions of man*. Gingko Press.



Multilingualism

LING 605-6

Credit: 3

Teaching Hour: 48

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

Course description

This course is designed to provide the relationship between multilingualism and multilinguality. It consists of various impacts of multilingualism focusing on code switching and its structural and theoretical aspects. Finally, the course will discuss on various aspects of applied multilingualism in order to prepare students for multilingual research.

General Objective

The main objective of this course is to describe multilingualism and its various aspects in Nepalese context.

Specific Objectives

The specific objectives of the courses are:

- to enable students to know about multilingualism and multilinguality
- to familiarize about the various aspects of multilingualism and its impacts;
- to learn about the various theoretical and structural aspects of code switching and language contact;
- to prepare for the research on multilingualism and language planning in Nepal through applied multilingualism.

Course contents

Credit	Unit	Teach. hrs.
I	1. Introduction to Multilinguality and Multilingualism 1.1 Societal Multilingualism 1.2 Family Multilingualism 1.3 Social and cognitive consequences 1.4 Biculturalism and translanguaging 1.5 Bilingual and multilingual community 1.6 Language maintenance, language shift and reversing language shift 1.7 Sign language and spoken language Multilingualism 1.8 Studies in Nepalese Multilingualism	16
II	2 Code switching and Language contact 2.1 Code-switching in language Interaction 2.2 Code-switching, interference and borrowing 2.3 Code-switching and pidginization/creolization 2.4 Code-switching and mixed languages 2.5 Structural and Social influence of codeswitching	16
	3 Language choice and Language attitude 3.1 Multilingualism and language use 3.2 Language attitude and language shift 3.3 Language change and death	
	4 Researches in code switching/ mixing in Nepal	
III	5 Applied multilingualism 5.1 Linguistic imperialism and endangered languages 5.2 Multilingual education 5.3 Multilingualism and social justice	16


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5.4	Multilingualism in LPP	
5.5	Managing multilingualism in Nepal	
5.6	Language in education policy	
5.7	Language revitalization	

Recommended reading

- Gautam, B. L. 2021. *Language contact in Nepal: a study of language use and attitude*. Palgrave-Macmillan.
- Myers-Scotton, C. 2006. *Multiple voices. an introduction to bilingualism*. Blackwell.
- Spolsky, B. 2021. *Rethinking language policy*. Edinburg University Press.

Recommended articles

- Blommaert, J., J. Collins, & S. Slembrouck. 2005. Spaces of multilingualism. *Language & communication*, 25(3). 197-216.
- Diamond, J. 2010. The benefits of multilingualism. *Science*, 330(6002). 332-333.
- Duff, P. A. 2015. Transnationalism, multilingualism, and identity. *Annual review of applied linguistics*, 35. 57-80.
- Franceschini, R. 2011. Multilingualism and multicompetence: a conceptual view. *The Modern Language Journal*, 95(3). 344-355.
- Gautam, B. L. 2022. Language politics in Nepal: a socio-historical overview. *Journal of World Languages*.
- Gautam, B. L. & P. P. Poudel. 2021. Diversity, democracy and multilingual practices in Nepal. *Bandung Journal of the Global South*.

Additional reading list

- Ball, M., R. Mesthrie & C. Meluzzi. 2023. *The Routledge handbook of sociolinguistics around the world*, 2nd ed. Taylor & Francis.
- Bhatia, T. K & William C. Ritchie (eds.). 2013. *The handbook of bilingualism and multilingualism*. Blackwell Publishing, Ltd.
- Muysken, P. 2000. *Bilingual speech: a typology of code mixing*. Cambridge University Press.
- National Languages Policy Recommendation Commission. 2008. *The Report of National Languages Policy Recommendation Commission* (English Translation). Central Department of Linguistics, Tribhuvan University.



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Language contact

LING 605-7

Credit: 3

Teaching hour: 48

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

Course description

This course is designed to provide the basic concept and theory of language contact in general by focusing language contact research and studies in Nepal. This consists of basic introduction to language contact, its approaches and theories. The course provides various structural approaches to language contact studies and its research methodologies as well.

General Objective

The main objective of this course is to describe the basic foundation of language contact studies in Nepalese context.

Specific Objectives

The specific objectives of the course are:

- to enable students to know about the basics of language contact studies
- to familiarize about the various theories of language contact;
- to learn about the various structural aspects of language contact studies; and
- to prepare for the research on language contact studies focusing on Nepalese multilingualism.

Course contents

Credit	Unit	Teach hrs.
I	1 Introduction to language contact 1.1 The study of language contact 1.2 Approaches to language contact studies (historical, sociolinguistic and psycholinguistic) 1.3 Implications for the study of language contact 1.4 Societal multilingualism 1.5 Contact languages (mixed languages, pidgin and creole languages) 1.6 Theorizing language contact 1.7 Contact, shift and change	16
II	2 Aspects of language contact 2.1 Language contact and codeswitching 2.2 Structural aspects of code switching 2.3 Code switching and borrowing continuum 2.4 Contact and borrowing 2.5 Phonological borrowing 2.6 Lexical borrowing 2.7 Grammatical borrowing 2.8 Semantic borrowing 2.9 Borrowing hierarchies 2.10 Contact and language shift 2.11 Contact and mixed language 2.12 Contact and sociolinguistic variation 2.13 Contact induced changes	16
III	3 Language contact studies and research 3.1 Language contact and death 3.2 Contact and ideologies	16


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<p>3.3 Contact and critical discourse analysis</p> <p>3.4 Linguistic landscape and contact</p> <p>3.5 Contact induced change</p> <p>3.6 Language contact and shift</p> <p>3.7 Language contact case studies</p> <p>3.7.1 India</p> <p>3.7.2 Singapore</p> <p>3.7.3 Switzerland</p> <p>3.8 History and development of language contact studies in Nepal</p> <p>3.8.1 Historical contact</p> <p>3.8.2 Sociolinguistic contact</p> <p>3.9 Language contact and multilingual education in Nepal</p>	
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Recommended reading

Gautam, B. L. 2021. *Language contact in Nepal: a study of language use and attitude*. Palgrave-Macmillan.

Matras, Y. 2020. *Language contact*. Cambridge University Press.

Mufwene, S. 2008. *Language evolution: contact, competition and change*. Continuum International Publishing Group.

Recommended articles

Gautam, B. L. & M. Adhikari. 2023. Bi/multilingualism and language shift in Chhantyal. *Nepalese Linguistics*, 37(1). 41–50. <https://doi.org/10.3126/nl.v37i1.60009>.

Gautam, B. L. 2022. Aspects of language contact in Newar. *International Journal of Multilingualism*.

Gautam, B. L. 2022. Language contact in Maithili: trends, traits and impact on multilingual sociolinguistic spaces. *Gipan*, 5(1).1-16. <https://doi.org/10.3126/gipan.v5i1.49537>.

Gautam, B. L. 2024. Multilingualism and language shift in Tamang: trends and impacts. *Indian Linguistics*. 84(3-4). 95-108.

Noonan, M. 2003. Recent language contact in the Nepal Himalaya. In David Bradley, Randy Lapolla, Boyd Michailovsky & Graham Thurgood (eds.) *Language variation: papers on variation and change in the Sinosphere and in the Indosphere* in honour of James A. Matisoff. 65-88. Pacific Linguistics.

Peterson, J. 2010. Language contact in Jharkhand: linguistic convergence between Munda and Indo-Aryan in eastern India. *Himalayan linguistics*, 9(2). 56-86.

Additional reading list

Gurung, D. 2019. *Nepali-English code-switching in the conversations of Nepalese people: a sociolinguistic study*. Doctoral dissertation, University of Roehampton.

Haugen, E. 1966. *Language conflict and language planning the case of modern Norwegian*. Harvard University Press.

Hicky, R. 2020. *The Handbook of language contact*, 2nd ed. Wiley Blackwell.

Thomason, S. 2001. *Introduction to language contact*. Cambridge University Press.



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Linguistics Subject Committee, TU



Indo-Aryan and Tibeto-Burman linguistics

LING 605-8

Credit: 3

Teaching hours: 48

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

Course description

This course is designed to acquaint the students with the themes of Indo-Aryan and Tibeto-Burman linguistics. It introduces the pertinent characters and grammatical processes of Indo-Aryan languages on the one hand, and pertinent characters and grammatical processes of Tibeto-Burman languages on the other. The issues discussed in the course preferably address languages of Nepal.

General objectives

This course basically aims to make students aware of characteristics and grammatical phenomena of Indo-Aryan and Tibeto-Burman languages spoken in Nepal and prepares them for independent research on languages of Nepal.

Course objectives

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

- analyze and conduct research on Indo-Aryan (IA) languages;
- carry out independent studies on Indo-Aryan languages;
- acquire a wide range of perspectives on Tibeto-Burman (TB) linguistic areas; and
- identify themes and topics in TB linguistics that demand detailed study.

Course contents

CREDITS	CONTENTS	TEACHING HRS
I	1: Indo-Aryan linguistics I 1.1 The historical context and development of Indo-Aryan 1.2 Genetic connections 1.3 The historical stages of Indo-Aryan	4
	2: Indo-Aryan linguistics II 2.1 The NIA consonants (nasals, laterals and flaps, semivowels) 2.2 Voicing 2.3 Aspiration 2.4 Retroflexion 2.5 NIA vowel system (diphthongs, nasalization, tone and murmur) 2.2.5 Areal and typological comparisons 2.3 Nominal forms and categories 2.3.1 Forms and categories vs. morphology 2.3.2 Gender 2.3.3 Number 2.3.4 Case 2.3.5 Definiteness	12
II	3: Indo-Aryan linguistics III 3.1 Concord 3.2 Aspect 3.3 Tense/mood 3.4 Syntax	12

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	3.4.1 Word order 3.4.2 Dative subject construction 3.4.3 Modifications of the simple sentence 3.6.4 Question 3.6.5 Negation 3.6.6 Displacement	
	4. TB linguistics: History, typology I 4.1 Introduction to Sino-Tibetan (Matisoff, 1991) 4.2 Introduction to Trans-Himalayan (van Driem, 2014)	4
	5. TB linguistics: History, typology II 5.1 Typological continuum: Indospheric and Sinospheric tendencies (Matisoff, 1991) 5.2 Migration and their effects in TB languages (LaPolla, 2001) 5.3 Metatypy (LaPolla, 2001) 5.4 Creolization in the divergence in TB languages (DeLancey, 2014) 5.5 Contact-induced changes in TB languages (Noonan, 2008, Dhakal, 2014) 5.6 Kinship terms in Bodic languages (Dhakal, 2020)	4
III	6. Themes in TB linguistics 6.1 TB nominal morphology (LaPolla, 2004) 6.2 Tone in TB languages (Hildebrandt, 2003) 6.3 Word order in TB languages (Dryer, 2018) 6.4 Optional ergative marking in TB languages (DeLancey, 2011) 6.5 Verb agreement in TB languages (DeLancey, 1989) 6.6 Mirativity (DeLancey, 1997) 6.7 Verb serialization in TB languages (DeLancey, 1991) 6.8 Direction and associated motion in Tibeto-Burman languages (Genetti et al. 2021) 6.9 Chains of influence in Tibeto-Burman grammar (Kelly and Lahaussais, 2021)	12

Text materials

- DeLancey, Scott. 1989. "Optional" "Ergativity" in Tibeto-Burman languages. *Linguistics of the Tibeto-Burman Areas*. 32.2: 9-20.
- DeLancey, Scott. 2011. Verb agreement in Proto-Tibeto-Burman. *Bulletin of School of Oriental and African Studies*. 52.2: 315-333.
- DeLancey, Scott. 1997. Mirativity: The grammatical marking of unexpected information. *Linguistic Typology* 1: 33-52.
- Dhakal, Dubi Nanda. 2021. Kinship Terms in Gyalsumdo, Nubri and Tsum. *Indian Linguistics*. 81.3.4: 27-41.
- Dhakal, Dubi Nanda, Johann-Mattis List, Seán G Roberts. 2024. A phylogenetic study of South-Western Tibetic. *Journal of language evolution*.
- Dhakal, Dubi Nanda. 2014. Contact-induced changes in Baram. *North East Indian Linguistics*. 167-190.
- Eppele, John W.; Lewis, M. Paul; Regmi, Dan Raj & Yadava, Yogendra P. (eds.) 2012. *Ethnologue: Languages of Nepal*. Central Department of Linguistics.
- Genetti, Carol Kristine Hildebrandt, Nathaniel A. Sims and Alexia Z. Fawcett. 2021. Direction and associated motion in Tibeto-Burman. *Linguistic Typology*. 25.2: 345-388.

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- Hildebrandt, Kristine A. 2003. *Manange Tone: Scenarios of retention and loss in two communities*, Phd diss. University of California, Santa Barbara.
- Hildebrandt, Kristine A.; Oliver Bond; & Dubi Nanda Dhakal. Kinship in Tamangic. *Linguistics of the Tibeto-Burman Area*. 41.1: 1-21.
- Hock, Hans Henrich & Elena Bashir (eds.). 2016. *The Languages and linguistics of South Asia: A comprehensive guide*. Walter de Gruyter.
- LaPolla, R. J. 2001. The role of migration and language contact in the development of the Sino-Tibetan language family. In R. M. W. Dixon & A. Y. Aikhenvald (eds.) *Areal Diffusion and Genetic Inheritance: Case Studies in Language Change*, 225–254. Oxford University Press.
- LaPolla, R. J. 2004. On nominal relational morphology in Tibeto-Burman morphology. Ving-ching Lin; Fang-min Hsu; Chun-chih Lee; Jackson T.-S. Sun; Hsiu-fang Yang; & Dah-an Ho (eds.). *Studies on Sino-Tibetan Languages: Papers in Honor of Professor Hwang-cherng Gong on his seventieth Birthday*, Institute of Linguistic Academia Sinica, Taipei, Taiwan.
- Masica, Colin P. 1991. *The Indo-Aryan languages*. Cambridge University Press.
- Matisoff, J. A. 1991. Sino-Tibetan linguistics: present state and future prospects. *Annual Review of Anthropology*. 20: 469-504.
- Noonan, Michael. 2008. Contact-induced change in the Himalayas: The case of the Tamangic languages. In Peter Siemunds & Noemi Kintana. *Language contact and contact languages*, 81-106. John Benjamins.
- Ohala, Manjari. 1991. Phonological areal features of some Indo-Aryan languages. *Language Sciences*. 13.1: 107-124.
- van Driem, G. 2014. Trans-Himalayan. In N. Hill & T. Owen-Smith. *Trans-Himalayan linguistics: Historical and descriptive linguistics*, pp. 11-40. De Gruyter.

Reading list

- Benedict, P. K. 1972. *Sino-Tibetan: a conspectus*. Cambridge University Press.
- Bradley, David. 1997. Tibeto-Burman languages and classification. In David Bradley, *Papers in Southeast Asian Linguistics No. 14: Tibeto-Burman Languages of the Himalayas*, 1-72. Canberra, Pacific Linguistics.
- Cardona, George and Dhanesh Jain (eds.) 1991. *The Indo-Aryan languages*. Taylor and Francis Group.
- DeLancey, S. 2021. Classifying Trans-Himalayan (Sino-Tibetan languages) in Southeast Asia. In D. Dasgupta (ed.), *Languages and linguistics of main Southeast Asia: A comprehensive guide*, 207-224. De Gruyter Mouton.
- van Driem, George. 2001. *Languages of Himalayas*. Vol I-II. Leiden/Boston/Köln.
- van Driem, George. 2014. Trans-Himalayan. *Trans-Himalayan Linguists*. 11-40. Berlin, Boston: De Gruyter Mouton.
- Grollmann, S. & Gerber, P. 2018. Linguistic evidence for a closer relationship between Lhokpu and Dhimal: Including some remarks on the Dhimalish subgroup. *Cahiers de Linguistique Asie Orientale* 47. 1-96.
- Hansson, G. 1991. *The Rai of Eastern Nepal: Ethnic and Linguistic Grouping*. (edited and provided with an introduction by Werner Winter). Kathmandu: Center for Nepal and Asian Studies.
- Kelly, Barbara and Aimée Lahaussais. 2021. Chains of influence in Himalayan grammars: Models and interrelations shaping descriptions of Tibeto-Burman languages of Nepal. *Linguistics*, vol. 59.1: 207-245. <https://doi.org/10.1515/ling-2020-0255>
- Matisoff, J. A. 2003. *Handbook of Proto-Tibeto-Burman: system and philosophy of Sino-Tibetan Reconstruction*. University of California Press.

- Opnegort, J. R. 2004. Stops and preglottalized stops in Kiranti. *Linguistics of the Tibeto-Burman languages*. 27.1: 1-27.
- Sagart, Laurent, Guillaume Jacques, Yunfan Lai, Robin J. Ryder, Valentin Thouzeau, Simon J. Greenhill, Johann-Mattis List. 2019. Dated language phylogenies shed light on the ancestry of Sino-Tibetan. *Proceedings of the National Academy of Sciences of the United States of America*, 116: 10317–22. <https://doi.org/10.1073/pnas.1817972116>
- Subbārão, Kārumūri V. 2012. *South Asian languages: A syntactic typology*. Cambridge University Press.
- Thurgood, G. 2017. Sino-Tibetan: genetic and areal subgroup. In G. Thurgood & R. J. LaPolla (eds.) *The Sino-Tibetan languages*, 1-39. Routledge.
- Turner, R. L. 1985. *Indo-Aryan linguistics*. Disha Publications.
- Upreti, Laya Prasad, and Suresh Dhakal (eds.). *Kinship studies in Nepali anthropology*. Tribhuvan University.
- Zhang, M.; S. Yan; W. Pan; & L. Jin. 2019. Phylogenetic evidence for Sino-Tibetan origin in northern China in the Late Neolithic. *Nature* 569, 112–15. <https://doi.org/10.1038/s41586-019-1153-z>.



Linguistics Subject Committee, TU



Writing system

LING 605-9

Credit: 3

Teaching hours: 48

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

Course description

This course introduces writing system from linguistic perspectives. It contains the topics on writing system paralleled with the units of spoken language along with the mismatches with and mixes of the hierarchies. It also includes units on psychology of writing, writing systems of Nepal including number and punctuation – an important tool for meaning making in writing in theme, and multimodality in writing such as pictures and images, colour, typography, page layout, diagram, etc. which present writing system within a broader perspective of communication.

General objectives

This course aims to equip the students with basic concepts of writing system and knowledge of development of the writing system, knowledge and skill to analyze writing systems from linguistic perspective, describe the writing systems in Nepal, and identify and use the various modalities of writing. It further aims to make the students able to conduct research in writing system, and communicate their research findings in an organized form.

Specific objectives

On the completion of this course, the students will:

- elucidate the historical development and study of writing systems.
- classify various types of writing systems from linguistic perspective;
- describe the linguistic properties of writing systems;
- assign signs systematically to the units of spoken languages and identify and explain mixes and mismatches between units of speech and units of sounds;
- be able to explain historical development and interconnectedness among the writing systems of Nepal;
- be able to explore writing from psychological perspectives;
- be able to use and analyze multimodality in writing.

Course contents

Credit	Unit	Teach hrs.
I	1 Study of writing system 1.1 Views on writing 1.1.1 Ancient thinkers 1.1.1 Contemporary views 1.2 Writing and linguistics 1.3 Basic options for writing: meaning and sound 1.3.1 Basic features of writing: visual perception, auto-indexicality, conventionality 1.3.2 Semiography and the ideal of language neutrality 1.3.3 Phonography and the ideal of faithful transcription 1.3.4 Principles of real writing: autonomy of the graphic system, interpretation, historicity	5
	2 History of writing system 2.1 Origin 2.2 Development	3

	2.3 Spread	
	3 Signs of words and signs of syllables 3.1 Signs of words 3.1.1 Theoretical words and logographic writing 3.1.2 Sumerian writing: graphic structure, signary, linguistic structure 3.1.3 Chinese writing: graphic structure, signary, linguistic structure 3.2 Signs of syllables 3.2.1 Theoretical syllables and written syllables 3.2.2 Modern syllabaries: Cherokee and Cree 3.2.3 Ancient syllabaries: Cuneiform and Kana 3.2.4 Economy and accuracy	8
II	4 Signs of segments 4.1 Theoretical segments (phoneme) and written segments 4.1.1 Uncertainty and polyvalence: historical change, systematic multifunctionality and haphazard choices 4.1.2 Linguistic interpretation 4.2.3 Augmenting the alphabet 4.2 Suprasegmentals 4.3 Consonants and vowels 4.3.1 Differences between consonants and vowels 4.3.2 Vowels in the segmental writing: no vowel indication, auxiliary vowel indication, inherent vowel indication, and independent vowel indication 4.4 Semitic writing systems 4.4.1 Typological classification 4.4.2 Graphic development 4.4.3 Hebrew writing 4.4.4 Arabic writing 4.4.5 Greek writing 4.5 Vowel incorporation 4.5.1 Sources of descent 4.5.2 Structural design 4.5.3 Linguistic analysis of Devanagari 4.5.4 Tamil writing 4.5.5 Tibetan writing 4.5.6 Thai writing 4.5.7 Brahmi-derived scripts 4.6 Analysis and interpretation 4.6.1 Dissection and linearity: Devanagari 4.6.2 Iconicity and syllable blocks: Hangul	12
	5 Mixed systems 5.1 Egyptian 5.2 Akkadian 5.3 Japanese 5.4 English	2
	6 Psycholinguistics of writing 6.1 Reading: word superiority, phonological recoding, reading acquisition 6.2 Writing: cognitive consequences of writing	2


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III	7 Writing systems in Nepal 7.1 Brahmi-derived scripts of Nepal: a brief historical overview 7.2 Brief introduction to scripts in Nepal: Devanagari, Tibetan, Sirijanga, Newa, Tirhuta or Mithilakshar, Akkha, Kaithi, Rong, Khema, Ol Chiki, Urdu 7.3 Adaptation of writing systems in Nepal 7.3.1 Adaptation of Devanagari for various languages of Nepal 7.3.2 Adaptation of Tibetan for Tamang: Tamyig 7.3.3 Adaptation of Sirijanga for Kirati languages 7.4 Multiscriptality in Nepal: Simultaneous use of Devanagari with Sirijanga, Tibetan and Newa 7.5 Writings and technology: Nepal's scripts in Unicode 7.6 Number and punctuation in Nepal's writing systems	10
	8 Multimodality in writing 8.1 Pictures and images 8.2 Colour 8.3 Typography 8.4 Textures and materiality 8.5 Composition and page layout 8.6 Diagrams and flow charts	6

Recommended reading

- Coulmas, Florian. 2003. *Writing systems: an introduction to their linguistic analysis*. Cambridge University Press.
Ledin, Per & David Machin. 2020. *Introduction to multimodal analysis*, 2nd ed. Bloomsbury Academic.

Recommended articles

- Daniels, Peter T. 2006. On beyond alphabets. *Written Language & Literacy*. 9(1). 7-24.
DeFrancis, John. 1984. Digraphia. *Word*, 35(1). 59-66. DOI: 10.1080/00437956.1984.11435748
Gnanadesikan, Amalia E. 2017. Towards a typology of phonemic scripts. *Writing Systems Research*. DOI: 10.1080/17586801.2017.1308239
Hall, Robert A., Jr. 1960. A theory of graphemics. *Acta Linguistica*, 8(1). 13-20, DOI: 10.1080/03740463.1960.10415405
Kurzon, Dennis. 2013. Diacritics and the Perso-Arabic script. *Writing Systems Research*. 5(2). 234-243, DOI: 10.1080/17586801.2013.799451
Meletis, Dimitrios. 2019. The grapheme as a universal basic unit of writing. *Writing Systems Research*. 11(1). 26-49. DOI: 10.1080/17586801.2019.1697412
Piper, Benjamin & Agatha J. van Ginkel. 2016. Reading the script: how the scripts and writing systems of Ethiopian languages relate to letter and word identification. *Writing Systems Research*. DOI: 10.1080/17586801.2016.1220354
Ratcliffe, Robert R. 2001. What do "phonemic" writing systems represent? Arabic huruuf, Japanese kana, and the Moraic Principle. *Written Language & Literacy*, 4(1). 1-14.
Rimzhim, Anurag, Leonard Katz & Carol A. Fowler. 2014. Brāhmī-derived orthographies are typologically Āksharik but functionally predominantly alphabetic. *Writing Systems Research*, 6(1). 41-53. DOI: 10.1080/17586801.2013.855618

Additional reading list

- Altmann, Gabriel & Fan Fengxiang (eds.). 2008. *Analyses of script: properties of characters and writing systems*. Walter de Gruyter.
Borgwaldt, Susanne R. & Terry Joyce (eds.). 2013. *Typology of writing systems*. John Benjamins B.V.

- Daniels, Peter T. 1990. Fundamentals of grammatology. *Journal of the American Oriental Society*, 110(4). 727-31.
- Daniels, Peter. T. & William Bright (eds.). 1996. *The world's writing systems*. Oxford University Press.
- Downing, Pamela, Susan D. Lima & Michael Noonan (eds.). 1992. *The linguistics of literacy*. John Benjamins B. V.
- Gelb, I. J. 1963. *A study of writng*. University of Chicago Press.
- Gnanadesikan, Amalia E. 2009. *The writing revolution: Cuneiform to the internet*. Wiley-Blackwell.
- Joshi, R. Malatesha & Catherine McBride (eds.). 2019. *Handbook of literacy in akshara orthography*. Springer.
- Nakanishi, Akira. 1990. *Writing systems of the world*. Charles E. Tuttle Company.
- Patel, P. G., Pramod Pandey & Dilip Rajgor (eds.). 2007. *The Indic scripts: palaeographic and linguistic perspectives*. D. K. Printworld.
- Powell, Barry B. 2012. *Writing: theory and history of the technology of civilization*. Wiley-Blackwell.
- Rogers, Henry. 2005. *Writing systems: a linguistic approach*. Blackwell Publishing.
- Salomon, R. 1998. *Indian epigraphy: a guide to the study of inscriptions in Sanskrit, Prākṛit, and the other Indo-Āryan languages*. Oxford University Press.
- Sampson, Geoffrey. 1985. *Writing systems: a linguistic introduction*. Stanford University Press.
- Sharma, Ram. 2002. *Brahmi script development in North-Western India and Central Asia*. B. R. Publishing Corporation.
- Shrestha, S. B. 1992. Script for the new age: Navanagari. *Nepalese linguistics* 9. 56-65.
- Shrestha, Surya Bahadur. 1991. *Script for the new age: Navanagari*. Navanāgari Prakāshan 3. Navanagari Kendra.
- Singh, Udaya Narayana. 2001. Multiscriptality in South Asia and language development. *International Journal of Society and Language*, 150. 61-74.
- Sövegjártó, Szilvia & MártonVér (eds.). 2024. *Exploring multilingualism and multiscriptism in written artefacts*. Walter de Gruyter GmbH. DOI <https://doi.org/10.1515/9783111380544>
- किरात समन्वय समिति. २०८०. *किरात सिरिजङ्गा लिपि समायोजन कार्यदलको प्रतिवेदनको सारांश र वर्णमाला*. आदिवासी जनजाति उत्थान राष्ट्रिय प्रतिष्ठान।
- गुरुङ, जगनलाल र मनबहादुर गुरुङ. २०६७. *गुरुङ (तमु) खे फ्रही वर्णमाला*. तमु (गुरुङ) भाषा-लिपि तथा संस्कृति विकास प्रतिष्ठान नेपाल।
- तामाङ, अजितमान. २०००इ. *तामयीग*. नेपाल तामाङ घेदुङ।
- थापा मगर, एम. एस. २०५९. *प्राचीन मगर र अक्खा लिपि*, दो. सं. बृजि प्रकाशन।
- पौडेल, नयनाथ. २०७८. *लिच्छवि लिपि*. प्रमिला पौडेल, काठमाडौं।
- बन्धु, चूडामणि (सम्पा.). २०७४. *नेपालमा प्रचलित प्रमुख लिपिहरू: स्थिति, समस्या र सम्भावना*. अक्षर सदन।
- रेग्मी, दिनेशचन्द्र. २०६०. *पुरालेखन र अभिलेख*. हिमालय बुक स्टल।
- शाक्य, हेमराज. २०८०. *नेपाल लिपि-प्रकाश, दो. सं.*, नेपाल प्रज्ञा प्रतिष्ठान।



Linguistics Subject Committee, TU



Sign language linguistics

LING 605-10

Credit: 3

Teaching hour: 48

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

Course description

This course provides students with a robust understanding of the complexities of sign language linguistics, emphasizing the interplay between linguistic structure, cognitive processing, and sociolinguistic factors. The course will incorporate readings from the provided references to support the themes discussed, ensuring a well-rounded academic experience.

General Objective

The main objective of this course is to describe various aspects of sign language linguistics studies in Nepalese context.

Specific Objectives

The specific objectives of the courses are:

- to enable students to know about the structure of sign language like spoken language;
- to know about the iconicity and other aspects of sign language;
- to familiarize about the sociolinguistic aspects of sign language through research; and
- to learn about the history and development of Nepali sign language studies.

Course contents

Credits	Unit	Teach. hrs.
I	1 Introduction to sign language linguistics 1.1 Overview of sign languages as autonomous linguistic systems 1.2 Historical context and foundational studies in sign language linguistics 1.2.1 The recognition of sign languages 1.2.2 Importance of sign language studies 1.3 The relationship between signed and spoken languages 1.4 Sign language and linguistic universal	6
	2 Phonetics and phonology in sign languages 2.1 Production (muscles, joints and body parts) 2.2 Perception (visual perception and its nature) 2.3 Phonetic variation 2.4 Notation systems for sign languages 2.5 Handshape 2.6 Orientation 2.7 Location 2.8 Movement 2.9 Two-handed signs 2.10 Phonological processes	10
II	3 Morphology and lexicon of sign language 3.1 Word formation: sequentiality versus simultaneity 3.2 Compounding 3.3 Derivation 3.4 Tense and aspect 3.5 Agreement	8

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	3.6 Form and meaning: iconicity 3.7 The frozen and the productive lexicon 3.8 Sign language dictionaries	
	4 Syntax of sign language 4.1 Function of constituents 4.2 Valency 4.3 Semantic and grammatical roles 4.4 Sign order 4.5 Topicalization 4.6 Negation and affirmation 4.7 Pronominalization and pro-drop 4.8 Meaning and meaning relations	8
III	5 Sociolinguistics of sign languages 5.1 Variation in sign languages 5.2 Status and recognition of sign languages 5.3 The politics of language and language policy 5.4 Standardization 5.5 Sign language families 5.6 Language contact 5.7 Social attitudes towards sign languages community 5.8 Hidden language ideologies towards deaf communities	8
	6 Research Methods in Sign Language Linguistics 6.1 Linguistic elicitation 6.2 Corpora analysis 6.3 Ethnographic studies	6
	7 Research in Nepali sign language studies 7.1 History and development of NSL 7.2 Future directions in NSL research	2

Recommended reading

- Baker, A., B. Bogaerde, R. Pfau & T. Schermer. 2016. *The linguistics of sign languages: an introduction*. John Benjamins.
- Corina, D. & W. Sandler. 1993. On the nature of phonological structure in sign language. *Phonology*, 10(2). 165-207.

Recommended articles

- Haug, T. & W. Mann. 2008. Adapting tests of sign language assessment for other sign languages - a review of linguistic, cultural, and psychometric problems. *Journal of Deaf Studies and Deaf Education*, 13(1). 138-147.
- Lepic, R. 2019. A usage-based alternative to "lexicalization" in sign language linguistics. *Glossa: A Journal of General Linguistics*, 4(1).
- Liddell, S. K. & R. E. Johnson. 1989. American sign language: the phonological base. *Sign Language Studies*, 64(1). 195-277.
- Ortega, G. 2017. Iconicity and sign lexical acquisition: a review. *Frontiers in Psychology*, 8. 1280.
- Sandler, W. 2017. The challenge of sign language phonology. *Annual review of Linguistics*, 3(1). 43-63.
- Schembri, A., J. Fenlon, K. Cormier, & T. Johnston. 2018. Sociolinguistic typology and sign languages. *Frontiers in Psychology*, 9. 200.

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Additional reading list

- Morse, T. A. 2014. *Signs and wonders: religious rhetoric and the preservation of sign language*. Gallaudet University Press.
- Plaza-Pust, C. & E. Morales-López. 2008. *Sign bilingualism: language development, interaction, and maintenance in sign language contact situations*. John Benjamins.
- Sapkota, S. 2023. *Phonological parameters in Nepali Sign Language*. M. A. dissertation, Central Department of Linguistics, Tribhuvan University.
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Linguistics Subject Committee, TU



Spoken-multimodal linguistics

LING 605-11

Credit: 3

Teaching hours: 48

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

Course description

This course introduces basic concepts of spoken-multimodal language. It is a perspective on spoken language in which it is taken as a part of broader semiotic system where various modes of communication coexist and complement each other. Language in interaction is another aspect of language included in this course. There are two separate optional courses in the same group in this semester 605-9 Writing system and 605-10 sign language which include other two major areas of multimodal linguistics - written language related multimodality and non-verbal mode of language. Thus multimodal study of language included in this course is limited to spoken-multimodal language. This course introduces various modes of communication and interaction of the modes as background, includes various theoretical and methodological perspectives on multimodality, and use of language together with other modalities in communication management such as turn, sequence, overlap, feedback and own communication management.

General objectives

This course aims to introduce the students the basic concepts of verbal and nonverbal communication and multimodality, knowledge of nature and structure of spoken language and co-speech gestures, and methodological and theoretical knowledge of spoken-multimodal language analysis from various perspectives. It also aims to make the students able to analyze spoken-multimodal language applying theoretical and methodological knowledge, conduct research independently on spoken-multimodal language, and communicate their research findings in an organized form.

Specific objectives

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

- identify various aspects of verbal, nonverbal and multiple modes of communication;
- explain the nature and structure of spoken language and co-speech gestures specially eye, face, head and hand gestures;
- apply theoretical and methodological knowledge in analyzing spoken-multimodal language from various perspectives;
- identify and analyze central features of spoken-multimodal language in communication, such as turn, sequence, feedback, own communication management;
- carry out research on spoken-multimodal language;

Course contents

Credit	Unit	Teach. hrs.
I	1 Modes of communication: an overview 1.1 Verbal and non-verbal communication 1.1.1 Verbal communication: spoken and written language 1.1.2 Non-verbal communication: sign language, gesture and posture 1.1.3 Gesture: head and facial gestures (head shake and node, eye gaze, eyelid and eyebrow movements, lip gestures, facial expressions), hand gestures, body gestures (shrug and body movements)	4

	<p>1.1.4 Non-verbal characteristics of voice: fundamental frequency, amplitude, timbre, resonance, speech rate, response length, speech latency, pauses, speech errors</p> <p>1.2 Language and other modes of communication</p> <p>1.2.1 Modes associated with written language</p> <p>1.2.2 Modes associated with spoken language</p> <p>1.3 Multimodality</p> <p>1.3.1 Simultaneous use of multiple modes</p> <p>1.3.2 Spoken language and multimodality: simultaneity of oral-aural and gestural-visual modes of communication</p> <p>1.4 Modes of communication and brain</p> <p>1.4.1 Language faculty</p> <p>1.4.2 Non-verbal brain</p> <p>1.4.3 Multimodal language faculty</p>	
	<p>2 Approaches to multimodal studies</p> <p>2.1 Multimodal study</p> <p>2.2 Language at the centre</p> <p>2.3 Systemic functional linguistics</p> <p>2.3.1 Origins, background and early developments</p> <p>2.3.2 Key principles and concepts</p> <p>2.3.3 Methods and analysis</p> <p>2.4 Social semiotics</p> <p>2.4.1 Early developments</p> <p>2.4.2 Key principles and concepts</p> <p>2.4.3 Methods and analysis</p> <p>2.5 Conversation analysis</p> <p>2.5.1 Origins</p> <p>2.5.2 CA and multimodality</p> <p>2.5.3 Key principles and concepts</p> <p>2.5.4 Methods and analysis</p> <p>2.6 Activity based communication analysis (ACA)</p> <p>2.6.1 Origin</p> <p>2.6.2 Key principles and concepts</p> <p>2.6.3 Methods and analysis</p>	8
	<p>3 More approaches to multimodal studies</p> <p>3.1 Geo-semiotics: discourses in place</p> <p>3.2 Multimodal (inter)actional analysis</p> <p>3.3 Multimodal ethnography</p> <p>3.4 Corpus-based multimodal analysis</p> <p>3.5 Multimodal reception analysis</p>	4
II	<p>4 Designing a multimodal study</p> <p>4.1 Choosing an approach</p> <p>4.2 Deciding on a research area/focus</p> <p>4.3 Formulating research questions</p> <p>4.4 Selecting an empirical focus</p> <p>4.5 Collecting research materials</p> <p>4.6 Managing research materials</p> <p>4.7 Transcribing research materials</p> <p>4.8 Considering the ethical dimensions of multimodal research</p>	4

	<p>5 Spoken-multimodal language</p> <p>5.1 Spoken language</p> <p>5.1.1 Speech: production, transmission, perception and life, segments and suprasegments</p> <p>5.1.2 Spoken language: modulation of speech and silence for communication, face-to-face, use of co-gestures, dependency on context</p> <p>5.2 Gesture: production, transmission, perception and life, segments</p> <p>5.3 Prosody: speech prosody and gesture prosody</p> <p>5.4 Spoken-multimodal language: temporal alignment of speech, co-gestures and prosody</p>	4
	<p>6 Units and processes of spoken-multimodal linguistics</p> <p>6.1 Social activity, monologue, dialogue and conversation</p> <p>6.2 Main message and communicative function</p> <p>6.3 Contribution, turn, sequence, overlap, own communication management (OCM) units, feedback units</p> <p>6.4 Visual sign, segment, syllable, spoken word, phrase, pause and silence, duration, stress, tone, and intonation</p> <p>6.5 Lengthening, truncation, insertion and repetition</p>	4
	<p>7 More on recording, transcription and coding</p> <p>7.1 Recording: quality versus naturalness</p> <p>7.2 Transcribing spoken language: units, processes and operations</p> <p>7.3 Coding gesture</p> <p>7.4 Coding context and background information</p>	4
III	<p>8 Interpersonal communication management (ICM)</p> <p>8.1 Turn management</p> <p>8.1.1 Turn gain: turn take, turn accept</p> <p>8.1.2 Turn hold</p> <p>8.1.3 Turn end: turn yield, turn elicit, turn complete</p> <p>8.2 Transition relevant points (TRPs), interruption and overlap</p> <p>8.2.1 TRPs</p> <p>8.2.2 Interruption and overlap</p> <p>8.3 Sequence management</p> <p>8.3.1 Opening sequence</p> <p>8.3.2 Continue sequence</p> <p>8.3.3 Closing sequence</p>	6
	<p>9 Feedback</p> <p>9.1 Give feedback</p> <p>9.1.1 Basic: contact/continuation, perception, understanding (CPU)</p> <p>9.1.2 Acceptance: accept, non-accept</p> <p>9.1.3 Additional attitude/emotion: happy, sad, surprised, disgusted, angry, frightened, certain, uncertain, interested, uninterested, disappointed, satisfied, other</p> <p>9.2 Elicit feedback</p> <p>9.2.1 Basic: contact/continuation, perception, understanding (CPU)</p> <p>9.2.2 Acceptance: accept/reject</p> <p>9.2.3 Attitude/emotion: attitudes, emotions</p>	6
	<p>10 Own communication management (OCM)</p>	4

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Linguistics Subject Committee, TU

Recommended reading

- Allwood, Jens, Loredana Cerrato, Laila Dybkjaer, Kristiina Jokinen, Costanza Navarretta and Patrizia Paggio. 2005. The MUMIN multimodal coding scheme. *NorFa yearbook*.
- Allwood, Jens, Joakim Nivre & Elisabeth Ahlsén. 1990. Speech management on the non-written life of speech. *Nordic Journal of Linguistics*, 13(1).
- Allwood, Jens. 2007. *Activity based studies of linguistic interaction. Gothenburg Papers in Theoretical Linguistics*, 93. Department of Linguistics, Göteborg University.
- Jewitt, Carey, Jeff Bezemer & Kay O'Halloran. 2016. *Introducing multimodality*. Routledge.

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- Allwood, Jens (ed.). 2005. *Feedback in Spoken Interaction, NORDTALK Symposium 2003. Gothenburg Papers in Theoretical Linguistics*, 91. Department of Linguistics, Göteborg University.
- Allwood, Jens, Elisabeth Ahlsén, Johan Lund & Johanna Sundqvist. 2005. Multimodality in own communication management. *Proceedings from the Second Nordic Conference on Multimodal Communication, Göteborg, 2005*.
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- Hagoort, Peter & Asli Özyürek. 2024. Extending the architecture of language from a multimodal perspective. *Topics in Cognitive Science*. 1–11.
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- Auer, Peter, Elizabeth Couper-Kuhlen & Frank Muller. 1999. *Language in time: the rhythm and tempo of spoken interaction*. Oxford University Press.
- Bateman, John, Janina Wildfeuer & Tuomo Hiippala. 2017. *Multimodality: foundations, research and analysis: a problem-oriented introduction*. Walter de Gruyter.
- Bhadra, Sharada. 2004. Turn-taking in Nepali. *Nepalese Linguistics*, 21. 1-27.
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- Cohn, Neil & Joost Schilperoord. 2024. *A Multimodal language faculty: a cognitive framework for human communication*. Bloomsbury Academic.
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- Kipp, Michael, Jean-Claude Martin, Patrizia Paggio & Dirk Heylen (eds.). 2009. *Multimodal corpora: from models of natural interaction to systems and applications*. Springer.
- Kissmann, Ulrike Tikvah (ed.). 2009. *Video interaction analysis: methods and methodology*. Peter Lang.
- Knapp, Mark L., Judith A. Hall & Terrence G. Horgan. 2014. *Nonverbal communication in human interaction*, 8th ed. Wadsworth, Cengage Learning.
- Knight, Dawn. 2011. *Multimodality and active listenership: a corpus approach*. Continuum.
- Kostić, Aleksandra & Derek Chadee (eds.). 2014. *The social psychology of nonverbal communication*. Palgrave Macmillan.
- Ladewig, Silva H. 2020. *Integrating gestures: the dimension of multimodality in cognitive grammar*. Walter de Gruyter.
- Liddicoat, Anthony J. 2007. *An introduction to conversation analysis*. Continuum.
- Manusov, Valerie & Miles L. Patterson (eds.). 2006. *The SAGE handbook of nonverbal communication*. Sage Publications.
- McNeill, David. 2012. *How language began: gesture and speech in human evolution*. Cambridge University Press.
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- Morgenstern, Aliyah & Susan Goldin-Meadow (eds.). 2022. *Gesture in language: development across the lifespan*. De Gruyter.
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- Streeck, Jurgen, Charles Goodwin & Curtis LeBaron (eds.). 2011. *Embodied interaction: language and body in the material world*. Cambridge University Press.
- Wildfeuer, Janina, Jana Pflaeging, John Bateman, Ognyan Seizov & Chiao-I Tseng (eds.). 2019. *Multimodality: disciplinary thoughts and the challenge of diversity*. Walter de Gruyter.

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Linguistics Subject Committee, TU

Ethnolinguistics

LING 605-12

Credit: 3

Teaching hours: 48

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

Course description

This course investigates the intricate relationship between language and culture, focusing on how linguistic practices reflect and shape social identities and cultural norms. A comprehensive course of study in ethnolinguistics should encompass theoretical foundations, methodological approaches, and practical applications, supported by relevant literature and activities that foster critical engagement with the subject matter.

General Objective

The main objective of this course is to describe the relationship between language and culture focusing on social identities and cultural norms.

Specific Objectives

The specific objectives of the courses are:

- to enable students to know about the relationship between language, culture and identity;
- to know about the contemporary issues in ethnolinguistics;
- to familiarize about the various aspects of ethnolinguistic practices through research; and
- to learn about the contemporary issues in ethnolinguistic studies with case examples.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to ethnolinguistics 1.1 Definition and scope of ethnolinguistics 1.2 Culture and ethnicity 1.3 Significance of ethnolinguistics	4
	2 Language and cultural identity 2.1 The relationship between language and cultural identity 2.2 The role of language in shaping cultural identity 2.3 Social cohesion and cultural identity 2.4 Cultural harmony and conflict	8
	3 Contemporary issues in ethnolinguistics 3.1 Language endangerment 3.2 Language revitalization 3.3 Language and globalization	4
II	4 Lexical studies in ethnolinguistics 4.1 The relationship between lexicon and cultural practices 4.2 Kinship terms 4.3 Toponyms	6
	5 Ethnolinguistic discrimination and social dynamics 5.1 The impact of language on social dynamics and discrimination 5.2 Social identity theory 5.3 Linguistic relativity principle 5.4 Analysis of specific ethnolinguistic communities	10

	5.5 Case Studies in Ethnolinguistics	
III	6 Research methods in ethnolinguistics	10
	6.1 Observation,	
	6.2 Focus Group Discussion	
	6.3 Interview	
	6.4 Narrative	
	6.5 Survey	
	6.6 Grounded theory and autoethnography	
	7 Ethnolinguistic studies in Nepal	6
	7.1 Kinship studies	
7.2 Cultural studies		
	7.3 Anthropological studies	

Recommended reading

Banas, M. & G. Walzlak. 2023. *Language, culture, identity between ethnolinguistics and ethnomethodology*. V & R Unipress.

Ravayse, N. 2022. *Revisiting ethnolinguistic vitality: language and subcultural repertoires*. Taylor & Francis.

Siegel, J. 2018. *Demographic and socioeconomic basis of ethnolinguistics*. Springer.

Recommended articles

Hrytsiv, N. M. 2020. Metacultural (ethnolinguistic) competence and translation: classroom experience. *Science and education: a new dimension. Philology*. 11-17.

Peeters, B. 2017. Applied ethnolinguistics: is cultural linguistics, but is it cultural linguistics? *Advances in cultural linguistics*. 507-527.

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Sonntag, S. K. 1995. Ethnolinguistic identity and language policy in Nepal. *Nationalism and ethnic politics*, 1(4). 108-120.

Turin, M. 2002. Ethnonyms and other-nyms: linguistic anthropology among the Thangmi of Nepal. *Proceedings of the Ninth Seminar of the IATS, 2000. Volume 9: Territory and Identity in Tibet and the Himalayas*. Brill.

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Linguistics Subject Committee, TU

Biological foundations of language

LING 605-13

Credit: 3

Teaching hours: 48

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

Course description

This is an advanced course on biological underpinnings of language. The course introduces the biological bases behind the ontogeny of language. The expected students for this course will have acquainted with the basic courses in linguistics, preferably phonetics and psycholinguistics. The courses specifically focused on oral-aural mode of language production and perception. The courses consist of three units each equal to one credit hour.

General objectives

The course basically aims to make the students familiar with the biological bases of emergence and use of language – specifically anatomy and physiology.

Specific objectives

On completion of this course the students will be:

- acquainted with the respiratory mechanism in human body and its correlation with speech production;
- able to describe the anatomical and physiological bases of phonation, articulation and resonance;
- able to describe the anatomy and physiology of hearing mechanism; and
- acquainted with the neurological bases of speech perception and production.

Course contents

Credit	Unit	Teach. hrs.
I	1 Foundations of human anatomy and physiology 1.1 Basic anatomy and physiology 1.2 Terms and terminologies 1.3 Cells, tissues, organs and systems	6
	2 Respiration 2.1 Anatomy of respiratory system 2.1.1 Introduction 2.1.2 Skeletal framework 2.1.3 Thorax 2.1.4 Muscles 2.2 Physiology 2.2.1 Introduction 2.2.2 Forces of respiration 2.2.3 Physics of respiration 2.2.4 Measurement of respiration/breathing	10
II	3 Phonation 3.1 Anatomy of phonation 3.1.1 Introduction 3.1.2 Larynx 3.2 Physiology of phonation 3.2.1 Biological functions 3.2.2 Theories of phonation	8

	3.2.3 Parameters of voice 3.2.4 Vocal fold closure pattern, Mucosal wave and periodicity of vibration	
	4 Articulation and resonance 4.1 Anatomy 4.1.1 Bones and muscles of face 4.1.2 Cranial bones 4.1.3 Vocal tract cavities 4.1.4 Muscles of the tongue, velum and pharynx 4.2 Physiology 4.2.1 Roles of different parts of oral cavity 4.2.2 Roles of pharynx	8
III	5 Hearing 5.1 Anatomy 5.1.1 Structure of auditory mechanism 5.1.2 Outer ear, middle ear, inner ear 5.2 Physiology 5.2.1 Properties of sound wave 5.2.2 Physiology of outer ear, middle ear and inner ear 5.2.3 Auditory central nervous system 5.3 Instrumentation 5.4 Loss of hearing	10
	6 Neuroanatomy and neurophysiology of speech perception and production 6.1 Cells of nervous system 6.2 Central nervous system 6.3 Cerebral hemisphere 6.4 Subcortical structure 6.5 Peripheral nervous system 6.6 Neurology of speech perception 6.7 Speech production and neurological correlates	6

Recommended reading

Tellis, Glen M. & M. Hunter Manasco. 2025. *Fundamentals of anatomy and physiology of speech, language and hearing*. Plural Publishing Inc.

Recommended articles

Dick, Anthony Steven, Byron Bernal & Pascale Tremblay. 2013. The language connecticome: new pathways, new concepts. *The Neuroscientist*, XX(X). 1-15.

Havel, Miriam, Gert Hofmann, Dirk Mürbe & Johan Sundberg. 2014. Contribution of paranasal sinuses to the acoustic properties of the nasal tract. *Folia Phoniatr Logop*, 66. 109-114.

Hickok, Gregory. 2009. The functional neuroanatomy of language. *Physics of Life Reviews*, 6. 121-143.

Oilikoff, Robert F., R. J. Baken & Dennis H. Craus. 1997. Acoustic and physiologic characteristics of inspiratory phonation. *Journal of Acoustic Society of America*, 102(3): 1838-1845.

Van den Berg, Janwillem. 1958. Myoelastic-aerodynamic theory of voice production. *Journal of Speech and Hearing Science*, 1(3). 227-244.

Winkworth, Alison P., Roger D. Adams & Elizabeth Ellis. 1995. Breathing patterns during spontaneous speech. *Journal of Speech and Hearing Research*, 38. 124-144.

Additional reading list

Hixon, Thomas J., Gary Weismer & Jeanette D. Hoit. 2020. *Preclinical speech science: Anatomy, physiology, acoustics, and Perception*, 3rd ed. Plural Publishing Inc.

Seikel, J. Anthony, Kostas Konstantopoulos & David G. Drumright. 2018. *Neuroanatomy and Neurophysiology for speech and hearing sciences*. Plural Publishing Inc.


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Linguistics Subject Committee, TU

Evolution of language

LING 605-14

Credit: 3

Teaching hours: 48

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

Course description

This is an interdisciplinary course between linguistics and evolution. The main goal of the course is to introduce the students the phylogeny of communication and emergence of language in human beings. The course includes the cutting-edge researches and discoveries made on language evolution across different disciplines. The expected students for this course are required to have the foundational knowledge on basic linguistics and evolutionary biology. Knowledge on primate evolution and emergence of homo-sapiens will be beneficial.

General objectives

The course generally aims to acquaint the students with the interdisciplinary areas of evolutionary biology leading to the homo-sapiens and language. It provides them with the knowledge on cutting-edge researches and discoveries made on evolution of languages. Further that the course equips students with the theoretical tools and evidences to present their arguments on whether the language is species specific or emerged phenomenon due to continuous evolution.

Specific objectives

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

- describe the relationship between biological facts and differential linguistic capabilities;
- illustrate the foundation of evolution and relevant ideas;
- correlate the cognitive and communicative capacities in different species;
- analyze the evolutionary route of the homo-sapiens;
- describe the human vocal tract and controlled speech vis-à-vis evolutionary evidences; and
- compare and critically evaluate the different models of language and speech evolution.

Course contents

Credit	Unit	Teach. hrs.
I	1 Fundamental issues 1.1 Two approaches to language and evolution 1.1.1 Biolinguistic perspective 1.1.2 Comparative perspective 1.2 Faculty of language: Broad and narrow senses 1.3 Debate and distinctions in language evolution 1.3.1 Communication and language 1.3.2 Gene and environment 1.3.3 Innateness and learning 1.3.4 I-language and E-language	4
	2 Fundamentals of evolution 2.1 Foundational idea: Natural selection 2.2 Categories of selection: sexual, kin and group selection 2.3 Comparative method 2.4 Controversies and resolutions in contemporary evolutionary theory 2.4.1 Gradualists vs. saltationists 2.4.2 Evolutionary stable strategy	6

	<p>2.4.3 Punctuated equilibrium and sudden evolutionary change</p> <p>2.4.4 Marcormutation</p> <p>2.4.5 Evolutionary developmental biology</p> <p>2.4.6 Selections and constraints</p> <p>2.4.7 Adaptation, preadaptation and exaptation</p> <p>2.5 Evolution of behavior</p>	
	<p>3 Animal cognition and communication</p> <p>3.1 Basic cognitive abilities of animals</p> <p>3.2 Specialized forms of intelligence: physical and social intelligence</p> <p>3.3 Social learning, culture and traditions: animal culture</p> <p>3.4 Inter-species communication: abilities to use language-like systems</p> <p>3.5 Animal communication</p> <p>3.6 Phonological and syntactic phenomena in animal communication</p> <p>3.7 Semantics and the meaning in animal signals</p>	6
II	<p>4 Evolutionary foundations of human beings</p> <p>4.1 The first cell and the genetic code</p> <p>4.2 Eukaryotes and origins of cellular biology</p> <p>4.3 The first fish and vertebrate nervous system</p> <p>4.4 Tetrapods and vocal communication</p> <p>4.5 Mammals, auditory ossicles and neocortex</p> <p>4.6 Early primates: sociality, color vision and larger brains</p> <p>4.7 Early apes and the last common ancestor</p>	4
	<p>5 The last common ancestor and chimpanzee</p> <p>5.1 Communication, sociality, tool use, violence</p> <p>5.2 Evolution of paternal care</p> <p>5.3 Implications for language evolution</p>	2
	<p>6 Hominid paleontology and archaeology</p> <p>6.1 Major stages in human evolution since the LCA</p> <p>6.2 Earliest hominids</p> <p>6.3 Australopithecines: bipedal apes</p> <p>6.4 Oldowan industry and genus Homo</p> <p>6.5 Homo erectus</p> <p>6.6 Neanderthals and other sister species</p> <p>6.7 Anatomically moder Homo Sapiense</p> <p>6.7.1 Exodus out of Africa</p> <p>6.7.2 Upper paleolithic revolution</p> <p>6.7.3 Evolution of brain size</p> <p>6.7.4 Reorganization of neural connectivity</p>	5
	<p>7 Evolution of human vocal tract</p> <p>7.1 Vertebrate vocal production: basic bioacoustics</p> <p>7.2 Reconfigured human vocal tract</p>	2
	<p>8 Evolution of vocal control</p> <p>8.1 Evolving learned vocalization: phylogeny and function</p> <p>8.2 Ontogeny of complex vocal imitation</p> <p>8.3 Neural mechanisms underlying complex vocal imitation</p> <p>8.4 Molecular genetic basis of complex motor control</p> <p>8.5 FOXP2 and complex vocal motor control</p>	3
	<p>9 Models speech evolution</p> <p>9.1 Lieberman's model: beyond Broca's area</p>	6
III		

9.2 MacNeilage's model of vocal evolution 9.3 Deacon's "leveraged takeover" model 9.4 Carstairs-McCarthy's model: from speech to syllables to syntax 9.5 Bridges from speech to phonology 9.5.1 Motor constraints on phonological structure 9.5.2 Perceptual constraints on phonological structure 9.5.3 Vocal imitation, glossogeny and dialect formation	
10 Lexical protolanguage 10.1 Discontinuity between animal communication and language 10.2 "Living fossils" of protolanguage: contemporary windows onto protolanguage 10.3 Bickerton on emergence of syntax 10.4 Jackendoff on incremental evolution of syntax 10.5 Evolution of cooperative communication: Dunbar and Deacon 10.6 Kin communication and information sharing 10.7 Sources of Complex syntax	4
11 Gestural protolanguage theories 11.1 Gesture and speech 11.2 Signed language 11.3 History and basic ideas of the theory 11.4 Criticism of the theory 11.5 Neuroscience of gesture	4
12 Musical protolanguage 12.1 Open issue of vocal control and phonology 12.2 Darwin and musical protolanguage 12.3 Prosodic protolanguage	2

Recommended reading

Fitch, W. Tecumseh. 2010. *The evolution of language*. Cambridge University Press.

Recommended articles

Armstrong, David F., William C. Stokoe & Shermon E Wilcox. 1994. Signs of the origins of syntax. *Current Anthropology*, 35. 349-368.

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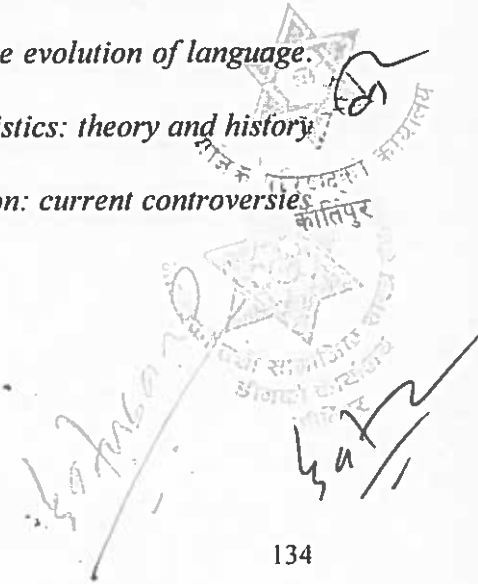
Additional reading list

- Ayala, Francisco J. & Camila J. Cela-conde. 2017. *Processes of human evolution*. Oxford.
- Berwick, Robert C. & Noam Chomsky. 2017. *Why only us: language and evolution*. The MIT Press.
- Bickerton, Derek. 2009. *Adam's tongue: How humans made language, how language made humans*. Hill & Wang.
- Dunbar, Robin. 1998. *Grooming, gossip and evolution of language*. Harvard University Press.
- Emlen, Douglas J. & Carl Zimmer. 2020. *Evolution: Making sense of life*, 3rd ed. Macmillan Learning.
- Everett, Daniel L. 2017. *How language began: the story of humanity's greatest invention*. Liveright.
- Gazzaniga, Michael. 1992. *Nature's mind: impact of Darwinian selection on thinking, emotions, sexuality, language and intelligence*. Basic Books.
- Hurford, James R. 2007. *The origin of meaning: language in the light of evolution*. Oxford.
- Hurford, James R. 2012. *The origin of grammar: language in the light of evolution*. Oxford.
- Jablonka, Eva & Marion J. Lamb. 2005. *Evolution in four dimensions: genetic, epigenetic, behavioral and symbolic variation in the history of life*. The MIT Press.
- Kimbrough, Oller & Ulrike Griebel. 2008. *Evolution of communicative flexibility: complexity, creativity and adaptability in human and animal communication*. MIT Press.
- Liebal, Katja, Bridget M. Waller, Anne M. Burrows, Katie E. Slocombe (eds.) 2013. *Primate communication: a multimodal approach*. Cambridge University Press.
- Liebal, Katja, Cornelia Müller, Simone Pika (eds.) 2007. *Gestural communication in nonhuman and primates*. John Benjamins Publishing Company.
- Lewin, Roger & Robert A. Foley. 2004. *Principles of human evolution*. Blackwell Publishing.
- McMohan, April & Robert McMohan. 2013. *Evolutionary linguistics*. Cambridge University Press.
- Planer, Ronald J. & Kim Sternerly. 2016. *From signal to symbol: The evolution of language*. The MIT Press.
- Pennisi, Antonino & Alessandro Falzone. 2016. *Darwinian biolinguistics: theory and history of naturalistic philosophy of language and pragmatics*. Springer.
- Progavac, Ljiljana. 2019. *A critical introduction to language evolution: current controversies and future prospects*. Springer.



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Second language acquisition

LING 605-15

Credit: 3

Teaching hours: 48

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

Course description

The course introduces students with second language acquisition concentrating on what the SLA is, and gives them further details about how age is significant in SLA, what the crosslinguistic influences are, what the significance of linguistic environment is, and also acquaints them with cognition, learner language development, motivation and affect and other individual differences.

General objectives

On the completion of this course, students will generally be able to define and explain what Second Language Acquisition is, and will finally explore the areas of the acquisition namely age crosslinguistic influences, linguistic environment, cognition, learner, language development, motivation, affect and individual differences. And, thus the students will be able to investigate in the field of SLA.

Specific objectives

On completion of this course, the students will be:

- able to define and clarify the issues of SLA
- able to explicate the learners' language development and age factors
- able to differentiate L1-L2 acquisition and identify the fundamentals of acquisition
- able to examine the influence of L1 on L2 acquisition, and give details about of language development of L2
- able to investigate the role of motivation and
- Undertake the issues affect and other individual differences under consideration for the research ahead.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to SLA 1.1 Introduction to SLA 1.2 Whence language? Description, evolution and acquisition 1.3 First language acquisition, bilingualism and SLA 1.4 Main concepts and terms 1.5 Interdisciplinarity in SLA 1.6 SLA in the world	2
	2 Age 2.1 Critical and sensitive periods for the acquisition of human language 2.2 Julie, an exceptionally successful late L2 learner of Arabic 2.3 Are children or adults better L2 learners? Questions of rate 2.4 Age and L2 morphosyntax: questions of ultimate attainment 2.5 Evidence on L2 morphosyntax from cognitive neuroscience 2.6 L2 phonology and age 2.7 What causes the age effects? Biological and other explanations 2.8 A bilingual turn in SLA thinking about age? 2.9 How important is age in L2 acquisition, and (why) does it matter?	7

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	<p>3 Crosslinguistic influences</p> <p>3.1 On L1–L2 differences and similarities</p> <p>3.2 Interlingual identifications</p> <p>3.3 Besides the L1</p> <p>3.4 First language influences vis-à-vis development</p> <p>3.5 Markedness and L1 transfer</p> <p>3.6 Can a cup break? Transferability</p> <p>3.7 Avoidance</p> <p>3.8 Underuse and overuse</p> <p>3.9 Positive L1 influences on L2 learning rate</p> <p>3.10 First language influence beneath the surface: the case of information structure</p> <p>3.11 Crosslinguistic influences across all layers of language</p> <p>3.12 Beyond the L1: crosslinguistic influences across multiple languages</p> <p>3.13 The limits of crosslinguistic influence</p>	7
	<p>4 The linguistic environment</p> <p>4.1 Wes: <i>'I'm never learning, I'm only just listen then talk'</i></p> <p>4.2 Acculturation as a predictive explanation for L2 learning success?</p> <p>4.3 Input for comprehension and for learning</p> <p>4.4 Interaction and negotiation for meaning</p> <p>4.5 Output and syntactic processing during production</p> <p>4.6 Noticing and attention as moderators of affordances in the environment</p> <p>4.7 Two generations of interaction studies</p> <p>4.8 The empirical link between interaction and acquisition</p> <p>4.9 Output modification</p> <p>4.10 Learner-initiated negotiation of form</p> <p>4.11 Negative feedback during meaning and form negotiation</p> <p>4.12 The limits of the linguistic environment</p>	5
II	<p>5 Cognition</p> <p>5.1 Information processing in psychology and SLA</p> <p>5.2 The power of practice: proceduralization and automaticity</p> <p>5.3 An exemplary study of skill acquisition theory in SLA: DeKeyser (1997)</p> <p>5.4 Long-term memory</p> <p>5.5 Long-term memory and L2 vocabulary knowledge</p> <p>5.6 Working memory</p> <p>5.7 Memory as storage: passive working memory tasks</p> <p>5.8 Memory as dynamic processing: active working memory tasks</p> <p>5.9 Attention and L2 learning</p> <p>5.10 Learning without intention</p> <p>5.11 Learning without attention</p> <p>5.12 Learning without awareness</p> <p>5.13 Disentangling attention from awareness?</p> <p>5.14 Learning without rules</p> <p>5.15 An exemplary study of symbolic vs associative learning: Robinson (1997)</p> <p>5.16 An emergentist turn in SLA?</p>	5

	<p>6 Development of learner language</p> <p>6.1 Two approaches to the study of learner language: general cognitive and formal linguistic</p> <p>6.2 Interlanguages: more than the sum of target input and first language</p> <p>6.3 Cognitivist explanations for the development of learner language</p> <p>6.4 Formula-based learning: the stuff of acquisition</p> <p>6.5 Four interlanguage processes</p> <p>6.6 Interlanguage processes at work: Ge's da</p> <p>6.7 Development as variability-in-systematicity: The case of Jorge's negation</p> <p>6.8 Interlanguage before grammaticalization: the Basic Variety of naturalisticlearners</p> <p>6.9 Patterned attainment of morphological accuracy: the case of L2 English morphemes</p> <p>6.10 More on the development of L2 morphology: concept-driven emergence of tense and aspect</p> <p>6.11 Development of syntax: markedness and the acquisition of L2 relativization</p> <p>6.12 A last example of systematicity: cumulative sequences of word order</p> <p>6.13 Fossilization, or when L2 development comes to a stop (but does it?)</p> <p>6.14 What is the value of grammar instruction? The question of the interface</p> <p>6.15 Advantages of grammar instruction: accuracy and rate of learning</p> <p>6.17 The future of interlanguage?</p>	6
III	<p>7 Motivation</p> <p>7.1 The traditional approach: the AMTB and motivational quantity</p> <p>7.2 Integrativeness as an antecedent of motivation</p> <p>7.3 Other antecedents: orientations and attitudes</p> <p>7.4 First signs of renewal: self-determination theory and intrinsic motivation</p> <p>7.5 Motivation from a distance: EFL learners' orientations and attitudes</p> <p>7.6 Language learning motivation: possible in situations of conflict?</p> <p>7.7 Dynamic motivation: time, context, behaviour</p> <p>7.8 Looking forward: the L2 Motivational Self System</p> <p>7.9 Behold the power of motivation</p>	8
	<p>8 Affect and other individual differences</p> <p>8.1 Personality and L2 learning</p> <p>8.2 Extraversion and speaking styles</p> <p>8.3 Learner orientation to communication and accuracy</p> <p>8.4 Foreign language anxiety</p> <p>8.5 Willingness to communicate and L2 contact</p> <p>8.6 Cognitive styles, field independence and field sensitivity</p> <p>8.7 Learning style profiles</p> <p>8.8 Learning strategies</p> <p>8.9 The future promise of an all-encompassing framework: self-regulation theory</p>	8

Recommended reading

Ortega, Lourdes. 2013. *Understanding second language acquisition*. Routledge.

Additional reading list

Block, D. 2003. *The social turn in second language acquisition*. Georgetown University Press.

Braidi, S. 1999. *The acquisition of second-language syntax*. Arnold.

Cook, V. 1996. *Second language learning and language teaching*, 2nd ed. Arnold.

de Bot, K., W. Lowie & M. Verspoor. 2006. *Second language acquisition: an advanced resource book*. Routledge.

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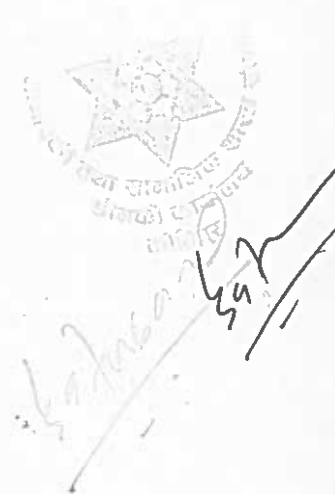
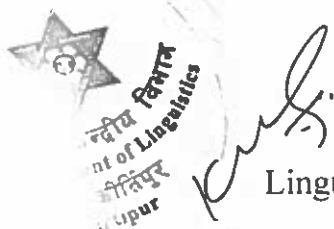
Larsen-Freeman, D. & M. H. Long, 1991. *An introduction to second language acquisition research*. Longman.

McLaughlin, B. 1987. *Theories of second language learning*. Arnold.

Smith, N. & I.-M. Tsimpli, 1995. *The mind of a savant: language learning and modularity*. Blackwell.

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Intercultural communication

LING 605-16

Credit: 3

Teaching hours: 48

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

Course description

This course introduces the fundamental concepts of intercultural communication. Nepali society as multilingual and multicultural society has intercultural phenomena inherently in it which is multiplied by internal and international migration for various purposes along with immigration of the people from around the globe for various purposes. In this context whether being in the country or outside, to be intercultural or handle the situations with intercultural communication is essential survival skill. In this context, this course includes the essential knowledge and skills required to be an intercultural human being. The topics in this course include fundamental concepts of intercultural communication, central areas of intercultural communication studies, and its application.

General objectives

This course aims to introduce the students the scope and fundamental concepts of intercultural communication, equip the students with knowledge of intercultural communication and skill to apply it in the study of intercultural communication. It also aims to make the students to be able to carry out research on intercultural communication and communicate their research findings in an organized form.

Specific objectives

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

- elucidate the scope and fundamental concepts of intercultural communication;
- identify, describe, and explain the situations of intercultural communication;
- connect intercultural communication to the theoretical concepts;
- identify the fields where intercultural communication applies;
- use intercultural communication to resolve conflict and other situations;
- carry out research in intercultural communication; and
- communicate their research findings in an organized form.

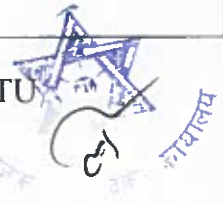
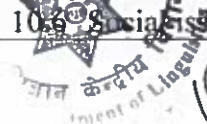
Course contents

Credit	Unit	Teach hrs.
I	1 Study of intercultural communication 1.1 The peace imperative 1.2 The economic imperative 1.3 The demographic imperative 1.4 The ethical imperative	4
	2 Building blocks of intercultural communication 2.1 Culture 2.2 Communication 2.3 Culture and communication 2.4 Context 2.5 Power 2.6 Barriers to intercultural communication	5
	3 History, identity and intercultural communication 3.1 From history to histories 3.2 History and identity 3.3 Intercultural communication and history	7

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	<p>3.4 Understanding identity</p> <p>3.5 Social and cultural identities</p> <p>3.6 Identity development</p> <p>3.7 Multicultural identity</p>	
II	<p>4 Verbal and nonverbal issues in intercultural communication</p> <p>4.1 Language, culture and perception</p> <p>4.2 Cultural variations in language</p> <p>4.3 Communicating across differences</p> <p>4.4 Language and power</p> <p>4.5 Moving between languages</p> <p>4.6 Defining nonverbal communication</p> <p>4.7 Cultural variations in nonverbal behavior</p> <p>4.8 Defining cultural space</p>	7
	<p>5 Popular culture and intercultural communication</p> <p>5.1 Viewing others through popular culture</p> <p>5.2 What is "popular culture"?</p> <p>5.3 U.S. popular culture and power</p> <p>5.4 Consuming and resisting popular culture</p> <p>5.5 Representing cultural groups</p>	3
	<p>6 Culture, communication, and conflict</p> <p>6.1 Characteristics of intercultural conflict</p> <p>6.2 Conflict types and contexts</p> <p>6.3 Influences on conflict management</p> <p>6.4 Managing intercultural conflict</p> <p>6.5 Understanding conflict and society</p>	3
	<p>7 Intercultural relationships in everyday life</p> <p>7.1 Benefits of intercultural relationships</p> <p>7.2 Challenges in intercultural relationships</p> <p>7.3 Foundations of intercultural relationships</p> <p>7.4 Relationships across differences</p> <p>7.5 Society and intercultural relationships</p>	3
III	<p>8 Intercultural communication in tourism contexts</p> <p>8.1 Intercultural communication and tourism</p> <p>8.2 Communication challenges in tourism contexts</p> <p>8.3 Cultural learning and tourism</p> <p>8.4 Tourism, intercultural communication, and social media</p> <p>8.5 Political, health, and environmental impacts on tourism</p>	4
	<p>9 Intercultural communication and business</p> <p>9.1 The domestic and global economy</p> <p>9.2 Power issues in intercultural business encounters</p> <p>9.3 Communication challenges in business contexts</p> <p>9.4 Intercultural communication training in business</p> <p>9.5 Social and political contexts of business</p>	4
	<p>10 Intercultural communication and education</p> <p>10.1 Educational goals</p> <p>10.2 Studying abroad</p> <p>10.3 Culturally specific education</p> <p>10.4 Intercultural communication in educational settings</p> <p>10.5 Communication, education, and cultural identity</p> <p>10.6 Social issues and education</p>	4



11 Intercultural communication and health care 11.1 The importance of communication in health care 11.2 Intercultural barriers to effective health care 11.3 Religion and health care 11.4 Power in communication about health care	4
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Recommended reading

Martin, Judith N. & Thomas K. Nakayama. 2021. *Experiencing intercultural communication: an introduction*, 7th ed. McGraw-Hill Education.

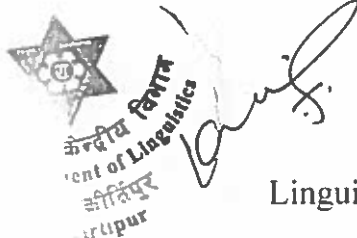
Recommended articles

- Harvey, Michael G. & David A. Griffith. 2002. Developing effective intercultural relationships: the importance of communication strategies. *Thunderbird International Business Review*, 44(4). 455–476. doi:10.1002/tie.10029
- Jain, Parul & Janice L. Krieger. 2011. Moving beyond the language barrier: the communication strategies used by international medical graduates in intercultural medical encounters. *Patient Education and Counseling*, 84(1). 98–104. doi:10.1016/j.pec.2010.06.022
- Mamman, Aminu & David Richards. 1996. Perceptions and possibilities of intercultural adjustment: some neglected characteristics of expatriates. *International Business Review*, 5(3). 283–301. doi:10.1016/0969-5931(96)00011-x
- Möller, Kristian & Senja Svahn. 2004. Crossing East-West boundaries: knowledge sharing in intercultural business networks. *Industrial Marketing Management*, 33(3). 219–228. doi:10.1016/j.indmarman.2003.10.011
- Sharma, Bal Krishna. 2022. Interculturality and stereotypes in tourism instructional discourse. In Bal Krishna Sharma & Shuang Gao (eds.) *Language and intercultural communication in tourism: critical perspectives*. 57-77. Routledge.
- Tamam, Ezhar. 2010. Examining Chen and Starosta's Model of Intercultural Sensitivity in a multiracial collectivistic country. *Journal of Intercultural Communication Research*, 39(3). 173–183. doi:10.1080/17475759.2010.534860

Additional reading list

- Bennett, Milton J. 2013. *Basic concepts of intercultural communication: paradigms, principles, and practices: selected readings*. Nicholas Brealey Publishing Company.
- Berkland, Mara K. & Amy Grim Buxbaum (eds.). 2024. *Intercultural communication for the global business professional*. Routledge.
- Chaney, Lillian H. & Jeanette S. Martin. 2011. *Intercultural business communication*, 5th ed. Pearson Education.
- Chen, Ling (ed.). 2017. *Intercultural communication*. Walter de Gruyter.
- Dai, Xiaodong & Guo-Ming Chen (eds.). 2017. *Conflict management and intercultural communication: the art of intercultural harmony*. Routledge.
- Hua, Zhu (ed.). 2016. *Research methods in intercultural communication: a practical guide*. Wiley Blackwell.
- Jackson, Jane. 2024. *Introducing language and intercultural communication*, 3rd ed. Routledge.
- Kiesling, Scott F. & Christina Bratt Paulston (eds.). 2005. *Intercultural discourse and communication: the essential readings*. Blackwell Publishing Ltd.
- Klyukanov, Igor E. 2025. *Principles of intercultural communication*, 3rd ed. Routledge.
- Martin, Judith N. & Thomas K. Nakayama. 2021. *Experiencing intercultural communication: an introduction*. McGraw-Hill Education.
- Martin, Judith N. & Thomas K. Nakayama. 2022. *Intercultural communication in contexts*, 8th ed. McGraw-Hill Education.

- Nakayama, Thomas K. & Rona Tamiko Halualani (eds.). 2010. *The handbook of critical intercultural communication*. Blackwell Publishing Ltd.
- Panocová, Renáta. 2020. *Theories of intercultural communication*. Univerzita Pavla Jozefa Šafárika v Košiciach.
- Poutiainen, Saila. 2014. *Theoretical turbulence in intercultural communication studies*. Cambridge Scholars Publishing.
- Rings, Guido & Sebastian M. Rasinger (eds.). 2020. *The Cambridge handbook of intercultural communication*. Cambridge University Press.
- Sharma, Bal Krishna & Shuang Gao (eds.). 2022. *Language and intercultural communication in tourism: critical perspectives*. Routledge.
- Ting-Toomey, Stella & Leeva C. Chung. 2012. *Understanding intercultural communication*, 2nd ed. Oxford University Press.



Language and discourse

LING 605-17

Credit: 3

Teaching hours: 48

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

Course description

This course explores the intricate relationship between language and discourse, focusing on how language shapes and is shaped by social, cultural, and situational contexts. Students will engage with various theoretical frameworks and methodologies to analyze discourse across different media, including spoken, written, and digital communication. Emphasis will be placed on the role of language in constructing meaning, identity, power dynamics, and social interaction.

General Objective

The main objective of this course is to describe the relationship between language, discourse and the context.

Specific Objectives

The specific objectives of the courses are:

- to understand key theories and concepts in language and discourse studies;
- to analyze various forms of discourse across different contexts;
- to develop critical thinking skills related to language use and its implications;
- to know about the relationship between language and power; and
- to familiarize the discourse in various contexts.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to language and discourse 1.1 Relationship between language and discourse 1.2 Discourse and context 1.3 Discourse and culture 1.4 Discourse and identity 1.5 Discourse and power 1.6 Discourse and technology 1.7 Discourse and gender 1.8 Historical perspectives on discourse analysis	8
	2 Discourse and identity 2.1 Social Identity in discourse 2.2 Personal identity in narratives 2.3 Digital, networked, and post human identities 2.4 Language and the construction of identity 2.5 Intersectionality in language use	8
II	3 Power and language 3.1 Language as a tool of power and control 3.2 Discourse and media 3.3 Discourse in political contexts. 3.4 Literature and discourse 3.5 Discourse and collaborations	10
	4 Impact of neoliberal discourse 4.1 Language of Neoliberalism	6

	4.2 Neoliberalism as political discourse 4.3 Language of Neoliberal education	
III	5 Cultural contexts of discourse 5.1 Cultural influences on language use 5.2 Discourse in intercultural communication	6
	6 Discourse in educational settings 6.1 Classroom discourse 6.2 Pedagogical discourse 6.3 Policy discourse	6
	7 Discourse studies in Nepal 7.1 Media discourse 7.2 Discourse in politics and literature	4

Recommended reading

- De Fina, A., D. Schiffrin & M. Bamberg. 2011. Discourse and identity. *Discourse studies: A multidisciplinary introduction*, 263(13). 263-282.
- Gee, J. P. 2014. *How to do discourse analysis: a toolkit*. Routledge.
- Hardy, C., T. B. Lawrence, & D. Grant. 2005. Discourse and collaboration: the role of conversations and collective identity. *Academy of management review*, 30(1). 58-77.
- LeVine, P. & R. Scollon. 2004. Discourse and technology. *Multimodal discourse analysis*. Georgetown.

Recommended articles

- Gautam, B. L. 2022. Language politics in Nepal: a socio-historical overview. *Journal of World Languages*, 7(2). 355-374.
- Keating, E. & A. Duranti. 2011. Discourse and culture. *Discourse studies: A multidisciplinary introduction*. 331-356.
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- Poudel, P. P. & T. H. Choi. 2022. Discourses shaping the language-in-education policy and foreign language education in Nepal: an intersectional perspective. *Current issues in Language Planning*, 23(5). 488-506.
- Pradhan, U. 2020. Interrogating quality: minority language, education and imageries of competence in Nepal. *Compare: A Journal of Comparative and International Education*.
- Robinson-Pant, A. 2010. Changing discourses: literacy and development in Nepal. *International Journal of Educational Development*, 30(2). 136-144.
- Upadhyaya, P. K. 2010. *Politics of hegemony and denial in the rhetoric of language and education policy in Nepal: a critical discourse analysis of policy documents and government sponsored textbooks (1960–2009)*. The University of Texas at El Paso.

Additional reading list

- Bamberg, M., A. De Fina & D. Schiffrin. 2011. Discourse and identity construction. *Handbook of identity theory and research*. 177-199.
- Bourdieu, P. 1991. *Language and symbolic power*. Harvard University Press.
- Fairclough, N. 2013. *Language and power*. Routledge.
- Sardoc, M. 2021. *The impacts of neoliberal discourse and language in education: critical perspectives on a rhetoric of equality, well-being, and justice*. Routledge.



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Discourse analysis

LING 605-18

Credit: 3

Teaching hours: 48

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

Course description

The course introduces students with discourse analysis concentrating on what it is, and gives them further details about what the uses and facets of discourse analysis are, how discourse is shaped by the possibilities and limitations of language, how the discourse and the world are interrelated, how the intention and interpretation in conversations are managed. The course further concentrates on discourse structure: parts and sequences, participants in discourse: relationships, roles, identities, prior texts, prior discourses, discourse and medium.

General objectives

On the completion of this course, students will generally be able to define and explain what discourse analysis is, and will finally explore its areas namely intention and interpretation, discourse structure: parts and sequences, participants in discourse: relationships, roles, identities, prior texts, prior discourses and discourse and medium. The students will finally be able to investigate and carry out researches in these areas.

Specific objectives

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

- define and clarify the issues of discourse analysis;
- explicate how discourse is shaped;
- identify the author's or speakers' intention and present the interpretation;
- examine the cohesive pattern of the given texts, and also inspect the narrative patterns of the texts;
- investigate the factors that affect the overall discourse; and
- elucidate the issues like prior texts, prior discourses, discourse and medium.

Course contents

Credit	Unit	Teach. hrs.
1	1 Introduction to discourse analysis 1.1 What is discourse analysis? 1.2 Some uses of discourse analysis 1.3 Facets of discourse analysis 1.3.1 Heuristic for analysis 1.3.2 Texts and interpretations of texts are shaped by the world, and they shape the world 1.3.3 Discourse is shaped by purpose and discourse shapes possible purposes 1.3.4 Discourse is shaped by the possibilities and limitations of language, and discourse shapes language 1.3.5 Discourse is shaped by interpersonal relations among participants, and discourse helps to shape interpersonal relations 1.3.6 Discourse is shaped by expectations created by familiar discourse, and new instances of discourse help to shape our expectations about what future discourse will be like and how it should be interpreted	10

	<p>1.3.7 Discourse is shaped by the limitations and possibilities of its media, and the possibilities of communications media are shaped by their uses in discourse</p> <p>1.4 Data for discourse analysis</p> <p>1.5 Locations of meaning</p> <p>1.6 Discourse as strategy; and discourse as adaptation</p> <p>1.7 Language and languaging</p> <p>1.8 Particularity theory, and method</p> <p>1.9 From text outward</p>	
	<p>2 Discourse and world</p> <p>2.1 Linguistic categories, minds and the worldviews</p> <p>2.2 Discourse, culture and ideology</p> <p>2.3 Language ideology</p> <p>2.4 Silence</p>	3
	<p>3 Intention and interpretation</p> <p>3.1 Speech acts and conversational implicature</p> <p>3.2 Contextualization cues and discourse marking</p> <p>3.3 Rhetorical aims, strategies, and styles</p> <p>3.4 First verbal art and performance</p>	3
II	<p>4 Discourse structure: parts and sequences</p> <p>4.1 Words and lines</p> <p>4.2 Old and new information and the organization of sentences</p> <p>4.3 Cohesion</p> <p>4.4 Paragraphs and episodes</p> <p>4.5 Discourse schemata and the structure of narrative</p> <p>4.6 The emergent organization of conversation</p> <p>4.7 Structures and rules</p>	7
	<p>5 Participants in discourse: relationships, roles, identities</p> <p>5.1 Power and solidarity</p> <p>5.2 Indexicality</p> <p>5.3 Social roles and participant frameworks</p> <p>5.4 Stance and style</p> <p>5.5 Audience, politeness, and accommodation</p> <p>5.6 Social identity and identification</p> <p>5.7 Personal identity: discourse and the self</p> <p>5.8 The linguistic individual in discourse</p>	9
III	<p>6 Prior texts, prior discourses</p> <p>6.1 Intertextuality and recontextualization</p> <p>6.2 Repetition in conversation</p> <p>6.3 Situational registers</p> <p>6.4 Enregisterment</p> <p>6.5 Genre: recurrent forms in recurrent practices</p> <p>6.6 Frames, plots, and coherence</p>	6
	<p>7 Discourse and medium</p> <p>7.1 The early research about "orality and literacy</p> <p>7.2 Literacy and literacies</p> <p>7.3 Communication and technology</p> <p>7.4 Medium and discourse form</p> <p>7.5 Medium and discourse processing: fixity, fluidity, and coherence</p> <p>7.6 Medium and interpersonal relations</p>	10

7.7	Medium, expertise, and knowledge-making	
7.8	Analyzing multi-modal discourse	
7.9	Speech and the body	
7.10	Writing and seeing	
7.10.1	What writing looks like	
7.10.2	Reading images	

Recommended reading

Barbara, Johnstone. 2018. *Discourse analysis*. Wiley Blackwell.

Additional reading list

Brown, G. & G. Yule. 1983. *Discourse analysis*. Cambridge University Press.

Coulthard, M. 1985. *An introduction to discourse analysis*. Longman.

Gee, J. P. 2014. *An introduction to discourse analysis: theory and method*, 4th ed. Routledge.

Gee, J. P. & M. Handford (eds). 2012. *The Routledge handbook of discourse analysis*. Routledge.

Geertz, C. 1973. *The interpretation of cultures*. Basic Books.

Gregory, M. & S. Carrol. 1978. *Language and situation: language varieties and their social contexts*. Routledge.

Jones, R. 2012. *Discourse analysis: a resource book for students*. Routledge.

Jones, R., A. Chik & C. A. Hafner (eds.). 2015. *Discourse and digital practice: doing discourse analysis in the digital age*. Routledge.

Joseph, J. E. & T. J. Taylor (eds.). 1990. *Ideologies of Language*. Routledge.

Kasper, G. & S. Blum-Kulka (eds.). 1993. *Interlanguage pragmatics*. Oxford University Press.

Paltridge, B. 2012. *Discourse analysis*. Bloomsbury.

Sicoli, M. 2015. Voice registers. In D. Tannen, H. E. Hamilton & D. Schiffrin (eds) *Handbook of discourse analysis*, 2nd ed. 105–26. John Wiley & Sons Ltd.

Sidnell, J. 2010. *Conversation analysis: an introduction*. Cambridge University Press.

Sidnell, J. & T. Stivers (eds.). 2013. *The handbook of conversation analysis*. Blackwell Publishing Ltd.



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Indigenous language and linguistics

LING 605-19

Credit: 3

Teaching hours: 48

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

Course description

This course provides an introduction to the world of indigenous languages, with a specific focus on linguistic aspects, cultural significance, and contemporary challenges relating to the languages of Nepal.

General objectives

The main goal of this course is to introduce indigenous language and linguistics as an interdisciplinary field of linguistic study. This course relying on the indigenous knowledge and ethnography as an essential element of linguistic analysis emphasizes that communicative practices constitute the culture of everyday life.

Specific objectives

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

- familiar with the indigenous languages and indigenous linguistics and;
- able to undertake indigenous linguistic research in Nepal;
- assess the status of indigenous languages, focusing on the endangerment of languages, access to education and media, and governmental policies affecting indigenous languages, indigenous research methodologies, including community engagement, relational theories, and the concept of 'ceremony' in indigenous linguistics; and
- analyze the relationship between language, identity, and power, particularly how language shapes cultural and social identity.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to indigenous languages and linguistics 1.1 Definition of the term 'indigenous' and some other equivalent terms 1.2 Concept of indigenous knowledge and language 1.3 Indigenous languages across the globe 1.4 Distribution of the indigenous Languages	5
	2 Classification of the indigenous languages in Nepal 2.1 Tibeto-Burman languages and their distribution 2.2 Indo-Aryan languages 2.3 Austro-Asiatic languages 2.4 Dravidian languages 2.5 Language isolate - Kusunda	7
	3 Status of the Indigenous languages in Nepal 3.1 Endangerment level of the indigenous languages in Nepal 3.2 Access to education and media 3.3 Access to the official languages 3.2 Government policies about the indigenous languages	4
II	4 Indigenous research methodology and linguistics 4.1 Community engagement 4.2 'Relational theory' and an indigenous epistemological device 4.3 Research is a ceremony- stepping with indigeneity	9

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	<p>4.4 'Ceremony' - sovereignty of indigenous science</p> <p>4.5 The act of reclaiming and the lost generation</p> <p>4.6 Archival-based epistemology- four directions (south, north, west, and east)</p> <p>4.7 'Talking circle'- indigenous pragmatics</p>	
	<p>5 Language, identity and power</p> <p>5.1 Intersection of language and indigenous identity</p> <p>5.2 Language and cultural identity (relationship between language and personal/community identity)</p> <p>5.3 Language as an expression of indigenous knowledge, tradition, and worldview</p> <p>5.4 Language and social Organization: kinship and social relations encoded in language</p> <p>5.5 The role of language in ceremonial practices, storytelling, and oral traditions</p> <p>5.6 Language and power dynamics</p>	7
III	<p>6 Language Revitalization and maintenance</p> <p>6.1 Language revitalization efforts and approaches</p> <p>6.2 The role of writing in language revitalization</p> <p>6.3 Use of technology in language revitalization</p> <p>6.4 Obstacles and opportunities for language revitalization</p> <p>6.5 Language resources</p> <p>6.6 Self-publishing indigenous language materials</p> <p>6.7 Language transmission to the young generations</p>	7
	<p>7 Indigenous knowledge and linguistics</p> <p>7.1 Language and ecology (names of weather patterns, seasons and behaviors)</p> <p>7.2 Botanical (specific plant names and their meanings in indigenous languages; symbolism and cultural significance of certain plants)</p> <p>7.3 Geography and language (cultural landscapes in indigenous languages)</p> <p>7.4 Placenames as cultural repositories: they encode stories, histories, and knowledge of the environment</p> <p>7.5 Reclamation of the placenames</p>	5
	<p>8 Language in international law and human rights</p> <p>8.1 The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and its provisions for language rights</p> <p>8.2 Indigenous language rights in international law and policy</p> <p>8.3 UN and International Decade of the Indigenous languages</p>	4

Recommended reading

Hall, Jaeci Nell. 2021. *Indigenous methodologies in linguistics*. University of Oregon.

Olko, Justyna & Cynthia Radding. 2024. *Living with nature, cherishing language indigenous knowledge in the Americas through history*. Palgrave Macmillan.

Additional reading list

Daniels, Belinda & Andrea Sterzuk. 2022. Indigenous language revitalization and applied linguistics: conceptualizing an ethical space of engagement between academic fields. *Canadian Journal of Applied Linguistics* 25 (1). 1-18. <https://doi.org/10.37213/cjal.2022.31841>.

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- Guerrettaz, Anne & Mel Engman. 2023. Indigenous language revitalization. *Oxford Research Encyclopedia of Education*. <https://shorturl.at/lhIRw>.
- Guerrettaz, Anne Marie & Mel M Engman. 2024. Indigenous language revitalization. <https://doi.org/10.1093/acrefore/9780190264093.013.559>.
- Phyak, Prem & P. I. De Costa. 2021. Decolonial struggles in indigenous language education in neoliberal times: identities, ideologies and activism. *Journal of Language, Identity and Education*, 20(5). 291-295. <https://doi.org/10.1080/15348458.2021.1957683>.
- Rai, Tara Mani. 2024. Settlement patterns in Kirat and Magar (Magarat) territories: insights from the Hydronyms. *Magar studies*, 1(1).
- Reyhner, Jon. 2010. Indigenous language immersion schools for strong indigenous identities. *Heritage Language Journal*, 7(2).
- Reyner, Jon & Gina Cantoni. 1999. *Revitalizing indigenous languages*. Northern Arizona.
- Sydney, Sydney. 2006. Will indigenous languages survive? *Michael Walsh*. Department of Linguistics, University of New South Wales.
- UNESCO. 2019. *Language vitality and endangerment: a global perspective*.
- Ward, Carol & David. J. Braudt. 2015. Sustaining indigenous identity through language development: comparing indigenous language instruction in two contexts. In: W. Jacob, S. Cheng & M. Porter (eds) *Indigenous education*. Springer. <https://doi.org/10.1007/978-94-017-9355-18>.
- Zdenek, Salzmann, James M. Stanlaw & Nobuko Adachi. 2012. *Language, culture, and society: an introduction to linguistic anthropology*. Westview Press.
- Zenker, Olaf. 2014. Linguistic relativity and dialectical idiomatization: language ideologies and second language acquisition in the Irish language revival of Northern Ireland. *Linguistic Anthropology*. <https://doi.org/10.1111/jola.12037>.



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Field linguistics

LING 651

Credit: 3

Teaching hours: 48

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

Course description

This course introduces the basics of field methods in linguistics. It has incorporated preparation for fieldwork, and techniques of collecting vocabulary, texts, and other data for phonetic, phonological, morphological, syntactic, and sociolinguistic analyses. The course also includes a short field trip as a part of training in field work.

General objectives

The basic objective of this course is to prepare students for their role as researchers and practitioners of linguistics. It aims to orient the students to interface the language as it is spoken and to train them to render the observed linguistic facts in suitable form for analysis.

Specific objectives

On completion of this course, the students will:

- be able to identify different types of linguistic data;
- be equipped with the knowledge on collection, management and analysis of linguistic data;
- be able to deal with the contexts in which data collection takes place;
- master research ethics and protocols; and
- be able to handle different tools and techniques necessary for linguistic field works.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to field methods 1.1 Why fieldwork? 1.2 Preparation for the field 1.2.1 Revision of the literature 1.2.2 Tool preparation 1.2.3 Logistic preparation 1.2.4 Rapport building 1.2.5 Background information (geography and climatic conditions, sociocultural practices, economy, etc.) 1.2.6 Official processes 1.2.7 Time, money, and human resources management plan 1.3 Ethics while working in the field 1.4 Selecting an informant/language consultant 1.5 Working with an informant/language consultant 1.6 Collecting and organizing data 1.6.1 Recording: equipment and methods 1.6.2 Metadata	8
	2 Transcribing what you hear 2.1 Introduction to transcription 2.2 The transcription system 2.3 How to transcribe 2.4 Transcription software 2.4 Possible challenges with transcription	4

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	3 Collecting vocabulary 3.1 Approaches to vocabulary collection 3.2 Elicitation vs. reference tools 3.3 Eliciting vocabulary effectively 3.4 Possible challenges with elicitation	4
II	4 Collecting texts 4.1 Introduction to the text collection 4.2 Materials and methods 4.3 Types of texts 4.4 Potential problems	4
	5 Identifying distinctions of meaning (semantics) 5.1 Word-to-word translation vs. meaning of the words 5.2 Challenges with word translation and word meaning 5.3 Sentence-to-sentence translation 5.4 Challenges with sentence translation and sentence meaning	3
	6 Describing articulatory and acoustic patterns (phonetics) 6.1 Articulatory phonetics 6.1.1 What to describe 6.1.2 Observing and describing articulations 6.1.3 Reproducing articulations 6.1.4 Instrumental study of articulations: photograph, video, static palatography 6.2 Acoustic phonetics 6.2.1 Equipment and software 6.2.2 Analyzing acoustic data	5
	7 Identifying sound patterns (phonology) 7.1 Introduction to phonological analysis 7.2 Identifying phonological rules 7.3 Identifying phonological constraints 7.4 Constructing a phonological analysis 7.4.1 When to conduct a phonological analysis 7.4.2 How to pick an underlying form 7.5 Common phonological processes 7.6 Analyzing syllables and stress	4
III	7.7 Analyzing tone and intonation 7.8 Reduplication 7.9 Echo words 7.10 Onomatopoeic words	2
	8 Identifying word structure (morphology) 8.1 Introduction to morphological analysis 8.1.1 Starting out 8.1.2 Irregularities 8.2 Nominal morphology 8.2.1 Key features of nominal morphology 8.2.2 Elicitation techniques for nominal morphology 8.2.3 Pronominals 8.2.4 Stumbling blocks 8.3 Verbal morphology	5

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8.5.1 Finding the verb 8.5.2 Person, number, gender, negation, tense/aspect, voice 8.4 Collection techniques	
9 Analyzing sentence structure 9.1 Grammatical judgment 9.2 Judgement tasks: Forced-choice task, Yes-no task, Likert scale task, Magnitude estimation task, The thermometer task, Acceptability judgment task 9.3 Collection tricks for syntax: Elicitation and judgment 9.4 Planning the session: Word order, Binding conditions, Relative clauses, Ergativity, Exceptional case marking, null subjects and null objects, Topicalization, etc.	6
10 Studying language in society (sociolinguistics) 10.1 Methods of data collection 10.2 Topics 10.2.1 Geographical variations 10.2.2 Social variations 10.2.3 Variations by register 10.2.4 Plural languages in a society 10.2.5 Language politics 10.3 Possible challenges	3

Recommended reading

- Abbi, A. 2001. *A manual of linguistic field work and structures of Indian languages*. Lincom Europa.
- Bowern, C. 2008. *Linguistic fieldwork: a practical guide*. Palgrave Macmillan.
- Vaux, B., J. Cooper & E. Tucker. 2007. *Linguistic field methods*. Wipf & Stock Publishers.

Recommended articles

- Brickell, T. C. (2018). Linguistic fieldwork: perception, preparation, and practice. In P. K. Austin, & L. Gawne (Eds.), *Language Documentation and Description*, 15 (pp. 179-207). EL Publishing.
- Chelliah, S. (2013). Fieldwork for language description. In R. J. Podesva, & D. Sharma (Eds.), *Research methods in linguistics* (pp. 51-73). Cambridge University Press.
- Lüpke, F. (2005) Small is beautiful: Contributions of field-based corpora to different linguistic disciplines, illustrated by Jalonke. In P. K. Austin, & L. Gawne (Ed.), *Language Documentation and Description*, 3 (pp. 75-105). SOAS.
- Margetts, A., & Margetts, A. (2012). Audio and video recording techniques for linguistic research. In N. Thieberger (Ed.), *The Oxford handbook of linguistic fieldwork* (pp. 13-53). Oxford University Press.
- Munro, P. (2003). Field linguistics. In Aronoff, M., & Rees-Miller, J. (Eds.), *The handbook of linguistics* (pp. 130-149). Blackwell Publishers.
- Thieberger, N., & Berez, A. L. (2012). Linguistic data management. In N. Thieberger (Ed.), *The Oxford handbook of linguistic fieldwork* (pp. 13-53). Oxford University Press.

Additional reading list

- Chalise, K. P. 2022. *Acoustic analysis of the Nepali speech sounds* Unpublished Ph.D. dissertation, Tribhuvan University.
- Heine, B., & H. Narrog (eds.). 2015. *The Oxford handbook of linguistic analysis* (2nd ed.) Oxford University Press.



- Ladefoged, P. 2003. *Phonetic data analysis: an introduction to fieldwork and instrumental techniques*. Blackwell.
- Max Planck Institute for Evolutionary Anthropology Department of Linguistics. 2015. *Typological tools for field linguistics*. Max Planck Institute. <https://www.eva.mpg.de/lingua/tools-at-lingboard/tools.php>.
- Newman, P. & M. Ratliff (eds.). 2001. *Linguistic fieldwork*. Cambridge University Press.
- Payne, T. 1997. *Describing morphosyntax: a guide for field linguists*. Cambridge University Press.
- Sakel, J. & D. L. Everett. 2012. *Linguistic fieldwork*. Cambridge University Press.
- Wray, A. & A. Bloomer. 2012. *Projects in linguistics and language studies: a practical guide to researching language*, 3rd ed. Hodder Education.



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Historical linguistics

LING 652

Credit: 3

Teaching hours: 48

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

Course description

This is an advanced course on historical linguistics. It concentrates on changes in different components of language over time and the factors that motivate such changes. The course also introduces different tools of historical analysis of languages and methods of historical reconstruction. Students need to be familiar with basics of phonetics, phonology, morphology, syntax and semantic before beginning this course.

General objectives

On completion of this course, the students will be familiar with the fundamental concepts and principles of historical linguistics, and be able to analyze the factors and mechanisms that drive language change. It further equips students with the tools and methods language reconstruction and trains them in quantitative approaches to historical researches.

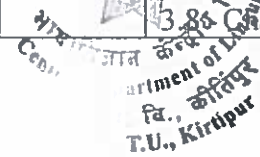
Specific objectives

On completion of this course, students specifically:

- become aware of the historical changes of language and will be able to analyze the way the languages change;
- be able to explore the various aspects of language change;
- be able to consider different theories to explain the changes; and
- will be equipped with the tools and methods of linguistic reconstruction.

Course contents

Credit	Unit	Teach. hrs.
I	1 Basics of historical linguistics 1.1 Development of historical linguistics 1.2 Aims and scope of linguistics 1.3 Nature of historical study of languages 1.4 Genealogical classification of languages of the world	4
	2 Factors of language change 2.1 Language contact 2.2 Borrowing 2.3 Areal linguistics 2.4 Pidgins and creoles 2.5 Mixed languages 2.6 Endangered languages and linguistic change	4
	3 Sound change 3.1 Kinds of sound change 3.2 Allophonic changes 3.3 Phonemic changes 3.4 Sporadic changes 3.5 General kinds of sound changes 3.6 Kinds of common sound changes 3.7 Relative chronology 3.8 Chain shifts	4


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	4 Loanwords 4.1 Definition of loanword 4.2 Ways of borrowing 4.3 Loanwords identification and determining the direction of borrowing 4.4 Loans as clues to linguistic changes in the past 4.5 Calques 4.6 Emphatic foreignization	4
II	5 Analogical change 5.1 Proportional analogy, analogical leveling and extension 5.2 The relationship between analogy and sound change 5.3 Immediate and non-immediate analogical change 5.4 Lexical change and new words 5.5 Obsolescence and loss of vocabulary 5.6 Suppletion	4
	6 Lexical change 6.1 Lexical change and new words 6.2 Obsolescence and loss of vocabulary 6.3 Suppletion	2
	7 Semantic change 7.1 Traditional notions of semantic change 7.2 Attempts to explain semantic change 7.3 Kinds of semantic change	2
	8 Changes in syntax and morphology 8.1 Mechanisms of syntactic change 8.2 Generative approaches 8.3 Grammaticalization 8.4 Reconstruction of morphology and syntax	5
	9 Explanation of language change 9.1 Early theories 9.2 Internal and external causes 9.3 Interaction of causal factors 9.4 One form, one meaning 9.5 Explanation and meaning	3
	10 Comparative method and linguistic reconstruction 10.1 Comparative method: guiding principle 10.2 Indo-European and the regularity sound change 10.3 How realistic are reconstructed proto-languages 10.4 Temporal limitation to the comparative method	4
III	11 Internal reconstruction 11.1 Internal reconstruction illustrated 11.2 Relative chronology 11.3 The limitations of internal reconstruction 11.4 Internal reconstruction and the comparative method	4
	12 Quantitative approaches to historical linguistics and technical tools 12.1 Glottochronology 12.2 Lexicostatistics Wordlists, stability and replacement rules Other recent quantitative approaches	8



Recommended reading

Campbell, Lyle. 2020. *Historical linguistics: an introduction*, 4th ed. The MIT Press.
 McColl Millar, Robert (ed.). 2015. *Trask's historical linguistics*, 3rd ed. Routledge.

Recommended articles

- Cristofaro, Sonia & Guglielmo Inglese. 2024. The diachronic emergence of alignment cross-linguistically: theoretical and empirical perspectives. *Journal of Historical Linguistics*, 14(1). <https://doi.org/10.1075/jhl.00015.cri>
- Hudson, Toby, Jonathan Wei & John Coleman. 2024. Using acoustic-phonetic simulations to model historical sound change. *Diachronica*. <https://doi.org/10.1075/dia.23019.hud>
- Kulkarni-Joshi, Sonal. 2019. Linguistic history and language diversity in India: views and counterviews. *Journal of Biosciences*, 44(3). DOI:10.1007/s12038-019-9879-1
- Rama, T. 2013. Phonotactic diversity predicts the time depth of the world's language families. *PLoS ONE*, 8(5).
- Sinnemaki, Kaius, Francesca Di Garbo, Ricardo Napoleao de Souza & T. Mark Ellison. 2024. A typological approach to language change in contact situations. *Diachronica* <https://doi.org/10.1075/dia.23029.sin>
- Zimmermann, Richard. 2024. How fear developed from an object to a subject experiencer verb: remarks on argument structure change. *Journal of Historical Linguistics*. <https://doi.org/10.1075/jhl.24003.zim>

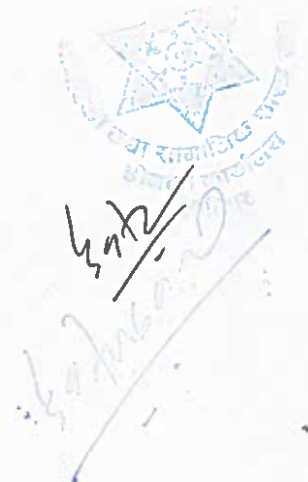
Additional reading list

- Hock, Hans Henrich & Brian D. Joseph. 2019. *Language history, language change, and language relationship an introduction to historical and comparative linguistics*, 3rd ed.
- Ladda, Ashish & Ishrat Meera Mirzana. 2022. Study of phonology, grammar and semantic changes within historical linguistics. In *Technoarete Transactions on Language and Linguistics*, 1(1).
- Lass, Roger. 1997. *Historical linguistics and language change*. Cambridge University Press.
- Lehman, Winfred P. 1993. *Historical linguistics*, 3rd ed. Routledge.
- Trask, R. L. 2000. *Historical linguistics*. Foreign Language Teaching and Research Press/Edward Arnold (Publisher) Limited.



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Language documentation

LING 653-1

Credit: 3

Teaching hours: 48

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

Course description

This course introduces the students to the theoretical and practical aspects of language documentation. It has included reasons for language endangerment, basics of language documentation, nature of documentary corpora, data collection, and analysis in documenting different aspects of endangered language. Additionally, it has aimed to guide the students about the possible funding agencies for documenting endangered languages.

General objectives

This course aims to teach students to use new technologies to document languages as a way to deal with language endangerment. It will appraise students with the present linguistic state of affairs and its consequences for global linguistic ecology. Students will learn about language documentation as an interdisciplinary field of linguistic inquiry and practice, which deals primarily with endangered languages. This includes various aspects of fieldwork, such as the expectations of the documentalist and those of potential communities whose languages are documented, and the ethics and practicalities involved. An important aspect of this course is the integration of the study of language structure, language use, and the culture of language

Specific objectives

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

- understand the nature of the primary literature in language documentation;
- construct a plan for a documentation project, plan a documentary corpus, and design a lexical database;
- choose the equipment and software most appropriate for one's needs;
- assess different archives and evaluate collections within them; and
- understand the ethical issues that arise in fieldwork, including community-linguist interaction, ownership, and access.

Course contents

Credit	Unit	Teach. hrs
I	1 Language endangerment 1.1 Language endangerment and language death 1.2 Language ecology and factor for language endangerment 1.3 Why should we care about endangered languages? 1.4 Common themes and discourses about endangered languages	5
	2 Language documentation 2.1 What is language documentation? 2.2 Language documentation as an interdisciplinary field 2.3 Current issues and trends in language documentation 2.3.1 Language documentation and documentary linguistics 2.3.2 Documentation and description 2.3.3 Uses and users of language documentation 2.3.4 Use of modern technologies and linguistic theories in documentation 2.3.5 Some current challenges: quality and quantity, interdisciplinarity, metadata documentation and archiving, sustainability, funding	8

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	<p>2.4 Ethics and practicalities in language documentation</p> <p>2.4.1 Ethics: research as mediation, normative ethics, the legal relationship between all participants, ethical principles, and potential problems</p> <p>2.4.2 Rights: scope, intellectual property rights, copyright, moral rights, access, and legal requirement for access</p> <p>2.4.3 Cooperative relationship: criteria for selecting language and community, contact and communication, cooperative work between researchers and community, and compensation</p>	
	<p>3 Nature of documentary corpora</p> <p>3.1 Designing documentary corpora</p> <p>3.1.1 Cyclic design</p> <p>3.1.2 Longitudinal vs. cross-sectional design</p> <p>3.1.3 Individual language vs. cross-linguistic</p> <p>3.1.4 Multilingual and multilectal</p> <p>3.2 Nature of the documentary corpora</p> <p>3.2.1 Diverse and representative</p> <p>3.2.3 Large</p> <p>3.2.4 Ongoing</p> <p>3.2.5 Transparent</p> <p>3.2.6 Preservable and portable</p>	3
	<p>4 Documenting different aspects of language</p> <p>4.1 Documentation of speech sounds and sound system</p> <p>4.2 Documentation of lexical knowledge:</p> <p>4.3 Documentation of grammatical structure</p> <p>4.4 Documentation of ethnography</p> <p>4.5 Documentation of sociolinguistics</p>	6
II	<p>5 Data and metadata: methods and tools</p> <p>5.1 Text collection</p> <p>5.1.1 Types of speakers: fluent speakers, semi-speakers, terminal speakers, rememberers, ghost speakers, neospeakers, and last speakers</p> <p>5.1.2 Data resulting from observed communicative events, staged communicative events, and elicitation</p> <p>5.2 Inventory of possible genres to record</p> <p>5.3 Recording</p> <p>5.3.1 Audio recording: equipment and their quality, recording process, and quality of recording</p> <p>5.3.2 Video recording: equipment and their quality, recording process, and quality of recording</p> <p>5.3.3 Photographs: purposes and techniques</p> <p>5.4 Metadata</p> <p>5.4.1 Creating metadata: cataloging metadata, descriptive metadata, structural metadata, technical metadata, and administrative metadata</p> <p>5.4.2 Metadata creating software</p>	10
III	<p>6 Analysis: methods and tools</p> <p>6.1 Editing</p> <p>6.1.1 Prose and cons</p> <p>6.1.2 Data editing technique and software</p> <p>6.2 Annotation</p> <p>6.2.1 Levels of annotation</p>	13

III
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6.2.2 Transcription 6.2.3 Translation 6.2.4 Analyses (linguistic and non-linguistic) 6.3 Analysis software 6.3.1 Transcription and translation software: ELAN or similar software 6.3.2 Establishing a lexical and textual database: FLEx, Toolbox, or similar software 6.3.3 Integrating audio, video, and annotation: ELAN or similar software 6.4 Archiving 6.4.1 Archiving: Who, why, where, what, when, and how? 6.4.2 Archiving formats, permissions, labeling, and metadata	
7 Funding for documentation of endangered languages 7.1 Grant proposal 7.2 Possible funding agencies and their requirements	3

Recommended reading

- Chalise, K. P. 2021. Documentation of endangered languages in Nepal: experiences from Baram. *Journal of Nepalese Studies*, 14 (1). 25-42.
- Crystal, D. 2000. *Language death*. Cambridge University Press.
- Gippert, J., N. P. Himmelmann & U. Mosel (eds.). 2006. *Essentials of language documentation*. Mouton de Gruyter.
- Good, J. 2011. Data and language documentation. In P. K. Austin & J. Sallabank (eds.) *The Cambridge handbook of endangered languages*. 212-234.
- Grenoble, L. A. (ed.). 2010. *Language documentation: practice and values*. John Benjamins Publishing Company.
- Haig, G. L., N. Nau, S. Schnell, & C. Wegener (eds.). 2011. *Documenting endangered languages: achievements and perspectives*. De Gruyter Mouton.
- Lüpke, F. 2011. Small is beautiful: contribution of field-based corpora to different linguistic disciplines, Illustrated by Jalonke. In P. K Austin (ed.) *Language documentation and description*, 3. 75-105. ELDP.

Recommended articles

- Austin, P. K. (2010). Current issues in language documentation. In P. K. Austin (Ed.), *Language Documentation and Description*, 7, 12-33.
- Austin, P. K., & Grenoble, L. (2010). Current trends in language documentation. In P. K. Austin (Ed.), *Language Documentation and Description*, 4, 12-25.
- Haviland, J. (2006). Documenting lexical knowledge. In J. Gippert, N. Himmelmann & U. Mosel (Eds.), *Essentials of language documentation* (pp. 129-162). De Gruyter Mouton.
- Jung, D., & Himmelmann, N. P. (2011). Retelling data: Working on transcription. In Haig, G. L., Nau, N., Schnell, S., & Wegener, *Documenting endangered languages* (201-222). De Gruyter Mouton.
- Lüpke, F. (2010). Research methods in language documentation. In P. K. Austin (Ed.), *Language Documentation and Description*, 7, 55-104.
- Seifart, F. (2011). Competing motivations for documenting endangered languages. In Haig, G. L., Nau, N., Schnell, S., & Wegener, *Documenting endangered languages* (17-32). De Gruyter Mouton.

Additional reading list

- Austin, Peter K. 2010. Applying for a Language Documentation Research Grant. In Peter K. Austin (ed.) *Language documentation and description*, vol. 7. 285-299.
- Below, A.K. 2020. *Sociolinguistic documentation of language shift and maintenance in* PhD dissertation, University of Hawaii at Manoa.



Chelliah, S. L., & W. J. de Reuse. 2011. Lexicography in fieldwork. *Handbook of descriptive linguistic fieldwork*. 227–249. Springer.

Grenoble, L. A. & L. W. Whaley. 2006. *Saving languages: an introduction to language revitalization*. Cambridge University Press.

<http://emeld.org/index.cfm>

<http://lingweb.eva.mpg.de/fieldtools/linguaQ.html>

<http://nflrc.hawaii.edu/lcd/>

<http://www.hrelp.org/documentation/>

<http://www.mpi.nl/DOBES>

Nathan, D. 2010. Sound and unsound practices in documentary linguistics: towards an epistemology for audio. In P. K. Austin (ed.) *Language documentation and description* vol. 7. 262–284. SOAS.

Nettle, D. & R. Suzanne. 2000. *Vanishing voices*. Oxford University Press.

Woodbury, A. C. 2003. Defining documentary linguistics. In P. K. Austin (ed.) *Language documentation and description*, vol. 1. 35–51. SOAS.



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Language policy and planning

LING 653-2

Credit: 3

Teaching hours: 48

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

Course description

This course is designed to provide the relationship between language and society with basic knowledge of language policy and planning with its historical context and development. It consists of introduction to language policy and planning, Language policy and planning practices and the history, development and review of LPP in Nepal.

General Objective

The main objective of this course is to describe the various theoretical aspects of language planning and policy.

Specific Objectives

The specific objectives of the courses are:

- to enable students to know about the history and development of language planning and policy;
- to familiarize about the various issues of language planning and policy;
- to learn about the various practices of language planning and policies in the world and Nepal; and
- to prepare for the research on multilingualism and language planning in Nepal.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to language policy and planning (LPP) 1.1 History and development of LPP 1.2 Multilingualism and LPP 1.3 Education and LPP 1.4 LPP and social justice 1.5 Family language policy 1.6 Emergence trends in LPP: agency, power & ideology 1.7 Critical issues in LPP 1.8 LPP and sign language studies	16
II	2 Language policy and planning practices 2.1 Language planning and language revitalization 2.2 Language in education policy 2.3 Medium of instruction Policy 2.4 Language, nations and nationalism 2.5 Language planning in education 2.6 Case studies: Singapore and Malaysia, China and Korea, Israel, India	16
III	3 Language policy and planning in Nepal 3.1 History and development of LPP in Nepal. 3.2 Legal and constitutional provisions (constitutions of Nepal) 3.3 Reports and policy documents (NNEPC, NESP, National language recommendation commission) 3.4 Media related efforts and activities (Radio Nepal, Gorkhapatra, Nepal TV) 3.5 Multilingual education efforts: MLE projects, MILE report	16


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3.6	Mother tongue based MLE	
3.7	Language Commission and its role	
3.8	Researches in LPP in Nepal	
3.9	Managing multilingualism in Nepal	

Recommended reading

- Ferguson, G. 2006. *Language planning and education*. Edinburg University Press.
 Gautam, B. L. 2021. *Language contact in Nepal: a study of language use and attitude*. Palgrave- Macmilan.
 Jones, M. 2015. *Policy and planning for endangered languages*. Cambridge University Press.
 Spolsky, B. 2021. *Rethinking language policy*. Edinburg University Press.

Recommended articles

- Gautam, B. L. 2021. Language planning and policy in Nepal: an evaluation. *Bhasalok*
 Gautam, B.L. 2022. Language politics in Nepal: a socio-historical overview. *Journal of World Languages*. Mouton De Gruyter.
 Gautam, B. L. & P. P. Poudel. 2021. Diversity, democracy and multilingual practices in Nepal. *Bandung Journal of the Global South*.
 Gautam, B. L. & P. P. Poudel. 2024. Language conflict in multilingual classroom: a case study in a public school in the Kathmandu valley. In Rodrigues & Elizaincin (eds.) *Language conflict in educational settings: international perspectives*. Routledge.
 Hornberger, N. H., A. A. Tapia, D. S. Hanks, F. K. Duenas & S. Lee. 2018. Ethnography of language planning and policy. *Language Teaching*, 51(2). 152-186.
 Liddicoat, A. J. & K. Taylor-Leech. 2021. Agency in language planning and policy. *Current Issues in Language Planning*, 22(1-2). 1-18.
 Sonntag, S. K. 1980. Language planning and policy in Nepal *ITL Review of applied Linguistics*. 71-92. Katholieke Universiteit Lauven.
 Sonntag, S. K. 1995. Ethnolinguistic identity and language policy in Nepal. *Nationalism and Ethnic Politics*. 116-128.

Additional reading list

- Bhatia, T. K. & William C. Ritchie (eds.). 2013. *The handbook of bilingualism and multilingualism*. Blackwell Publishing, Ltd.
 Gibson, F. 2006. *Language planning and education*. Edinburg University Press.
 Haugen, E. 1966. *Language conflict and language planning the case of modern Norwegian*. Harvard University Press.
 National Languages Policy Recommendation Commission. 2008. *The Report of National Languages Policy Recommendation Commission* (English Translation). Central Department of Linguistics, Tribhuvan University.
 Paudel, J. 2024. Mother tongue based multilingual education: language ideologies and practices in Nepal. Unpublished PhD dissertation, Tribhuvan University.
 Spolsky, B. 2004. *Language policy*. Cambridge University Press.



Educational linguistics

LING 653-3

Credit: 3

Teaching hours: 48

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

Course description

This course is designed to provide an in-depth exploration of the intersection between language and education, focusing on how linguistic theory informs educational practices. In this course, students will engage with key concepts in educational linguistics, including language acquisition, sociolinguistic competence, language policy, and multilingualism. The course will emphasize practical applications and implications for teaching in diverse linguistic contexts.

General objective

The main objective of this course is to provide a framework for exploring the critical dimensions of educational linguistics in order to navigate the complexities of language in educational contexts.

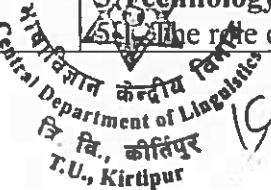
Specific objectives

The specific objectives of the courses are:

- to understand the key theories and concepts in educational linguistics;
- to familiarize various language learning strategies;
- to analyze the role of language in educational settings and its impact on learning outcomes; and
- to develop strategies for teaching in multilingual and multicultural classrooms.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to educational linguistics 1.1 Overview of the field of educational linguistics 1.2 Key terms and concepts 1.3 Historical context and evolution of the discipline	6
	2 Theories of language acquisition 2.1 First and second language acquisition theories 2.1.1 Krashen's Input Hypothesis 2.1.2 Vygotsky's Sociocultural Theory 2.2 Implications for teaching practices 2.3 Case studies of language acquisition in diverse contexts	10
II	3 Language learning strategies 3.1 Types of learning strategies: cognitive, metacognitive, social, affective 3.2 Practical applications in the classroom	8
	4 Multilingualism in education 4.1 Theoretical frameworks for MLE 4.1.1 Medium of instruction policy 4.1.2 Heritage language education 4.1.3 Critical pedagogy 4.2. Challenges and opportunities in multilingual classrooms	8
III	5 Technology in language education 5.1 The role of technology in language learning and teaching	8



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5.2 Digital tools and resources for language education	
5.3 Assessment and evaluation of technology in the classroom	
6 Current trends and issues in educational linguistics	8
6.1 Emerging trends in language education	
6.1.1 translanguaging	
6.1.2 Education & Language shift	
6.1.3 Heritage language education	
6.1.4 Visual literacy	
6.2 Social Justice and access in education	
6.3 Future directions for research and practice	

Recommended reading

- Bigelow, M. & J. Enns-K. 2015. *The Routledge handbook of educational linguistics*. Routledge.
- Hornberger, N. H. 2022. Educational linguistics. In M. Aronoff (ed.) *Oxford bibliographies in linguistics*. Oxford University Press.

Recommended articles

- Edwards, V. 2015. Language-in-education policies, immigration and social cohesion in Catalonia: the case of Vic. *International Journal of Bilingual Education and Bilingualism*.
- Johnson, R. K. & A. Pratt. 2014. Educational language policy and planning. In *The Encyclopedia of Applied Linguistics*.
- Muzaki, A. 2023. Challenges and strategies in developing sociolinguistic competence for Indonesian elementary school students. *Journal of Language and Linguistics in Society*.
- Nganga, L. 2023. Teachers' interpretation and application of language policy guidelines in Kenya. *Multilingual Academic Journal of Education and Social Sciences*.
- Panthee, B. 2021. Language in education policy in local governments: a case of Rupandehi district. *Journal of Nelta Gandaki*.
- Putjata, R. 2021. Russian language maintenance among multilingual teachers in Israeli educational settings. *Russian Journal of Linguistics*.



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Lexicography

LING 653-4

Credit: 3

Teaching hours: 48

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

Course description

This course introduces the theoretical knowledge and practical skills of dictionary making. In the country where more than 124 languages are used but only less than half the number of languages hardly possess a basic dictionary. In this context, this course aims to prepare human resource to fulfill this gap. The course include the overview of lexicography, theoretical and methodological aspects of dictionary from planning to developing databases, analyzing the data, entry writing and editing, compiling and editing monolingual and bilingual dictionaries, and evaluating dictionary. It incorporates the latest methods of dictionary making which are practiced in the fields of corpus linguistics, data science, lexicology, etc.

General objectives

This course aims to equip the students with the basic concepts of lexicography along with its history as a discipline, and knowledge and skill of dictionary making including planning, analyzing the data, and compile and edit the dictionary. It further aims to make the students able to conduct research on lexicography and communicate their research findings in an organized form.

Specific objectives

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

- elucidate the development of lexicography as a field;
- identify the types and users of the dictionary as well as need of the users;
- apply the knowledge in planning dictionary;
- analyze data for dictionary making;
- collect evidences and use tools in dictionary making processes such as entry writing, editing and compilation of monolingual and bilingual dictionaries.
- criticize dictionary using theoretical knowledge;
- carry out various types of lexicographical research and run dictionary making projects.
- communicate their research findings in an organized form.

Course contents

Credit	Unit	Teach. hrs.
I	1 Overview 1.1 Lexicography as a discipline 1.2 Lexicography and related fields: lexicology, linguistics and language technology 1.3 Dictionaries and users: types of dictionary, types of dictionary user, tailoring the entry to the user who needs it 1.4 Dictionary making in the timeline 1.5 Lexicography in Nepal: an overview of dictionary making in the languages of Nepal	6
	2 Lexicography: evidence, methods and linguistic theory 2.1 Lexicographic evidence 2.1.1 Reliability of a dictionary 2.1.2 Citations 2.1.3 Corpora design issues, collecting, processing and annotating the	10


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	<p>2.2 Methods and resources</p> <p>2.2.1 The dictionary-writing process</p> <p>2.2.2 Software</p> <p>2.2.3 The Style Guide</p> <p>2.2.4 Template entries</p> <p>2.3 Linguistic theory meets lexicography</p> <p>2.3.1 Sense relationships: similarities and differences</p> <p>2.3.2 Frame semantics</p> <p>2.3.3 Lexicographic relevance</p>	
II	<p>3 Planning</p> <p>3.1 Planning the dictionary</p> <p>3.1.1 Types of lexical item</p> <p>3.1.2 The constituent parts of a dictionary</p> <p>3.1.3 Building the headword list</p> <p>3.1.4 Organizing the headword list</p> <p>3.1.5 Types of entry</p> <p>3.2 Planning the entry</p> <p>3.2.1 Entry components</p> <p>3.2.2 Entry structure</p>	8
	<p>4 Analysing the data</p> <p>4.1 Building the database for word senses</p> <p>4.1.1 Finding word senses: the nature of the task</p> <p>4.1.2 The contribution of linguistic theory</p> <p>4.1.3 Word senses and corpus patterns: context disambiguates</p> <p>4.1.4 Practical strategies for successful word sense disambiguation (WSD)</p> <p>4.2 Building the database for lexical unit</p> <p>4.2.1 The entry</p> <p>4.2.2 Data</p> <p>4.2.3 Using template entries in database building</p>	8
III	<p>5 Compiling monolingual entry</p> <p>5.1 Distributing information: multiword entries (MWEs), run-ons, and senses</p> <p>5.2 Systems for handling grammar and labelling</p> <p>5.3 Definitions: content and form</p> <p>5.4 Examples</p>	8
	<p>6 Compiling bilingual entry</p> <p>6.1 Translating the database</p> <p>6.2 Equivalence</p> <p>6.3 Resources for entry-building</p> <p>6.4 Distributing information throughout the entry</p> <p>6.5 Writing the entry</p>	6
	<p>7 Dictionary criticism</p> <p>7.1 Two fundamentals of dictionary criticism: defining the object of study and defining the purpose of dictionary criticism</p> <p>7.2 Basic approaches: lexicographical, factual and linguistic</p>	2

Recommended reading

Atkins, B. T. Sue & Michael Rundell. 2008. *The Oxford guide to practical lexicography*. Oxford, University Press.

Nielsen, Sandra. 2017. Dictionary criticism. In Pedro A. Fuertes-Olivera (ed.) *The Routledge handbook of lexicography*, 78-90. Routledge.

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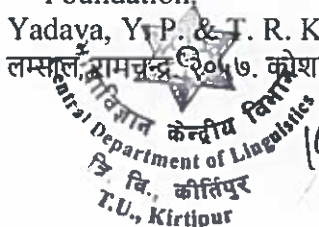
Tarp, Sven. 2018. Lexicography as an independent science. In Pedro A. Fuertes-Olivera (ed.) *The Routledge handbook of lexicography*. 19-33. Routledge.

Recommended articles

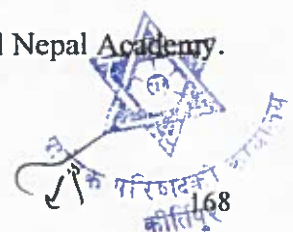
- Adamska-Salaciak, A. 2010. Examining equivalence. *International Journal of Lexicography*, 23(4). 387-409.
- Chan, A. Y. W. & A. Taylor. 2001. Evaluating learner dictionaries: what the reviews say. *International Journal of Lexicography*, 14(3). 163-180.
- Dziemianko, Anna. 2010. Paper or electronic? The role of dictionary form in language reception, production and the retention of meaning and collocations. *International Journal of Lexicography*, 23(3). 257-273. doi:10.1093/ijl/ecp040
- Gouws, Rufus H. 2012. Who can really be called a lexicographer? *Lexikos*, 22. 217-225.
- Hanks, Patrick. 2013. Lexicography from earliest times to the present. In Keith Allan (ed.) *The Oxford handbook of the history of linguistics*. 503-536. Oxford University Press.
- Lew, Robert. 2010. Multimodal lexicography: the representation of meaning in electronic dictionaries. *Lexikos*, 20. 290-306.
- McLavery, James. 1986. From definition to explanation: Locke's influence on Johnson's dictionary. *Journal of the History of Ideas*, 47(3). 377-394.
- Polguère, Alain. 2023. Lexicology and lexicography. In Linda R. Waugh, Monique Monville-Burston & John E. Joseph (eds.) *The Cambridge history of linguistics*. 682-703. Cambridge University Press.
- Smith, Rachel E. 2011. Urban dictionary: youth slanguage and the redefining of definition. *English Today*, 27(4). 43-48.
- Stein, Gabriele. 1991. Illustrations in dictionaries. *International Journal of Lexicography* 4(2). 99-127.

Additional reading list

- Boas, Hans C. (ed.). 2009. *Multilingual FrameNets in computational lexicography: methods and applications*. Walter de Gruyter GmbH.
- Durkin, Philip (ed.). 2016. *The Oxford handbook of lexicography*. Oxford University Press.
- Fontenelle, Thierry. 2008. *Practical lexicography: a reader*. Oxford University Press.
- Fuertes-Olivera, Pedro A. (ed.). 2018. *The Routledge handbook of lexicography*. Routledge.
- Halliday, M. A. K. & Colin Yallop. 2007. *Lexicology: a short introduction*. Continuum.
- Jackson, Howard (ed.). 2022. *The Bloomsbury handbook of lexicography*, 2nd ed. Bloomsbury Academic.
- Jackson, Howard. 2002. *Lexicography: an introduction*. Routledge.
- Keith, Allan (ed.). 2013. *The Oxford handbook of the history of linguistics*. Oxford University Press.
- Newell, Leonard 1995. *Manual on lexicography*. Linguistic Society of the Philippines.
- Sinclair, J. M. (ed.). 1987. *Looking up: an account of the COBUILD project*. Collins ELT.
- Sterkenburg, Piet van (ed.). 2003. *A practical guide to lexicography*. John Benjamins.
- Vázquez, María José Domínguez, Mónica Mirazo Balsa & Carlos Valcárcel Riveiro (eds.). 2020. *Studies on multilingual lexicography*. Walter de Gruyter GmbH.
- Vogel, Claus. 1979. *Indian lexicography. a history of Indian literature*, Vol. 5, Fasc. 4. Harrassowitz.
- Yadav, Ramawatar. 2021. *Historiography of Maithili lexicography and Francis Buchanan's comparative vocabularies: facsimile edition of the British Library, London manuscript. Kameshwar Singh Bihar Heritage Series-23*. Maharajadhiraja Kameshwar Singh Kalyani Foundation.
- Yadava, Y. P. & T. R. Kansakar (eds.). 1997. *Lexicography in Nepal*. Royal Nepal Academy.
- लम्साल, रामचन्द्र २०१७. कोशविज्ञान र नेपाली कोश. रत्न पुस्तक भण्डार।



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Sociophonetics

LING 653-5

Credit: 3
Teaching hours: 48

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

Course description

This course introduces the students to the nature and scope, research methods, and applications of sociophonetics. Firstly, it introduces the discipline and makes the students familiar with the sociophonetic theories and the scope of sociophonetics. Secondly, it teaches the students the methods and techniques of sociophonetic study, and, finally, it presents the areas of application of sociophonetics.

General objectives

This course aims to familiarize students with the ideas, applications, and research techniques of sociophonetics. Additionally, it seeks to provide them with the theoretical and experimental skills necessary to carry out sociophonetic research in application domains. They also will be familiar with the most recent sociophonetic theories, approaches, and strategies.

Specific objectives

On completion of the course, the students will:

- be familiar with the nature of the basic concepts and primary literature in sociophonetics;
- be familiar with the current theoretical and methodological trends in sociophonetics;
- learn the methods and techniques required to carry out sociophonetic research; and
- apply the learned knowledge, skills, and techniques to conduct research in different application fields.

Course contents

Credit	Unit	Teach. hrs
I	1 Introduction to sociophonetics 1.1 Introduction to sociophonetics 1.1.1 Sociophonetics as a young field 1.1.2 Theoretical basis of sociophonetics 1.1.3 History of sociophonetics 1.2 Defining sociophonetic variations 1.3 Sociophonetic study of speech production 1.3.1 Sources of variation: (a) Social class, communities, and networks, (b) Age and life stages, (c) Sex and gender, (d) Regional variations, (e) Ethnicity, race, and bilingualism, (f) Intra-speaker variation 1.3.2 Parameters of variation: (a) Segmental variations, (b) Suprasegmental variations 1.4 Sociophonetic study of speech perception 1.4.1 Identifying indexical features 1.4.2 Evaluating indexical features 1.4.3 Perception of ongoing change 1.4.4 Impact of social and regional variation on perception and processing	16
II	2 Research methods in sociophonetics 2.1 Data collection 2.1.1 Research design, Selection of speakers (a) Research tools, (b) Data	16

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	<p>collection techniques: data from natural events, staged events, and elicitation</p> <p>2.1.2 Recording: (a) Audio recording: equipment and their quality, recording process, and quality of recording, (b) Video recording: equipment and their quality, recording process, and quality of recording</p> <p>2.1.3 Data from other sources</p> <p>2.2 Units of analysis</p> <p>2.2.1 Segmental features: consonants and vowels</p> <p>2.2.2 Suprasegmental features: tone, intonation, speech rate and pause, phonation, nasality, stress, length</p> <p>2.3 Analyzing production</p> <p>2.3.1 Acoustic and signal processing concepts</p> <p>2.3.2 Theories of speech production</p> <p>2.3.3 Measuring fundamental and formant frequencies, production imaging techniques, brain imaging techniques</p> <p>2.3.4 Consonants: Spectral and durational features of phonation, places of articulation, manners of articulation</p> <p>2.3.5 Vowels: Spectral and durational features, plotting vowel formants, vowel normalization</p> <p>2.4 Analyzing suprasegmental features</p> <p>2.4.1 Prosody: Global factors, lexical prosody, intonation, post-lexical prosody</p> <p>2.4.2 Voice quality: the status of voice quality, measurement domain, laryngeal setting, tenseness</p> <p>2.5 Analyzing perception</p> <p>2.5.1 Approaching speech perception</p> <p>2.5.2 Auditory transformation</p> <p>2.5.3 Perception experiments</p> <p>2.5.4 Brain imaging techniques and perception</p>	
III	<p>3 Applications of sociophonetics</p> <p>3.1 Sociophonetic and dialectology</p> <p>3.2 Sociophonetic and multilingualism</p> <p>3.3 Sociophonetics and language documentation and revitalization</p> <p>3.4 Sociophonetics and identity</p> <p>3.5 Sociophonetics and sound change</p> <p>3.6 Sociophonetics and psycholinguistics</p> <p>3.7 Sociophonetics and oral history</p>	16

Recommended reading

Foulkes, P., J. M. Scobbie & D. Watt. 2010. Sociophonetics. In W. J. Hardcastle, J. Laver & F. E. Gibbon (eds.). *The handbook of phonetic sciences*. 703-754. Wiley-Blackwell.

Strelluf, C. (ed.). 2023. *The Routledge handbook of sociophonetics*. Routledge Taylor & Francis Group.

Thomas, E. R. 2011. *Sociophonetics: an introduction*. Palgrave Macmillan.

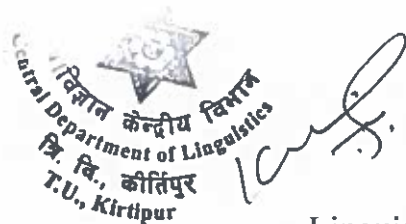
Recommended articles

Fridland, V., & Kendall, T. (2021). Managing sociophonetic data in a study of regional variation. In A. L. Berez-Kroeker, B. McDonnell, E. Koller, & L. B. Collister (Eds.), *The open handbook of linguistic data management* (pp. 237-247). The MIT Press.

Harrington, J. (2010). Acoustic phonetics. In W. J. Hardcastle, J. Laver, & F. E. Gibbon (Eds.), *The handbook of phonetic sciences* (pp. 81-129). Wiley-Blackwell.

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- Labov, W. (2006). A sociolinguistic perspective on sociophonetic research. *Journal of Phonetics*, 34, 500-515.
- Meyerhoff, M., Adachi, C., Nanbakhsh, G., & Strycharz, A. (2012). Sociolinguistic fieldwork. In N. Thieberger (Ed.), *The Oxford handbook of linguistic fieldwork* (pp. 13-53). Oxford University Press.
- Stanford, J. N. (2010). Gender, generations, and nations: An experiment in Hmong American discourse and sociophonetics. *Language & communication*, 30(4), 285-298.
- Thomas, E. R. (2016). Sociophonetics of consonantal variation. *Annual Review of Linguistics*, 2, 95-113.
- Additional reading list**
- Celata, C. & S. Calamai (eds.). 2014. *Advances in sociophonetics*. John Benjamins Publishing Company.
- Chalise, K. P. 2022. *Acoustic analysis of the Nepali speech sounds*. Unpublished PhD dissertation, Tribhuvan University.
- Fridland, V. & T. Kendall. 2021. *Managing sociophonetic data in a study of regional variation*. In A. L. Berez-Kroeker, B. McDonnell, E. Koller & L. B. Collister (eds.) *The open handbook of linguistic data management*. 237-247. The MIT Press.
- Preston, D. R. & N. Niedzielski (eds.). 2010. *A reader in sociophonetics*. De Gruyter Mouton.



Stylistics

LING 653-6

Credit: 3

Teaching hours: 48

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

Course description

This course enables the students to explore the scope of stylistics, how the grammar and general style of the uses of language in literature and in general are different, how linguistic tools are exploited to enrich the literary language, how the style affects the overall meaning, and also interpret the intent of the language users in the literary texts.

General objectives

On the completion of this course, students will generally be able to explore the literary language and subtly interpret, explain, identify various linguistic and stylistic aspects of the language of literature concentration on all layers language viz phonology, morphology, syntax, semantics, pragmatics and discourse.

Specific objectives

On completion of this course, the students will be:

- able to explain the fundamental concepts of stylistics, link style with various aspects of language;
- able to interpret the stylistic aspects of literary language;
- able to elucidate the developments in stylistics and do the stylistics;
- able to identify the techniques of speech and thought presentation;
- able to characterize the language of literature;
- able to investigate style, point of view in narratives; and
- able to undertake stylistic practices, and prepare articles after reading the relevant materials extensively.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to stylistics 1.1 Key concepts in stylistics 1.2 Introduction to stylistics 1.3 Stylistics and levels of language 1.4 Grammar and style 1.5 Rhythm and metre 1.6 Narrative stylistics 1.7 Style as choice 1.8 Style and point of view 1.9 Representing speech and thought 1.10 Dialogue and discourse 1.11 Cognitive stylistics 1.12 Metaphor and metonymy 1.13 Stylistics and verbal humour	10
	2 Doing stylistics 2.1 Developments in stylistics 2.2 Levels of language at work: an example from poetry 2.3 Sentence styles: development and illustration 2.4 Interpreting patterns of sound	6

II	3 Doing stylistics and investigating style 3.1 Developments in structural narratology 3.2 Style and transitivity 3.3 Approaches to point of view 3.4 Techniques of speech and thought presentation 3.5 Dialogue in drama 3.6 Developments in cognitive stylistics 3.7 Styles of metaphor	7
	4 Exploration: investigating style 4.1 Is there a 'literary language'? 4.2 Style, register and dialect 4.3 Grammar and genre: a short study in Imagism 4.4 Styles in a single poem: an exploration 4.5 A sociolinguistic model of narrative 4.6 Transitivity, characterisation and literary genre 4.7 Exploring point of view in narrative fiction 4.8 A workshop on speech and thought presentation	9
III	5 Exploration and extension 5.1 Exploring dialogue 5.2 Cognitive stylistics at work 5.3 Exploring metaphors in different kinds of texts	6
	6 Extension: readings in stylistics 6.1 Language and literature (Roger Fowler and F. W. Bateson) 6.2 Style and verbal play (Katie Wales) 6.3 Teaching grammar and style (Ronald Carter) 6.4 Sound, style and onomatopoeia (Derek Attridge) 6.5 Style variation in narrative (Mick Short) 6.6 Transitivity at work: a feminist-stylistic application (Deirdre Burton) 6.7 Point of view 6.8 Speech and thought presentation 6.9 Literature as discourse: the literary speech situation (Mary Louise Pratt) 6.10 Cognitive stylistics: the poetry of Emily Dickinson (Margaret Freeman) 6.11 Cognitive stylistics and the theory of metaphor (Peter Stockwell) 6.12 Style and verbal humour (Walter Nash)	10

Recommended reading

Simpson, Paul. 2004. *Stylistics*. Routledge.

Additional reading list

Bex, A., M. Burke & P. Stockwell (eds.). 2000. *Contextualized stylistics*. Rodopi.

Birch, D. 1991. *The language of drama*. Macmillan.

Cook, G. 1994. *Discourse and literature*. Oxford University Press.

Fludernik, M. 1993. *The fictions of language and the languages of fiction*. Routledge.

Fowler, R. (ed.). 1966. *Essays on style and language*. Routledge & Kegan Paul.

Fowler, R. 1971. *The Languages of Literature*. Routledge & Kegan Paul.

Fowler, R. 1981 *Literature as social discourse*. Batsford.

Freeman, D. (ed.). 1981. *Essays in modern stylistics*. Methuen.

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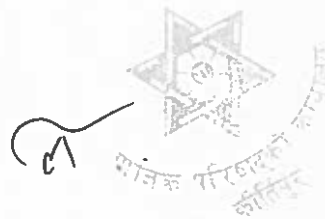
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- Leech, G. & M. Short. 1981. *Style in fiction*. Longman.
Leech, G. N. 1969. *A linguistic guide to English poetry*. Longman.
Levin, S. R. 1962. *Linguistic structures in poetry*. Mouton.
Mills, S. 1995. *Feminist stylistics*. Routledge.
Nash, W. 1985. *The language of humour*. Longman.
Steen, G. 1994. *Understanding metaphor in literature*. Longman.
Tambling, J. 1988. *What is literary language?* Open University Press.
Toolan, M. 1998. *Language in literature*. Edward Arnold.
Widdowson, H. G. 1975. *Stylistics and the teaching of literature*. Longman.



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Language revitalization

LING 653-7

Credit: 3

Teaching hours: 48

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

Course description

This course introduces the students to the theoretical and practical aspects of language revitalization. It has included the rationale for language revitalization, issues and models of language revitalization, the role of orthography and literacy in language revitalization, and how a language revitalization program can be initiated.

General objectives

This course aims to make the students informed about the issues of language revitalization and why language revitalization is essential in the present world of globalization. It will make the students familiar with the different models of language revitalization and enable them to adopt suitable models of language revitalization. They will understand the role of literacy and orthography in language revitalization and be familiar with the different models of language revitalization. Finally, they will be able to design and initiate a revitalization program in their contexts.

Specific objectives

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

- understand the importance of languages and language revitalization;
- be familiar with the issues in language revitalization and models of language revitalization;
- understand the role of literacy and orthography in language revitalization; and
- be able to identify an appropriate model and initiate a language revitalization program in their unique contexts.

Course contents

Credit	Unit	Teach. hrs
I	1 Language endangerment and language revitalization 1.1 Language loss: a brief history 1.2 Current state of language endangerment: global scenario 1.3 Levels of language endangerment 1.4 Assessing language vitality 1.5 Language revitalization: an overview	4
	2 Arguments for language revitalization 2.1 Linguistic diversity and language ecology 2.2 Indigenous knowledge, cultural heritage, and identity 2.3 Linguistic human rights 2.4 Effective communication	4
	3 The issues in language revitalization 3.1 Local issues 3.1.1 Language attitude and family language policy 3.1.2 Human resources 3.1.3 Standardization and literacy 3.1.4 Regional languages and language density 3.1.5 Demography, economic status of the language community, and cultural integrity	8

	<p>3.1.6 Lingua franca and language of mass media</p> <p>3.2 National issues</p> <p>3.2.1 Language policy</p> <p>3.2.2 Education policy</p> <p>3.2.3 Federal support</p> <p>3.2.4 Regional autonomy</p> <p>3.3 Global issues</p> <p>3.3.1 Influence of the international language(s) and mass media</p> <p>3.3.2 Influence of the international market</p> <p>3.3.3 Foreign employment</p>	
	<p>4 Models for revitalization</p> <p>4.1 Total-immersion programs</p> <p>4.2 Partial-immersion or bilingual programs</p> <p>4.3 The local language as a second, "foreign" language</p> <p>4.4 Community-based programs</p> <p>4.5 Master-apprentice program</p> <p>4.6 Language reclamation models</p> <p>4.7 Revitalization through documentation</p>	8
	<p>5 Literacy and orthography in language revitalization</p> <p>5.1 Literacy</p> <p>5.1.1 Models of literacy: autonomous literacy, local and social literacies, and functional literacy</p> <p>5.1.2 Literacy in language revitalization: prestige, empowerment, and human rights,</p> <p>5.1.3 Arguments against literacy</p> <p>5.1.4 Instituting local literacy: attitudes, assessment, context, standardization</p> <p>5.1.5 Literacy teachers</p> <p>5.2 Orthography</p> <p>5.2.1 Writing systems</p> <p>5.2.2 Linguistic and cognitive considerations</p> <p>5.2.3 Social issues</p> <p>5.2.4 Underdifferentiation and functional load</p> <p>5.2.5 The issues of tone</p> <p>5.2.6 Standardization of orthography: motivation, implications, the process of standardization</p>	8
III	<p>6 Initiating a language revitalization program</p> <p>6.1 Assessment</p> <p>6.1.1 Assessment of resources</p> <p>6.1.2 Assessment of language vitality</p> <p>6.1.3 Assessment of language variation</p> <p>6.1.4 Assessment of need, goals, and attitude</p> <p>6.2 Potential problems and how to avoid them</p> <p>6.2.1 Barriers from the community</p> <p>6.2.2 External barriers</p> <p>6.3 Updating the lexicon</p> <p>6.4 Creating a literacy program</p> <p>6.4.1 Literacy assessment</p> <p>6.4.2 Creating a written language</p> <p>6.4.3 Creating language materials</p>	12

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6.5 Teacher training	
6.6 Using technology	
6.7 The role of outsiders	
6.7.1 The academic	
6.7.2 Linguists and education experts	
6.7.3 Evaluation and long-term projection	
7 A possible model of language revitalization plan for an endangered language of Nepal	4

Recommended reading

- Crystal, D. 2014. *Language death*. Cambridge University Press.
- Grenoble, L. A. & L. J. Whaley. 2006. *Saving languages: an introduction to language revitalization*. Cambridge University Press.
- Nettle, D. & S. Romaine. 2002. *Vanishing voices: the extinction of the world's languages*. Oxford University Press.
- Olko, J. & J. Sallabank. (eds.). 2021. *Revitalizing endangered languages: a practical guide*. Cambridge University Press.

Recommended articles

- Austin, P. K., & Sallabank, J. (2018). Language documentation and language revitalization: Some methodological considerations. In L. Hinton, Huss, L., & Roche, G. (Eds.), *The Routledge handbook of language revitalization* (pp. 207-215). Routledge.
- DePalma, R., Napier, D. B., & Dze-Ngwa, W. (2015). Linguistic dominance and challenges worldwide for minority languages and voices. In R. DePalma, D. B. Napir, & W. Dze-Ngwa (Eds.), *Revitalizing minority voices: Language issues in the new millennium* (1-16). Sense Publishers.
- Fishman, J. A. (Ed.). (2001) *Can threatened languages be saved?* Multilingual Matters.
- Hornberger, N. H., & De Korne, H. (2018). Is revitalization through education possible? In L. Hinton, Huss, L., & Roche, G. (Eds.), *The Routledge handbook of language revitalization* (pp. 94-104). Routledge.
- McCarthy, T. L. (2018). Community-based language planning: Perspectives from indigenous language revitalization. In L. Hinton, Huss, L., & Roche, G. (Eds.), *The Routledge handbook of language revitalization* (pp. 22-37). Routledge.
- Wendel, J., & Heinrich, P. (2012). A framework for language endangerment dynamics: The effects of contact and social change on language ecologies and language diversity. *International Journal of the sociology of language*, 218, 145-166.

Additional reading list

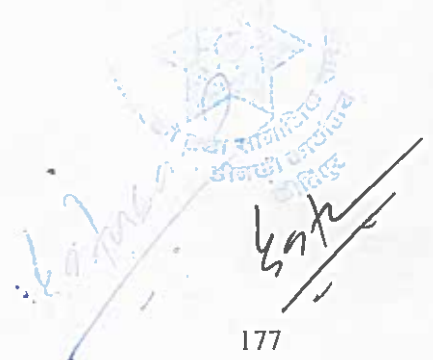
- Fishman, J. A. 1991. *Reversing language shift: theoretical and empirical foundations of assistance to threatened languages*. Multilingual Matters.
- Fishman, J. A. (ed.). 2001. *Can threatened languages be saved?*. Multilingual Matters.
- Hinton, L. & K. Hale. 2013. *The green book of language revitalization in practice*. Brill.
- Hinton, L., M. Vera & N. Steele. 2002. *How to keep your language alive: a commonsense approach to one-on-one language learning*. Heyday.
- Tsunoda, T. 2006. *Language endangerment and language revitalization: an introduction*. Mouton de Gruyter.



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Translation studies

LING 654-1

Credit: 3

Teaching hours: 48

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

Course description

This course is designed to make the students familiar with the theoretical and practical aspects of translation studies. It enables them to implement different methods, tools and approaches while translating different kinds of texts from source language to the target language.

General objectives

This course basically aims to equip the students with the knowledge and trends in contemporary translation practices and the skill and techniques of translation.

Specific objectives

On completion of this course, the students will:

- be familiarize with the basic concepts of translation studies;
- be able to differentiate between different theories related to translation studies
- be familiarize with the theoretical and practical aspects of translation studies;
- be able to translate source language text to the target language text effectively; and
- be efficient to evaluate the translated texts from theoretical and practical perspectives;

Course content

Credit	Unit	Teach. hrs.
I	1 Basics of translation studies 1.1 The concept of translation 1.2 What is translation studies 1.3 An early history of the discipline 1.4 The Holmes/Toury 'map' 1.5 Discipline, inter-discipline or multi-discipline?	5
	2 Early translation theories 2.1 Introduction 2.2 'word for word' or 'sense' for 'sense' 2.3 Early Chinese and Arabic discourse on translation 2.4 Early attempts to systematic translation theory: Dryden, Dolet, Tylter and Yán Fù. 2.5 Towards a contemporary translation theories	5
	3 Equivalence and equivalent effect 3.1 Introduction 3.2 Roman Jakobson: the nature of linguistic meaning and equivalence 3.3 Nida and the science of translation 3.4 Newmark: semantic and communicative effect 3.5 Koller: equivalence relations 3.6 Later development in equivalence	6
II	4 Studying translation product and process 4.1 Introduction 4.2 May and Darbelnet's model	7

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	<p>4.3 Catford and translation 'shifts'</p> <p>4.4 Option, markedness and stylistic shifts in translation</p> <p>4.5 Corpus based translation studies</p> <p>4.6 The cognitive process of translation</p> <p>4.7 Ways of investigating cognitive processing</p>	
	<p>5 The role of translator: visibility and sociology</p> <p>5.1 The cultural and political agenda of translation</p> <p>5.2 The position and positionality of the translator</p> <p>5.3 The sociology and historiography of translation</p> <p>5.4 The power network of translation industry</p> <p>5.5 The reception and reviewing of translations</p>	5
	<p>6 Functional theories of translation</p> <p>6.1 Introduction</p> <p>6.2 Text types</p> <p>6.3 Translation action</p> <p>6.4 Skopos theory</p> <p>6.5 Translation-oriented text analysis</p>	4
III	<p>7 Specialized practices in translation settings</p> <p>7.1 Audio-visual translation (AVT)</p> <p>7.1.1 Dubbing, subtitling and voice over</p> <p>7.2 Audio description for visually impaired people (VIPs)</p> <p>7.3 Subtitling for the deaf and hard of hearing audiences or viewers (SDH) or close captioning</p> <p>7.4 Technology and AVT</p> <p>7.5 Translation and advertizing</p>	5
	<p>8 Interpreting studies as a discipline</p> <p>8.1 Introduction: What is interpreting?</p> <p>8.2 Interpreting as a process, product and as a service</p> <p>8.3 Modes of interpreting: consecutive and simultaneous</p> <p>8.4 Technology and interpreting</p> <p>8.5 Sign language interpreting</p> <p>8.6 Settings of interpreting: diplomatic, conflict and military</p>	7
	<p>9 Translation studies in Nepalese context</p> <p>9.1 A brief survey of the history of translation studies in Nepal</p> <p>9.2 Traditions of the translation of Sanskrit texts</p> <p>9.3 Tradition of the translation of English texts</p> <p>9.4 Translation of Nepali text into English</p> <p>9.5 Tradition of the translation from and to the languages of Nepal</p>	4

Recommended reading

- Bhattacharai, Govinda Raj. 2017. A brief survey of translation in Nepali. In Tariq Khan et al. (eds.) *History of translation in India*. National translation mission, CIIL. (Unit 9)
- Ferreira, Aline & John W. Schwieter. 2023. *Translation and interpreting studies*. Wiley Blackwell. (Units 7-8)
- Munday, Jeremy; Sara Ramos Pinto & Jakob Blakesley. 2022. *Introducing translation studies: theories and applications*. 5th ed. Routledge. (Units 1-6)

Recommended articles

- Bhattacharai, Govinda Raj. 2011. A critical recount of Nepali-English poetic translation. In G. R. Bhattacharai, B. B. Adhikari & P. Phyak. *Across language culture*. 272-283. Vidyarthi Pustak Prakashan.

- Holmes, J. S. 1991. The name and nature of translation studies. In *International journal of translation*, 3(1-2). 31-47.
- Iamandi, Petru. 2009. Translating the poetic untranslatable. In Floriana Popescu (ed.) *Perspectives in translation studies*. 70-76. Cambridge Scholars Publishing.
- Jakobson, R. (1959/2021). On linguistic aspects of translation. In Lawrence Venuti (ed.) 2021. *The translation studies reader*. 156-162.
- Malmkær, Kirsten. 2012. Linguistic approaches of translation studies. In *Oxford handbook of translation studies*.

Additional reading list

- Adhikari, Balram. 2077VS. *Anuwad siddhanta* [Translation theories]. Nepal Prajna Pratisthan.
- Bassnett, Susan. 2002. *Translation Studies*, 3rd ed. Routledge.
- Bhattarai, Govinda Raj. 1997. *In other words: sense versus words as unit of translation (with special reference to Nepali-English poetic texts)*. Unpublished PhD dissertation, University of Hyderabad.
- Bowker, Lynne. 2023. *De-mystifying translation: introducing translation to non-translators*. Routledge.
- Bhattarai, Govinda Raj. 2000. *An introduction to translation studies*. Ratna Pustak Bhandar.
- Catford, J. C. 1964. *A linguistic theory of translation*. Oxford University Press.
- Duff, Alan. 1989. *Translation*. Oxford University Press.
- Hatim, Basil. 2013. *Teaching and researching translation*. Routledge.
- House, Juliane. 2016. *Translation as communication across languages and cultures*. Routledge.
- House, Juliane. 2018. *Translation: the basics*. Routledge.
- Nair, Rukmini Bhaya (ed.). 2002. *Translation, text and theory*. SAGE.
- Newmark, Peter. 1988. *A Textbook of Translation*. Prentice Hall Europe.
- Nida, Eugene A. & Charles R. Taber. 1982. *The theory and practice of translation*. E. J. Brill.
- Pinchuck, Isadore. 1977. *Scientific and technical translation*. Andre Deutsch Limited.
- Riccardi, Alessandra (ed.). 2010. *Translation studies: perspectives on an emerging discipline*, South Asian ed. Cambridge University Press.
- Robinson, Douglas. 1997. *Becoming a translator: an accelerated course*. Routledge.
- Saldanha, Gabriela & Sharon O'Brien. 2014. *Research methodologies in translation studies*. Routledge.
- Venuti, Lawrence (ed.). 1992. *Rethinking translation: discourse, subjectivity, ideology*. Routledge.
- Venuti, Lawrence (ed.). 2000. *The translation studies reader*. Routledge.



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Language- in-education (LiE) policies in Nepal

LING 654-2

Credit: 3

Teaching hours: 48

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

Course description

The course on Language-in-Education (LiE) Policy explores the dynamic relationship between language use and educational systems, emphasizing the role of language policies in shaping educational practices. It examines how language choices impact access to education, equality, and learning outcomes for diverse student populations.

General objective

The purpose of this course is to introduce students to the basic ideas of language-in-education (LiE) policies in Nepal.

Specific objectives

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

- an awareness of the background and rationale of language-in-education (LiE) policies;
- the knowledge of the research methodology appropriate with LiE policies;
- the familiarity with the international and national perspectives on LiE policies;
- the details about the state-of-the-art situation of LiE policies and practices in Nepal;
- the information about the political economy and technical considerations of LiE policies and practices in Nepal; and
- the knowledge of the LiE framework suited to Nepalese contexts.

Course contents

Credit	Unit	Teach. hrs.
I	1 Background and approach 1.1 Introduction 1.2 Background and rationale 1.3 Purpose and objectives of the MILE study 1.4 Overall approach five influencers and informers of language-in-education policy 1.5 Core questions	4
	2 Methodology 2.1 The international learning: some starting points international understandings and best practice examples the international literature 2.2 The advantages of multilingualism 2.3 Language and literacy learning 2.4 Best practices for support effective language acquisition in formal education 2.5 Good policies to support effective multilingual approaches	4
	3 Literature review 3.1 Language-in-education in international rights frameworks 3.2 National policy commitments regarding language and education to 3.2.1 Constitutional provisions and government acts principles of qualitative analysis	8

Recommended reading

Seel, Amanda, Yogendra Yadava & Sadanand Kadel. 2017. *Medium of instruction and languages for education (MILE): ways forward for education policy, planning and practice in Nepal*. USAID, DFID, TVN and DoE.

सील, अमन्दा, योगेन्द्र प्रसाद यादव र सदानन्द कँडेल. (२०७३ विसं). *शिक्षणको माध्यम र शिक्षाका भाषाहरू: नेपालमा शिक्षाका नीति, योजना र अभ्यासका लागि अबको बाटो*. USAID, DFID, TVN and DoE.

Additional reading list

Aikio-Puoskari, Ulla and H. Baetens Beardsmore. 1995. The European school experience in multilingual education. In Tove Skutnabb-Kangas (ed.). *Multilingualism for all*. 21-68. Swets and Zeitlinger.

Benson, Carol 2009. Designing effective schooling in multilingual contexts: going beyond bilingual models. In Ajit Mohanty, Minati Panda, Robert Phillipson & Tove Skutnabb-Kangas (eds.) *Multilingual education for social justice: globalising the local*. 60-76. Orient Blackswan.

Cummins, J. 1996. *Negotiating identities: education for empowerment in a diverse society*. California Association for Bilingual Education.

Cummins, J. 2009. Fundamental psychological and sociological principles underlying educational success for linguistic minority students. In Ajit Mohanty, Minati Panda, Robert Phillipson & Tove Skutnabb-Kangas (eds.) *Multilingual education for social justice: globalising the local*. 21-35. Orient Blackswan.

García, O, T Skutnabb-Kangas & M Torres-Guzmán (eds). *Imagining multilingual schools: languages in education and 'glocalization'*. Multilingual Matters.

Gove, A. & P. Cvelich. 2011. *Early reading: igniting education for all*. A report by the Early Grade Learning Community of Practice. Research Triangle Institute.

Leena Huss, Antoinette Camilleri & Kendall King (eds). 2003. *Transcending monolingualism: linguistic revitalisation in education*. Taylor & Francis.

Lin, A. M. Y. & Peter W. Martin (eds.). 2005. *Decolonisation, globalisation, language-in-education policy and practice*. Multilingual Matters Ltd.

Phyak, Prem. 2021. *Language education policy in Nepal and the denial of the right to speak in Indigenous languages*
https://www.researchgate.net/publication/353999638_Language_education_policy_in_Nepal_and_the_denial_of_the_right_to_speak_in_Indigenous_languages

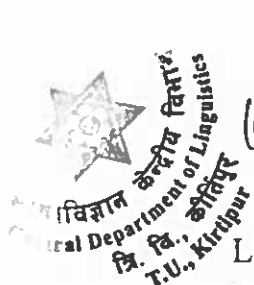
Romaine S. & D. Nettle. 2000. *Vanishing voices: the extinction of the world's languages*. Oxford University Press.

UNESCO. 2005. *First language first: community-based literacy programmes for minority language contexts in Asia*. UNESCO Asia-Pacific Programme of Education for All Bangkok, 2005.

UNESCO. 2007. *Advocacy kit for promoting multilingual education: including the excluded (six modules)*.

UNESCO. 2008. *Improving the quality of mother tongue-based literacy and learning: case studies from Asia, Africa and South America*. UNESCO Bangkok.

Yadava, Yogendra P. & Lava Deo Awasthi (eds.) 2020. *Perspectives on mother tongue-based multilingual education in Nepal*. Nepal Academy.



Linguistics Subject Committee, TU

Literacy

LING 654-3

Credit: 3

Teaching hours: 48

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

Course description

This course introduces the fundamental concepts of literacy. Literacy at its early stages used to be limited to the skill of reading and writing letters and related only to religious motif or social power through knowledge. However, this view has been changed over time and gradually expanded to social, functional, digital, multimodal, and emotional dimensions of life and taken as basic survival skill in the modern technology driven highly complex human society. In this context, the course includes the topics such as overview of the development of the field, overview of the literacy in Nepal, digital literacy, socio-cultural literacy, critical literacy, multimodal literacy, socio-spatial literacy, socio-material literacy, and sensory literacy.

General objectives

This course aims to equip the students with acquaintance with scope and background of the literacy education, understanding of the policies and practices on literacy in Nepal and explain their connection to the achievements; knowledge and skill of describing various form of literacy and explaining how various forms of literacy emerged from the societal needs. It further aims to make the students able to design a literacy program, carry out research on specific form of literacy, and communicate their research findings in an organized form.

Specific objectives

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

- elucidate scope and background of the literacy education;
- describe the policies, practices on literacy in Nepal and connect them to the present state of literacy in Nepal;
- explain how literacy is shaped by globalization, social mobility and digital technology;
- explore various faces of literacy including socio-cultural literacies, critical literacies, multimodal literacies, socio-spatial literacies, socio-material literacies, and sensory literacies; and
- conduct research on various aspects of literacy.

Course contents

Credit	Unit	Teach. hrs.
1	1 Development in the field of literacy education 1.1 Early science and cultural concerns 1.2 The persistence of pedagogy 1.3 The cognitive wave 1.4 The learning to learn wave 1.5 The reading-writing wave 1.6 The social wave 1.7 The critical wave 1.8 The assessment wave 1.9 The reform wave 1.10 The digital wave 1.11 The global wave	8
	2 Overview of literacy in Nepal	4

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	<p>2.1 Government policies, plans and implementation</p> <p>2.2 Non-government agents' contribution</p> <p>2.3 Achievement</p>	
	<p>3 Globalisation, mobile lives and schooling in the digital turn</p> <p>3.1 Globalisation</p> <p>3.2 Mobile lives</p> <p>3.3 Digital challenge for education policy</p> <p>3.4 Digital pedagogy: a model for practice</p>	4
II	<p>4 Socio-cultural literacies</p> <p>4.1 Key concepts of socio-cultural literacies</p> <p>4.2 Origins of socio-cultural literacies</p> <p>4.3 Tensions for socio-cultural literacies</p> <p>4.4 Recent developments in socio-cultural literacies</p> <p>4.5 Intersections between socio-cultural and critical approaches</p> <p>4.6 Implications of socio-cultural literacies for practice</p>	5
	<p>5 Critical literacies</p> <p>5.1 Key concepts of critical literacies</p> <p>5.2 Origins of critical approaches</p> <p>5.3 Tensions for critical literacy approaches</p> <p>5.4 Recent developments in critical approaches</p> <p>5.5 Intersections between critical literacy and multimodal literacy paradigms</p> <p>5.6 Implications of critical approaches for literacy practice</p> <p>5.7 New directions for critical approaches</p>	5
	<p>6 Multimodal literacies</p> <p>6.1 Key concepts of multimodal literacies</p> <p>6.2 Origins of multimodal literacies</p> <p>6.3 Tensions for multimodal literacies</p> <p>6.4 Recent developments in multimodal literacies</p> <p>6.5 Intersections between multimodal and socio-cultural approaches</p> <p>6.6 Implications of multimodal literacies for practice</p> <p>6.7 New directions for multimodal literacies</p>	6
III	<p>7 Socio-spatial literacies</p> <p>7.1 Key concepts of socio-spatial literacies</p> <p>7.2 Origins of socio-spatial literacies</p> <p>7.3 Tensions for socio-spatial literacies</p> <p>7.4 Recent developments in socio-spatial literacies</p> <p>7.5 Intersections between socio-spatial and socio-cultural literacy paradigms</p> <p>7.6 Implications of socio-spatial literacies for practice</p> <p>7.7 New directions for socio-spatial literacies</p>	5
	<p>8 Socio-material literacies</p> <p>8.1 Key concepts of socio-material literacies</p> <p>8.2 Origins of socio-material literacies</p> <p>8.3 Tensions for socio-material literacies</p> <p>8.4 Recent developments of socio-material literacies</p> <p>8.5 Intersections between socio-material and socio-cultural approaches</p> <p>8.6 Intersections between socio-material and socio-spatial approaches</p> <p>8.7 Implications of socio-material literacies for practice</p> <p>8.8 New directions for socio-material literacies</p>	6

	9 Sensory literacies 9.1 Key concepts of sensory literacies 9.2 Tensions for sensory literacies 9.3 Recent developments in sensory literacies 9.4 Intersections between sensory and multimodal literacy paradigms 9.5 Implications of sensory literacies for practice 9.6 New directions for sensory literacies	5
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Recommended reading

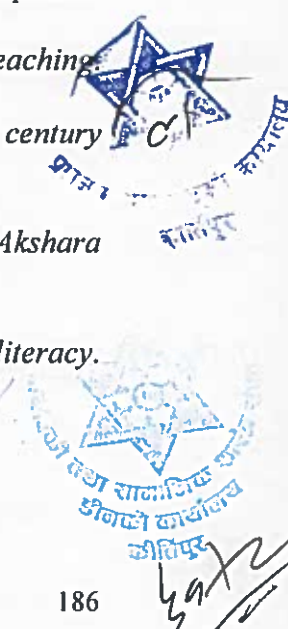
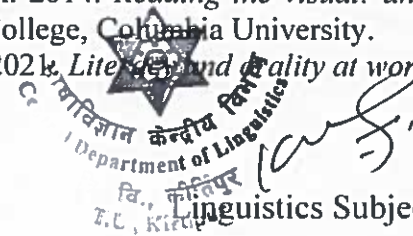
Mills, Kathy A. 2016. *Literacy theories for the digital age: social, critical, multimodal, spatial, material and sensory lenses*. Multilingual Matters.
 Tierney, Robert J. & P. David Pearson. 2021. *A history of literacy education: waves of research and practice*. Teachers College Press.

Recommended articles

Bednarz, Sarah Witham & Karen Kemp. 2011. Understanding and nurturing spatial literacy. *Procedia - Social and Behavioral Sciences*, 21. 18–23. doi:10.1016/j.sbspro.2011.07.004
 Fraiberg, Steven. 2018. Multilingual and multimodal practices at a global startup: toward a spatial approach to language and literacy in professional contexts. *English for Specific Purposes*, 51. 55–68. doi:10.1016/j.esp.2018.03.003
 Jarvis, Claire H., P. Kraftl & J. Dickie. 2017. (Re)Connecting spatial literacy with children’s geographies: GPS, Google Earth and children’s everyday lives. *Geoforum*, 81. 22–31. doi:10.1016/j.geoforum.2017.02.006
 Mackey, Margaret. 2016. Literacy as material engagement: the abstract, tangible and mundane ingredients of childhood reading. *Literacy*, 50(3). 166–172. doi:10.1111/lit.12087
 Pietikäinen, Sari & Anne Pitkänen-Huhta. 2013. Multimodal literacy practices in the indigenous Sámi classroom: children navigating in a complex multilingual setting. *Journal of Language, Identity & Education*, 12:4. 230–247, DOI: 10.1080/15348458.2013.818471
 Watson, Linda, Graeme Douglas, Liz Hodges, Mike McLinden & Nigel Hall. 2004. Current conceptions of literacy - insights from work with children and older learners with sensory needs. *Journal of Research in Special Educational Needs*, 4(2). 82–90. doi:10.1111/j.1471-3802.2004.00022.x

Additional reading list

Breuer, Esther Odilia, Eva Lindgren, Anat Stavans & Elke Van Steendam (eds.). 2021. *Multilingual literacy*. Multilingual Matters.
 Cain, Kate, Donald L. Compton & Rauno K. Parrila. 2017. *Theories of reading development*. John Benjamins B.V.
 Coppola, Shawna. 2024. *Literacy for all: a framework for anti-oppressive teaching*. Routledge.
 Crockett, Lee, Ian Jukes & Andrew Churches. 2012. *Literacy is NOT enough: 21st century fluencies for the digital age*. 21st-Century Fluency Project and CORWIN.
 Holme, Randal. 2004. *Literacy: an introduction*. Edinburgh University Press Ltd.
 Joshi, R. Malatesha & Catherine McBride. 2019. *Handbook of literacy in Akshara orthography*. Springer.
 Lind, Agneta. 2008. *Literacy for all: making a difference*. UNESCO.
 Serafini, Frank. 2014. *Reading the visual: an introduction to teaching multimodal literacy*. Teachers’ College, Columbia University.
 Sligo, Frank. 2021. *Literacy and quality at work*. Peter Lang Publishing.



Subba, Sirjana & Dilendra Subba. 2003. *Learning in our own language: Kirat Yakthung Chumlung develop a Limbu literacy programme in Nepal*. Report, Asian South Pacific Bureau of Adult Education (ASPBAE).

Tompkins, Gail E. 2017. *Literacy for the 21st century: a balanced approach*, 7th ed. Pearson.

Wolf, Maryanne. 2016. *Tales of literacy for the 21st century*. Oxford University Press.



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Language and tourism

LING 654-4

Credit: 3

Teaching hours: 48

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

Course description

This course is designed to show the relationship between language and tourism in order to understand the value of language and culture in tourism profession. It consists introduction to language and tourism, Tourism for professionals, communication skills in tourism, cultural heritages in tourism and the industry trends and future directions.

General Objective

The main objective of this course is to describe the relationship between language and tourism in Nepalese context.

Specific Objectives

The specific objectives of the courses are:

- to enable students to know about the relationship between language and tourism;
- to familiarize about the various socio-cultural aspects to strengthen tourism;
- to learn about the various applied aspects of linguistic tourism; and
- to prepare for the research on tourism and language in Nepal.

Course contents

Credit	Unit	Teach. hrs.
I	1 Introduction to language and tourism 1.1 Language and tourism relationship 1.2 The role of language in tourism 1.3 Cultural competence in tourism 1.4 Heritage tourism and Language	8
	2 Language for tourism professionals 2.1 Language learning strategies 2.2 Training and workshops 2.3 Networking and communicating 2.4 Role of English for tourism 2.5 Multilingualism in the tourism industry	8
II	3 Communication skills in tourism 3.1 Interpersonal communication 3.2 Cross cultural communication 3.3 Customer service communication 3.4 Tourism business communication 3.5 Language of tourism (grammar and vocabulary) 3.6 Written communication in tourism 3.7 Brochure and tourism magazine 3.8 tourism and media communication	8
	4 Translation and interpretation in tourism 4.1 Basics of translation in tourism 4.2 Practical translation exercises for tourism materials 4.3 Interpretation skills for tour guides 4.4 Promotion and packages	8


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III	5 Cultural heritage and tourism 5.1 Understanding cultural heritage 5.2 Linguistic landscape and cultural identities 5.3 Tangible and intangible cultural heritages 5.4 Homestay and guest house 5.5 Cultural museums and language museums 5.6 Language as a tool for cultural preservation 5.7 Case studies of language and cultural tourism: Latin America, Europe, India	8
	6 Industry trends and future directions 6.1 Emerging trends in tourism and language 6.2 Linguistic research and tourism 6.3 Commodification of language 6.4 Language and economy 6.5 Promotion of linguistic tourism 6.6 Language technology in tourism 6.7 Tourism and national development 6.8 Future challenges and opportunities in tourism	8

Recommended reading

- Angelika, M. & A. Storch (eds.). 2019. *Language and tourism in postcolonial settings. Multilingual matters.*
- Casper, J. 2019. *Tourism and indigenous heritage in Latin America: as observed through Mexico's magical village Cuetzalan.* Routledge.
- Goncalves, K. 2020. *Labour policies, language use and the 'new' economy: the case of adventure tourism.* Palgrave.
- Sharma, B. K. & S. Gao (eds.). 2022. *Language and intercultural communication in tourism critical perspectives.* Taylor & Francis.

Recommended articles

- Alison, F. 2007. Learning the arts of linguistic survival: languaging, tourism, life. *Tourism and Cultural Change.* Multilingual matters.
- Lim, F. K. G. 2007. Hotels as sites of power: tourism, status, and politics in Nepal Himalaya. *Journal of the Royal Anthropological Institute*, 13(3). 721-738.
- Linder, B. 2019. "This looks like Chinatown!": contested geographies and the transformation of social space in Jyatha, Kathmandu. *City & Society*, 31(2). 164-187.
- Sharma, B. K. 2016. *The commodification and representation of Nepal in international tourism.* Doctoral dissertation, University of Hawai'i at Manoa.
- Sharma, B. K. 2018. English and discourses of commodification among tourism workers in the Himalayas. *Journal of Sociolinguistics*, 22(1). 77-99.
- Sharma, B. K. 2018. Training workers for intercultural communication in tourism. *Language and Intercultural Communication*, 18(4). 408-423.
- Sharma, B. K. 2021. The scarf, language, and other semiotic assemblages in the formation of a new Chinatown. *Applied Linguistics Review*, 12(1). 65-91.



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Language rights and linguistic justice

LING 654-5

Credit: 3

Teaching hours: 48

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

Course description

This is an advanced interdisciplinary course on linguistic rights and linguistic justice. The motivation behind this course is the assumption that the right to language is one of the fundamental human rights and is inalienable. The state mechanism should guarantee the people residing within its boundary to preserve the right to use and express themselves in the language of their choice. This course aims to introduce and explicate this essence. The students for this course are required to have background in basic linguistics. The fundamental knowledge of law and human rights will additionally be helpful.

General objectives

This course aims to make students familiar with the nature of language rights vis-à-vis other fundamental rights. It equips the students with the skill to analyze the ecology of language rights and evaluate the forces that impact the implementation of rights. The course further provides them an ability to describe the various modes of expression of linguistic justice and to examine the formal provision of linguistic justice to the linguistic minorities and other groups.

Specific objectives

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

- identify the characteristics of language rights;
- describe and recognize language right as a basic human right;
- analyze and differentiate the reality of language rights between majority and minorities;
- examine the nature of discrimination in language related issues;
- evaluate the perspectives to language rights in various political realities of the land;
- critically judge the social, political and philosophical approaches to language rights;
- explicate the various means of ensuring linguistic justice to different groups of people; and
- analyze the situation of Nepal vis-à-vis its constitutional and legal framework.

Course contents

Credit	Unit	Teach. hrs.
1	1 Language rights 1.1 Fundamentals 1.1.1 Idea of human rights 1.1.2 Language rights as human rights (arguments and philosophy) 1.2 Boundaries of language rights 1.2.1 Bearers of a right and object of a right 1.2.2 The essentialism of rights discourse 1.2.3 Selectivity, reinvention, neutralization 1.2.4 Language neutrality 1.2.5 Unavoidability, autonomy and equality 1.2.6 Hybridity 1.3 Language and ethnic minority rights 1.3.1 Language ecology movement 1.3.2 Linguistic human rights movement 1.3.3 Minority language rights movement	16

	<ul style="list-style-type: none"> 1.4 Beyond ethnic minorities 1.4.1 Intralanguage discrimination 1.4.2 Discrimination and education 1.4.3 Discourse in the workplace 1.5 Migration and global mobility 1.6 Language education and communication in the workplace 1.6.1 Heritage education and commodification of language 1.6.2 Economics of literacies 1.6.3 Enterprise culture and self-based authenticity 1.6.4 Symbolic competence 1.6.5 Language rights in relation to other rights 1.7 Language rights and deliberative democracy 	
II	<p>2 Aspects of language rights</p> <ul style="list-style-type: none"> 2.1 Rise of international linguistic human rights and legal governance 2.2 Enlightenment and romantic approach 2.3 Linguistic adaptation 2.4 Translation debate 2.5 Linguistic imperialism and global English 2.6 Colonial and postcolonial politics of language 2.7 Ecolinguistics 2.8 Post-humanism 2.9 Free speech and linguistic governance 	16
III	<p>3 Linguistic justices</p> <ul style="list-style-type: none"> 3.1 Linguistic justice in education: issues and international laws 3.2 Linguistic justice in culture and media: issues and international laws 3.3 Linguistic justice in work: issues and international laws 3.4 Linguistic justice and the state: issues and international laws 3.5 Linguistic justice and participation in public life: issues and international laws 3.6 Critical appraisal of Nepalese context 	16

Recommended reading

- Mowbray, Jacqueline. 2012. *Linguistic justice: international law and language policy*. Oxford University Press.
- Pupavac, Vanessa. 2012. *Language rights: from free speech to linguistic governance*. Palgrave Macmillan.
- Skutnabb-Kangas, Tove & Robert Philipson (eds.). 2023. *The handbook of linguistic human rights*. Wiley Blackwell.
- Wee, Linonel. 2011. *Language without rights*. Oxford University Press.

Recommended articles

- De Varennes, Fernand. 1999. Equality and non-discrimination: fundamental principles of minority language rights. *International Journal on Minority and Group Rights*, 6. 307-318.
- Faingold, Eduardo D. 2004. Language rights and language Justice in the constitutions of the world. *Language Problems and Language planning*, 28. 11-24.
- Hales, Liz & Luna Filipović. 2016. Language rights in danger: Access to justice and linguistic (in)equality in multilingual judicial contexts. Luna Filipović and Mastic Pütz (eds.), *Endangered languages and languages in danger: Issues of documentation, policy and language rights*. John Benjamins Publishing Company.

- Heller, Monica. 2010. The commodification of language. *Annual Review of Anthropology* 39. 101-14.
- Ingram, David. 2001. Can groups have rights? What postmodern theory tells us about participatory democracy in the era of identity politics? *Democracy and Nature*, 7. 135-158.
- Lagerspetz, Eerik. 1998. On language rights. *Ethical and moral practice*, 1. 181-199.
- Ó Riagáin, Dónall. 1999. The importance of linguistic rights for speakers of lesser used languages. *International Journal on Minority and Group Rights*, 6. 289-298.
- Paulston, Christina Bratt. 1997. Language policies and language rights. *Annual Review of Anthropology*, 26. 73-85.
- Siegel, Lawrence, 2006. The argument for a constitutional right to communication and language. *Sign Language Studies*, 6. 255-272.
- Skutnabb-Kangas, Tove. 2017. Human rights and language policy in education. S. May and N. H. Hornberger (eds.), *Encyclopedia of language and education, 2nd ed. Vol 1: Language policy and Political issues in education*, 107-119. Springer Science+Business Media LLC.
- Turin, Mark. 2005. Language endangerment and linguistic rights in the Himalayas: a case study from Nepal. *Mountain Research and Development* 25. 4-9.
- Vienna Seminar on the linguistic rights of national minorities 27-28. Feb 1998. Seminar report 1999. *International Journal on Minority and Group Rights*, 6. 351-358.

Additional reading list

- Beitz, Charles R. 2009. *The idea of human rights*. Oxford University Press.
- Filipović, Luna & Martin Pütz (eds.). 2016. *Endangered languages and languages in danger: issues of documentation, policy, and language rights*. John Benjamins Publishing Company.
- Haas, Michael. 2008. *International human rights: a comprehensive introduction*, 2nd ed. Routledge.
- Koenig, Matthias. 2001. *Human rights of linguistic minorities and language policies*. UNESCO.
- Kontra, Miklós; Robert Phillipson; Tove Stutnabb-Kangas & Tibor Várady. 1999. *Language: a right and a resource. Approaching linguistic human rights*. Central European University Press.
- Lippi-Green, Rosina. 2012. *English with an accent: language, ideology, and discrimination in the United States*, 2nd ed. Routledge.
- May, Stephan. 2012. *Language and minority rights: ethnicity, nationalism and politics of language*, 2nd ed. Routledge.
- Santos, Boaventura de Sousa. 2014. *Epistemologies of the South: justice against epistemicide*. Routledge.
- Skutnabb-Kangas, Tove; Robert Phillipson; Ajit K. Mohanti & Minati Panda. 2009. *Social justice through multilingual education*. Multilingual matters.
- Van Splunder, Frank. 2020. *Language is politics: exploring an ecological approach to language*. Routledge.



Language teaching

LING 654-6

Credit: 3

Teaching hours: 48

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

Course description

The course introduces students with language teaching concentrating on the grammar-translation method, the direct method, the audio-Lingual method, the silent way, desuggestopedia, community language learning, total physical response, communicative language teaching, content-based instruction, task-based language teaching, emerging uses of technology in language teaching and learning, learning strategy training, cooperative learning, and multiple intelligences.

General objectives

On the completion of this course, students will be prepared the second and foreign language classes with sufficient knowledge of teaching principles. The course enables the students to undertake the task of teaching with appropriate methods, approaches or techniques that are suitable to the given contexts, time and place. Along with this, the students who choose teaching as their career are further able to utilize the modern technology in the language classroom and make the classroom more active and creative.

Specific objectives

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

- to follow the patterns and principles held by the grammar translation method, the direct method, the audio-lingual method, the silent way, desuggestopedia, community language learning, total physical response, communicative language teaching, content-based instruction, task-based language teaching;
- to explicate the learners' language development and find out better ways for their further language development;
- to review the various principles and techniques, and identify the appropriate principles and techniques for their teaching;
- to examine the potential difficulties in learning the new language, and thus find out the better solution;
- to inspect the individual learner's differences, and identify the slow learners for whom they can find out the better ways of teaching;
- to use the modern technology in the classroom in relevant ways;
- to run the training sessions for the fellow teachers; and
- to instigate cooperative learning in the classroom.

Course content

Credit	Unit	Teach. hrs.
1	1 The grammar-translation method 1.1 Introduction 1.2 Experience 1.3 Thinking about the experience 1.4 Reviewing the principles 1.5 Reviewing the techniques	4
	2 The direct method 2.1 Introduction	4

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	2.2 Experience 2.3 Thinking about the experience 2.4 Reviewing the principles 2.5 Reviewing the techniques	
	3 The audio-lingual method 3.1 Introduction 3.2 Experience 3.3 Thinking about the experience 3.4 Reviewing the principles 3.5 Reviewing the techniques	4
	4 The silent way 4.1 Introduction 4.2 Experience 4.3 Thinking about the experience 4.4 Reviewing the principles 4.5 Reviewing the techniques	4
II	5 Desuggestopedia 5.1 Introduction 5.2 Experience 5.3 Thinking about the experience 5.4 Reviewing the principles 5.5 Reviewing the techniques	4
	6 Community language learning 6.1 Introduction 6.2 Experience 6.3 Thinking about the experience 6.4 Reviewing the principles 6.5 Reviewing the techniques	4
	7 Total physical response 7.1 Introduction 7.2 Experience 7.3 Thinking about the experience 7.4 Reviewing the principles 7.5 Reviewing the techniques	4
	8 Communicative language teaching 8.1 Introduction 8.2 Experience 8.3 Thinking about the experience 8.4 Reviewing the principles 8.5 Reviewing the techniques	4
	9 Content-based instruction 9.1 Introduction 9.2 Experience 9.3 Thinking about the experience 9.4 Reviewing the principles 9.5 Reviewing the techniques	4
III	10 Task-based language teaching 10.1 Introduction 10.2 Experience	4

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10.3 Thinking about the experience	
10.4 Reviewing the principles	
10.5 Reviewing the techniques	
11 Learning strategy training, cooperative learning, and multiple intelligences	4
11.1 Introduction	
11.2 Learning strategy training: thinking about the experience	
11.3 Cooperative learning: thinking about the experience	
11.4 Multiple intelligences	
12 Emerging uses of technology in language teaching and learning	4
12.1 Introduction	
12.1.1 A blog	
12.1.2 A social networking site	
12.1.3 Youtube	
12.1.4 Wiki	
12.1.5 Electronic text corpus	
12.2 Experience	
12.3 Thinking about the experience	
12.4 Reviewing the principles	
12.5 Reviewing the techniques	

Recommended reading

Larsen-Freeman, Diane & Marti Anderson. 2011. *Techniques & principles in language teaching*. Oxford University Press.

Additional reading list

Asher, J. 2009. *Learning another language through actions: the complete teacher's guidebook*, 7th ed. Sky Oaks Productions

Chastain, K. 1988. *Developing second-language skills*, 3rd ed. Rand McNally College Publishing Company.

Ellis, R. 2003. *Task-based language learning and teaching*. Oxford University Press.

Gatenby, E. 1958. *A direct method English course*, 3rd ed. Longman.

Gattegno, C. 1972. *Teaching foreign languages in schools: the silent way*, 2nd ed. Educational Solutions, Inc.

Krause, C. 1916. *The direct method in modern languages*. Charles Scribner.

Lado, R. 1957. *Linguistics across cultures: applied linguistics for language teachers*. University of Michigan Press.

Lee, J. & B. van Patten. 1995. *Making communicative language teaching happen*. McGraw-Hill.

Pritchard, A. 2007. *Effective teaching with internet technologies*. Paul Chapman Publishing.

Puchta, H. & M. Rinvolucri. 2007. *Multiple intelligences in EFL: exercises for secondary and adult students*. Cambridge University Press.

Richards, J. & T. Rodgers. 1986. *Approaches and methods in language teaching*. Cambridge University Press.

Schiffler, L. 1992. *Suggestopedic methods and applications* (English ed.). Gordon and Breach Science Publishers.

Snow, M. & D. Brinton. 1997. *The content-based classroom: perspectives on integrating language and content*. Addison Wesley Longman Publishing Company.

Stern, H. 1983. *Fundamental concepts of language teaching*. Oxford University Press.

Stevick, E. 1998. *Working with teaching methods: what's at stake?* Heinle & Heinle.

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Dissertation

LING 655

Credit hours: 6

Teaching hours: 96

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

Course description

This course is about seminar, research and writing, and is designed to guide the students to use their theoretical knowledge and skills in actual research and writing dissertation. It mainly focuses on the formative stages from proposal development to the production of research report.

This course has two parts – seminars and writing. Seminars guide students in different stages brainstorming, proposal development and searching for relevant reference materials. During writing phase, students design their research, visit field, collect data and pass through several stages of drafting and are in close contact with their supervisor till a final research report is produced.

General objectives

The objective of this course in general is to support and initiate students in the process of research. It equips the students with the practical knowledge and skill to carry out research, instill confidence and leads them to produce a dissertation.

Specific objectives

During the several sessions of this course, the students will:

- brainstorm research topic and research questions and develop an acceptable research proposal;
- involve into searching for relevant literature and practice reviewing them with both theoretical and methodological rigor;
- discuss and communicate research ideas;
- review their theoretical understanding and possible research framework;
- be guided to develop a realistic research design;
- begin working with relevant data;
- gain understanding of the process of dissertation and prepare a dissertation; and
- begin actual writing, get feedback, pass through several stages of drafting and redrafting and ultimately produce a final report.

Course contents

Topic	Task	Description / Topic of discussion
Literature	Seminar I	Brainstorm for several possible research topic and exercise on delimiting them
	Seminar II	Bring with some relevant literature on some possible topic and practice reviewing them
	Seminar III	Presentation and discussion on literature review
Theory and methodology	Seminar IV	Research design, methodology and framework
	Seminar V	Research design, methodology and framework
	Seminar VI	Data collection methods and exercises
Analysis of the data	Seminar VII	Present preliminary analysis of the data on the topic
	Seminar VIII	Present analysis of more data on the topic
	Seminar IX	Present writing sample based on data and analysis
Proposal	Seminar X	Submit proposal draft
Dissertation	Writing	In close contact with supervisor

Format and style

Central Department of Linguistics will provide guidelines for the format and style of the dissertation, proposal and other write-ups.

Evaluation

The dissertation needs to be prepared under the active supervision of a guide assigned by the Department. The final report of thesis must be signed copy of the supervisor with his/her recommendation.

There are two stages of evaluation. The 40% of the marks will be allotted for internal evaluation which is based on evaluation of the students' participation in seminar, presentations they make and the write-ups that follow. The remaining 60% of the marks will be allotted for dissertation that includes the candidate's viva voce. The details of the evaluation scheme is as follows.

1. Internal evaluation

- a. Seminar participation and presentations 30%
- b. Research proposal 10%

2. External evaluation

- a. Statement of the problems 5%
- b. Objectives of the study 5%
- c. Research methodology 10%
- d. Review of literature 10%
- c. Analysis of the data 15%
- d. Content organization 2.5%
- e. Language, format and style 2.5%
- f. Oral presentation and defense (during viva) 10%



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