

Tribhuvan University
Faculty of Humanities and Social Sciences

Courses of Study
for
Linguistics (Bachelor's level)



2019(2076 VS)

Signature



Introduction

The Linguistics courses for 4-year BA level are designed to introduce the students with the fundamental concepts and methodologies of linguistics and enable them to apply their knowledge of linguistics in various practical fields.

As four years BA programme is the foundation for specialization in higher education, courses in linguistics are offered as one of the major subjects at the BA level. Under this programme eight papers are offered, viz. seven major, and one elective. Students can select one of the optional papers of code No.426 as the sixth paper. The paper with the code No. 410 is elective. All the papers are presented in the following table:

Year	Paper	Code	Course Title	Full marks
MAJOR				
I	I	Ling. 421	Introduction to Linguistics	100
	II	Ling. 422	Languages of Nepal	100
II	III	Ling. 423	Sociolinguistics and Psycholinguistics	100
	IV	Ling. 424	Phonetics and Phonology	100
III	V	Ling. 425	Morphosyntax	100
IV	VI	Ling. 426	[Any one]	100
		Ling. 426-I	Dictionary making	100
		Ling. 426-II	Translation Studies	100
	VII	Ling. 427	Research Methodology	100
ELECTIVE				
		Ling. 410	Language and Linguistics	100

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भाषाविज्ञान केन्द्रीय विभाग
Central Department of Linguistics
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Subject: Linguistics

Course Title: Introduction to linguistics

Paper I: Ling. 421

Total teaching hours: 150

Teaching hours per week: 6

Evaluation: External Exam (70%), and internal assessment (30%)

Full Marks: 100

Pass Marks: 35

1. Course Description:

This course is designed to provide preliminary knowledge on the structure and uses of language by introducing fundamental concepts of language and linguistics. This paper on general linguistics will consist of five units with basic orientations in phonology and writing systems, morphology and syntax, semantics and discourse, and history of language.

2. Objectives:

After the completion of this course, the student will be able to:

- a. understand the origin of human language, and sound patterns,
- b. analyze various aspects of word formation, morphology and syntax,
- c. analyze the various aspects of semantics, pragmatics and discourse,
- d. describe the language, brain and language acquisition,
- e. understand the language change, language variation and culture.

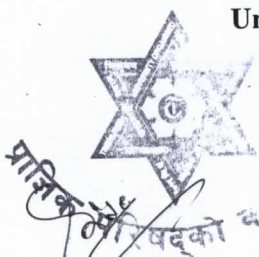

3. Course Content:

Unit I: Origin and sounds of language (30 lectures)

1. The origins of language
 - a. The divine source,
 - b. The natural sound source,
 - c. The social interaction source,
 - d. The physical adaptation source,
 - e. The tool-making source,
 - f. The genetic source
2. Human language
 - a. Properties of human language: displacement, arbitrariness, productivity, cultural transmission and duality.
3. The sounds of language
 - a. Voiced and voiceless sounds
 - Place of articulation (bilabials, labiodentals, dentals, alveolars, palatals, velars, glottals)
 - Manner of articulation (stops, fricatives, affricates, nasals, liquids, glides, glottal stops and flaps)
 - b. Vowels
4. The sound patterns of language
 - a. Phonemes
 - b. Phones and allophones
 - c. Minimal pairs and sets
 - d. Phonotactics
 - e. Syllables and consonant clusters
 - f. Coarticulation effects (assimilation, elision, normal speech)

Unit II: Word, morphology and Syntax (30 lectures)

5. Word formation
 - a. Etymology
 - b. Coinage
 - c. Borrowing
 - d. Compounding



- e. Blending
- f. Clipping
- g. Backformation
- h. Conversion
- i. Acronyms
- j. Derivation (prefixes, suffixes and infixes)
- k. Multiple processes
- 6. Morphology
 - a. Morphemes (free and bound morphemes, lexical and functional morphemes, derivational and inflectional morphemes)
 - b. Morphological description
 - c. Morphs and allomorphs
- 7. Grammar
 - a. Traditional grammar (the parts of speech, agreement, grammatical gender)
 - b. The prescriptive approach
 - c. The descriptive approach (structural analysis, constituent analysis)
- 8. Syntax
 - a. Deep and surface structure
 - b. Structural ambiguity
 - c. Recursion
 - d. Tree diagrams
 - e. Symbols used in syntactic analysis
 - f. Lexical rules
 - g. Movement rules

Unit III: Semantics, pragmatics and Discourse (30 lectures)

- 9. Semantics
 - a. Meaning
 - b. Semantic features
 - c. Semantic roles (agent, theme, instrument, experiencer, location, source and goal)
 - d. Lexical relations (synonymy, antonymy, hyponymy, prototypes, homophones, homonyms, polysemy, word play and metonymy)
 - e. Collocation
- 10. Pragmatics
 - a. Context
 - b. Reference (inference, anaphora, presupposition)
 - c. Speech acts (direct and indirect)
 - d. Politeness
- 11. Discourses analysis
 - a. Interpreting discourse (cohesion, coherence and speech events)
 - b. Conversation analysis
 - c. The co-operative principle (Hedges and implicatures)
 - d. Background knowledge

Unit IV: Language, brain and language acquisition (30 lectures)

- 12. Language and the brain
 - a. Neurolinguistics
 - b. Language areas in the brain (Broca's area, Wernicke's area, the motor cortex and the arcuate fasciculus, the localization view)
 - c. Tongue tips and slips (the tip of the tongue phenomenon, slips of tongue, slips of the ear)
 - d. Aphasia (Broca's aphasia, Wernicke's aphasia, conduction aphasia)
 - e. Dichotic listening
 - f. The critical period
- 13. First language acquisition
 - a. Acquisition



- b. The acquisition schedule (cooing and babbling, the one-word stage, the two-word stage, telegraphic speech)
- c. The acquisition process
- d. Developing morphology
- e. Developing syntax
- f. Developing semantics
- 14. Second language acquisition/learning
 - a. Second language learning (acquisition and learning, acquisition barriers, affective factors)
 - b. Focus on method (the grammar-translation method, the audiolingual method, communicative approaches)
 - c. Focus on the learner (transfer, interlanguage, motivation, input and output)
 - d. Communicative competence
- 15. Gestures and sign languages
 - a. Gestures
 - b. Types of sign languages
 - c. Oralism
 - d. The structure of signs (shape and orientation, location and movement, primes, faces and finger-spelling)
 - e. The meaning of signs
 - f. Representing signs
- 16. Writing
 - a. Pictograms and ideograms
 - b. Logograms
 - c. Syllabic writing
 - d. Alphabetic writing

Unit V: Language change, language variation and culture (30 lectures)

- 17. Language history and change
 - a. Family trees (family connections, cognates)
 - b. Comparative reconstruction (sound reconstruction, word reconstruction)
 - c. Sound changes, syntactic changes and semantic changes
 - d. Diachronic and syntactic variation
- 18. Language and regional variation
 - a. The standard language
 - b. Accent and dialect
 - c. Dialectology (regional dialects, isoglosses and dialect boundaries, the dialect continuum)
 - d. Bilingualism diglossia
 - e. Language planning
 - f. Pidgins and creoles
- 19. Language and social variation
 - a. Sociolinguistics (social dialects, education and occupation, social markers)
 - b. Speech style and style-shifting (prestige, speech accommodation, register and jargon, and slang)
- 20. Language and culture
 - a. Culture
 - b. Categories (kinship terms and time concepts)
 - c. Linguistic relativity (the Sapir-Whorf hypothesis)
 - d. Cognitive categories: classifiers
 - e. Social categories: address terms
 - f. Gender (gendered words, gendered speech, gendered interaction)



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Basic textbooks:

Bandhu, C.M. (2073 BS) *Bhasha Vijnan*, Kathmandu: SajhaPrakasan.
Yule, George (2010) *The Study of Language*, 4th ed., Cambridge: Cambridge University Press.

Reference Books

Acemajian, Andrian et.al. (1995) *Linguistics: An Introduction to language and communication*, 4th ed., Prentice-Hall Inc.
Lyons, John (1968) *Introduction to Theoretical Linguistics*, Cambridge: Cambridge University Press
Lyons, John (1997) *Language and Linguistics*, Cambridge: Cambridge University Press
O'grady, William and John Archibald, eds. (2016) *Contemporary linguistic analysis*. Pearson: Toronto
Syal, Publisher and D.V. Jindal (1998) *An Introduction to Linguistics*, New Delhi: Prentice-Hall of India Pvt. Ltd.
Widdowson, W.H. (1996) *Linguistics*, Oxford: Oxford University Press

Signature



Course Title: Languages of Nepal

Paper II: Ling. 422

Total teaching hours: 150

Teaching hours per week: 6

Evaluation: External Exam (70%), and internal assessment (30%)

Full Marks: 100

Pass Marks: 35

1. Course Description

This paper is designed to provide basic knowledge on the languages and linguistic situation of Nepal and use of languages in Nepal in various social contexts.

2. Objectives

At the end of the course, the students will be able to

- (a) describe the distribution of the languages in different ecological belts and provinces of Nepal,
- (b) classify the languages of Nepal in terms of language families,
- (c) describe the use of Nepalese languages in education, administration and media as well as in various social settings,
- (d) explain the process of development of Nepali as a lingua franca, national language and the official language, and
- (e) make an analysis of the language endangerment and language documentation in Nepal.

3. Course Content

Unit I: Linguistic demography of Nepal (30 lectures)

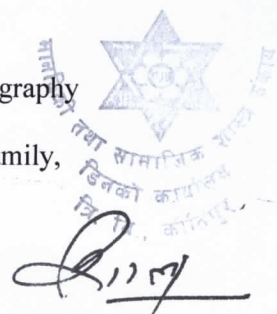
- 1.1 Mother tongues and second languages in the recent census
- 1.2 Geographical distribution (mountainous, hilly, Terai region)
- 1.3 Province-wise distribution of languages
- 1.4 Caste-ethnic group composition and languages
- 1.5 Family-wise regional (mountain, hill, Terai) and provincial distribution of Nepalese languages

Unit II: Language families and Nepalese languages (35 lectures)

- 2.1 Sino-Tibetan (Tibeto-Burman) language and Sino-Tibetan languages of Nepal
 - 2.1.1 Genetic classification (Bradley 1997); internal genetic grouping of TB languages
 - 2.1.2 Sinospheric and Indospheric TB languages
 - 2.1.3 Introduction to Sino-Tibetan languages, genetic relationship with ST language family, demography, and resources
- 2.2 Indo-European languages
 - 2.2.1 Genetic classification
 - 2.2.2 Introduction to Indo-European languages of Nepal (population and distribution, resources, use in education, media, and administration)
- 2.3 Austro-Asiatic language (AA) family and AA languages of Nepal (demography and resources)
- 2.4 Introduction to Uralic: Genetic relationship with Dravidian language family, demography, and resources
- 2.5 Introduction to Kusundic: A language isolate
- 2.6 Nepali sign language: Development, and resources

Unit III: Language endangerment and language documentation (30 lectures)

- 3.1 Assessing language endangerment (UNESCO)
- 3.2 Language endangerment in Nepal
- 3.3 Progress in efforts at promotion and standardization (case studies)



- 3.4 Language documentation in Nepal
- 3.5 Introduction to linguistic survey and sociolinguistic surveys of Nepalese languages

Unit IV: Language planning and policies in Nepal (30 lectures)

- 4.1 Background of the language planning and policy in Nepal
- 4.2 Current language planning situation in Nepal
- 4.3 The constitutional provisions on languages (preservation of mother tongues, languages in education, language in administration)
- 4.4 Development of Nepali as a lingua franca, national language and the official language

Unit V: The language situation in Nepal (25 lectures)

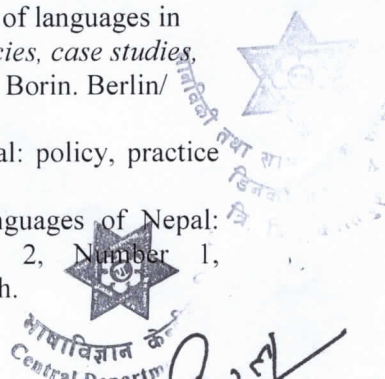
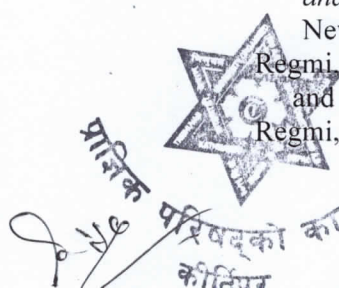
- 5.1 Writing systems and languages of Nepal
- 5.2 Literate tradition, literature, and literacy
- 5.3 The classical languages (Sanskrit, Pali, Classical Newari, and Classical Tibetan): Introduction and function
- 5.4 Language and bio-cultural context (language in relation to ecology, media, law, education etc.)
- 5.5 Bilingualism and multilingualism in Nepal
- 5.7 Ethnic identity and languages

Basic textbooks:

(To be developed)

Recommending reading

- Bradley, David. 1997. Tibeto-Burman languages and classification. In: *Papers in Southeast Asian linguistics No. 14: Tibeto-Burman languages of the Himalayas*. Canberra: Pacific Linguistics.
- Dhakal, Dubi Nanda. 2019. Language Documentation in Nepal. *Mother Languages*. Volume 3, No.1.
- Eagle, Sonia. 2008a. The language situation in Nepal. In: *Language planning and policy*. Asia Vol.1. (Japan, Nepal, and Taiwan, and Chinese Characters). (edited by) Robert B. Kaplan, and Richard B. Baldauf Jr. Bristol/Buffalo/Toronto: Multilingual Matters (170-226).
- Eagle, Sonia. 2008b. The language situation in Nepal: An update. In: *Language planning and policy*. Asia Vol.1. (Japan, Nepal, and Taiwan, and Chinese Characters). (eds) Robert B. Kaplan, and Richard B. Baldauf Jr. Bristol/Buffalo/Toronto: Multilingual Matters (226-236).
- Eppele, John W., M. Paul Lewis, Dan Raj Regmi, Yogendra P. Yadava. 2012. *Ethnologue: Languages of Nepal*. Kathmandu: Linguistic Survey of Nepal and SIL International.
- Hale, Austin. 1982. *Research on Tibeto-Burman Languages*, Trends in Linguistics, State of Art Report -14. Berlin/Boston: Mouton Publishers.
- Hanson, Gerd. 1991. *The Rais of Eastern Nepal: Ethnic and linguistic groupings*. Kathmandu: CNAS/LAN.
- Hock, Hans Henrich and Elena Bashir (eds.). 2016. *The languages and linguistics of South Asia: A comprehensive guide*. Berlin/Boston: De Gruyter Mouton.
- Noonan, Michael. 2008. The rise of ethnic consciousness and politicization of languages in western Nepal. In: *Lesser-known languages of south Asia: Status, policies, case studies, and application of information technology*. (eds) Anju Saxena and Lars Borin. Berlin/New York: Mouton de Gruyter, 161-174.
- Regmi, Dan Raj. 2017. "Convalescing the endangered languages in Nepal: policy, practice and challenges." *Gipan* Vol.3.1, January, 2017.
- Regmi, Dan Raj. 2018. Preserving and promoting the endangered languages of Nepal: Policy, practice and challenges. *Mother Language*, Vol. 2, Number 1, International Mother Language Institute (IMLI), Dhaka, Bangladesh.



- Toba, Sueyoshi. 1991. *A bibliography of Nepalese languages*. Kathmandu: Central Department of Linguistics.
- Tournadre, Nicolas. 2014. The Tibetic language and their classification. In: Nathan Hills and Thomas Owen-Smith (eds.), *Trans-Himalayan linguistics* (pp. 105-130). Berlin: DeGruyter.
- Turin, Mark. 2007. *The linguistic diversity and preseervation of endangered languages: A case study from Nepal*. Kathmandu: ICIMOD.
- Yadava, Yogendra P. 2003. Language. *Population Monograph of Nepal*. Vol 1. Kathmandu: CBS, 137-171.
- Yadava, Yogendra P. 2014. Language use in Nepal. *Population Monograph*. Volume II. Kathmandu: CBS. 51-72.
- Yadava, Yogendra P., and P. L. Bajracharya. 2006. *The Indigeneous Languages of Nepal (ILN): Situation, Policy Planning and Coordination*. Lalitpur: National Foundation for Development of Indigeneous Nationalities.
- अधिकारी, हेमाङ्गराज. २०६२ वि.सं. सामाजिक र प्रायोगिक भाषाविज्ञान (ते.सं.). काठमाडौं: रत्न पुस्तक भण्डार।
- गिरी, जीवेन्द्र देव. २०६३ वि.सं. भाषाविज्ञान, भाषा र भाषिका. काठमाडौं: एकता बुक्स।
- नेपाल र एशियाली अनुसन्धान केन्द्र र सामाजिक समावेशीकरण अनुसन्धान कोष. २०६५ वि.सं. राज्य पुनःसंरचनाको सन्दर्भमा नेपालको वर्तमान भाषिक स्थिति र समावेशी भाषानीति. काठमाडौं: नेपाल र एशियाली अनुसन्धान केन्द्र।
- बन्धु, चूडामणि. २०७३ वि.सं. भाषाविज्ञान: सिद्धान्त र प्रयोग. ललितपुर: साझा प्रकाशन।
- बन्धु, चूडामणि (सम्पा.). २०७४ वि.सं. नेपालमा प्रचलित प्रमुख लिपिहरू: स्थिति, समस्या र सम्भावना। काठमाडौं: अक्षर सदन।
- रापचा, लाल-श्याँकारेलु, वाग-आयाग्यामी यालुङ्छा, अमर तुम्याहाङ. २०६५ वि.सं. इन्डो-नेपाल किराँती भाषाहरू: विगत, समकालीन परिवेश र भोलिका चुनौतीहरू. काठमाडौं: किराँतविज्ञान अध्ययन संस्थान।
- रेग्मी, दानराज. २०१७. नेपालका भाषाहरूको स्थिति र भाषिक सर्वेक्षण: समीक्षात्मक टिप्पणी. Gipan Vol.3.2. 228-260.
- शर्मा, शिलु. २०६१ वि.सं. नेपाली साङ्केतिक भाषाको उत्पत्ति, विकास र स्वरूप. काठमाडौं: रूपक मेमोरियल फाउन्डेसन।



Signature



Paper: Ling 423

Course Title: Sociolinguistics and Psycholinguistics

Full Marks 100

Total Teaching Hours 150

Pass Marks 35

Teaching hours per week: 5

Evaluation: External Exam (70%), and internal assessment (30%)

1. Course description

This paper has two parts (a) sociolinguistics and (b) Psycholinguistics. The course on sociolinguistics is designed to introduce the basic concept of sociolinguistics and make the students able to apply their knowledge of sociolinguistics in order to know the language situation of Nepal and its various complexities. The emphasis will normally be placed on the Nepalese cases. An important purpose of the course is to develop good theoretical and methodological skills in the study of different types of language use and language variation.

The course on psycholinguistics aims to prepare students to understand the ever 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 where more than one language 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 students will have to obtain pass marks in aggregate although the course comprises two distinct fields of linguistics.

2. Objectives

On completion of the course on Sociolinguistics, the students will be able:

- (a) to develop their knowledge and understanding of various areas of sociolinguistics
- (b) to know the fundamentals of sociolinguistics, and
- (c) to learn about the use of Nepalese languages in education, administration and communication as well as in various social settings.

In addition, on completion of the course on Psycholinguistics, the students will be able:

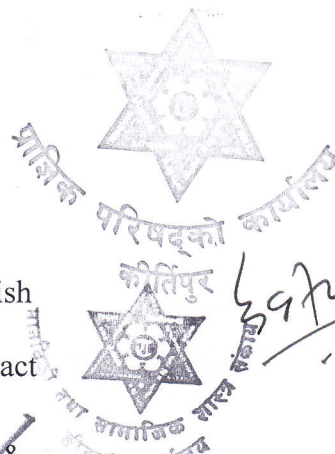
- a. to explain the relationship between language and brain,
- b. to make the students aware of normal and deviant language processing,
- c. to acquaint students with neural bases of bilingualism, sign language and language disorders,
- d. to expose students to various issues pertaining to bilingualism, and
- e. to make the students familiar with the psycholinguistic research.

3. Course content

Unit I: Basics of sociolinguistics

- 1.1 Language, culture and society
- 1.2 Language varieties
- 1.3 Speech community
- 1.4 Pidgins and creoles
- 1.5 American, British and Indian English
- 1.6 Code-switching and code-mixing
- 1.7 Multilingualism and language contact

Teaching hours
35



1.8 Language and power	
1.9 Language and gender	
Unit II: The sociolinguistic situation in Nepal	20
2.1 The written and unwritten languages	
2.2 The classical and modern spoken languages	
2.3 Majority and minority languages	
2.4 The lesser known and endangered languages of Nepal	
2.5 The role of Nepali in the context of multilingual Nepal	
Unit III: Language planning and policy	20
3.1 Language planning and language management	
3.2 Dimensions of language planning	
3.2.1 Corpus planning and status planning	
3.2.2 Prestige planning and acquisition planning	
3.3 Process of language planning	
a. selection b. codification c. implementation d. elaboration	
3.4 Language planning in Nepal	
Unit IV: Language and brain	25
4.1 General brain structure and function	
4.2 Hemispheric structure and function	
4.3 Language areas and their functioning	
4.4 Right hemisphere language abilities	
4.5 The bilingual brain	
4.6 Sign language	
4.7 Language disorders : aphasia	
4.8 Methods of investigating brain and language	
Unit V: Bilingual language processing	25
5.1 Language processing: Monolingual vs. bilingual	
5.2 Simultaneous activation of languages during production and comprehension	
5.2.1 Competition in production	
5.2.2 Effects of fluency, balance and language similarity on competition	
5.2.3 Shared syntactic structure representation	
5.3 Models of language control in bilingual speakers: BIA +, BLINCS, Inhibitory Control, Context effects and zooming in hypothesis, Adaptive Control Hypothesis	
5.4 Bilingualism and executive control	
5.5 Teaching techniques and individual differences in second language learning	
5.6 The neural bases of bilingualism	
Unit VI: Experimental methods in psycholinguistics and neurolinguistics	25
6.1 Introduction to psycholinguistic experiments	
6.2 Memory experiments	
6.3 Production experiments – finding needed words and planning sentences	
6.4 Comprehension experiments – discriminating between similar speech sounds and recognizing words, how understanding unfolds in time	
6.5 Introduction to the tools for psycholinguistic experiments (Mouse tracker, Psychopy, DMDX)	



Recommended textbooks

- Wardhaugh, Ronald. 2014. *An introduction to sociolinguistics*. New York: Blackwell publishing.
- Dhakal, Dubi Nanda (trans.). 2007. *The report of national languages policy recommendation commission, 2050 VS*. Kathmandu: Central Department of Linguistics, TU.

Recommended readings

- Bandhu, C.M. 1989. The role of national language in establishing the national unity. *Kailash*. 15: 121-134.
- Eppele, John, Paul Lewis, Dan Raj Regmi and Yogendra P. Yadava (eds.). 2012. *Ethnologue: languages of Nepal*. Kathmandu: Central Department of Linguistics and SIL International.
- Toba, S. 1998. *A Bibliography of Nepalese Languages and Linguistics*. Kathmandu: Central Department of Linguistics.
- Yadava, Yogendra P., Dubi Nanda Dhakal, Balaram Prasain and Taramani Rai. (forthcoming). *A classified bibliography of Nepalese language and linguistics*. Kathmandu: Nepal Academy.

Psycholinguistics

Basic textbooks and articles

- Freeman, Jonathan. B., and Nalini Ambady. 2010. MouseTracker: Software for studying real-time mental processing using a computer mouse-tracking method. *Behavior Research Methods*. 42: 226-241.
- Green, David W. and Jubin Abutalebi. 2013. Language control in bilinguals: The adaptive control hypothesis. *Journal of Cognitive Psychology*. 25:5: 515-530
- Menn, Lise (with contributions from Nina F. Donkers) . 2017. *Psycholinguistics: Introduction and Applications*, (2nd edn.). San Diego: Plural Publishing Inc.. **[Chapter 5 for unit III]**
- Shook, A., & Marian, V. 2013. The bilingual language interaction network for comprehension of speech (BLINCS). *Bilingualism: Language and Cognition*. 16.2: 304-324.
- Steinberg, Danny D. and Natalia V Sciarini. 2006. *An introduction to psycholinguistics*, (2nd edn.). London: Pearson Longman. **[Chapter 12 for unit I]**
- Traxler, Matthew J. 2012. *Introduction to psycholinguistics : Understanding language science*. West Sussex: Wiley-Blackwell. **[Chapter 11 for unit 2]**

Recommended readings

- Cowls, H. Wind. 2011. *Psycholinguistics 101*. New York: Springer Publishing Company.
- Cutler, Anne. 2005. *Twenty-First century psycholinguistics: Four cornerstones*. London: Lawrence Erlbaum Associates Publishers.
- de Groot, Anette M. B and Peter Hagoort. 2018. *Research methods in psycholinguistics and neurobiology of language: A practical guide*. Hoboken: Wiley Blackwell.
- Field, John. 2004. *Psycholinguistics: The key concepts*. London: Routledge.
- Mishra, Ramesh Kumar. 2018. *Bilingualism and cognitive control*. Cham, Switzerland: Springer.
- Mishra, Ramesh Kumar and Niharika Singh . 2016. The influence of second language proficiency on bilingual parallel language activation in Hindi–English bilinguals. *Journal of Cognitive Psychology*. 28.4: 396-411. DOI: 10.1080/20445911.2016.1146725



Paper: Ling.424

Course Title: Phonetics and Phonology

Full Marks 100

Total Teaching Hours 150

Pass Marks 35

Teaching hours per week: 5

Evaluation: External Exam (70%), and internal assessment (30%)

1. Course description

This course is designed to introduce the students with the basic concepts phonetics (the production of the speech sounds, their description, transcription and some suprasegmental features) and phonology (the concept of phoneme, phonemic analysis, distinctive features and phonological rules,). It also aims to enable them to apply their theoretical knowledge in the solution of the actual phonetic and phonological problems.

2. Objectives

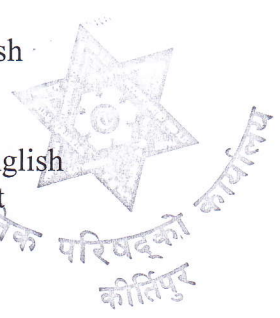
On the completion of this course, the students will:

- be familiar with the distinction between the speech and writing,
- be able to describe the articulatory process of the speech sounds and classify them based on their articulatory features,
- be able to transcribe simple audio texts using International Phonetic Alphabet, understand the concept of phoneme and allophone,
- be able to identify the phonemes in a language, and be able to characterize the phonemes in terms of their distinctive features,
- understand the concept of phonological rules, and be introduced with suprasegmental features syllable, stress, tone and intonation, and
- have a basic concept of autosegmental phonology.

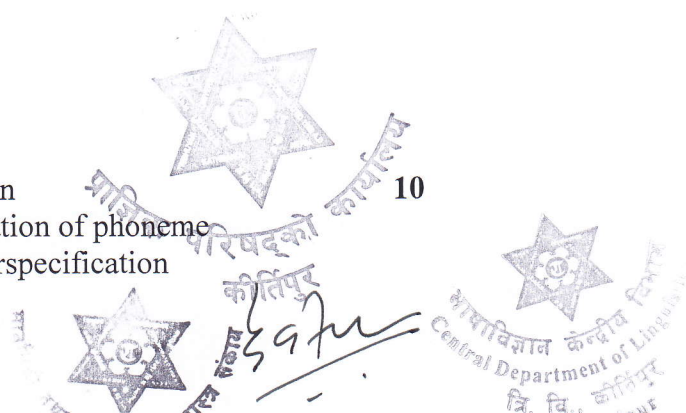
Teaching hours

3. Course content

- | | |
|--|----|
| 1 The difference between speech and writing | 5 |
| 1.1 Writing systems and pronunciation | |
| 1.2 Letters and sounds | |
| 1.3 Accents | |
| 2 Voicing and aspiration | 5 |
| 2.1 Speech production | |
| 2.2 Voiced and voiceless sounds | |
| 2.3 Unspirated and aspirated sounds | |
| 3 Consonant: Place of articulation | 10 |
| 3.1 Articulators | |
| 3.2 Places of articulation | |
| 3.5 The places of articulation in Nepali and English | |
| 4 Consonant: Manner of articulation | 15 |
| 4.1 Manners of articulation | |
| 4.2 Manners of articulation used in Nepali and English | |
| 4.3 Larger manner classes: obstruent and sonorant | |
| 4.4 Consonants on the IPA chart | |
| 5 Vowels | 15 |
| 5.1 A basic distinction for English vowels | |
| 5.2 Monophthongs | |
| 5.3 Articulatory features of vowels | |



5.4 Graphic representations of vowels	
5.5 The special case of schwa	
5.6 Vowel length	
5.7 Vowels and approximants	
5.8 Diphthongs	
5.9 The cardinal vowels	
5.10 Vowels on the IPA chart	
6 The International Phonetic Alphabet (IPA)	15
6.1 The IPA principles	
6.2 The symbols and their organization in the IPA chart	
6.3 Phonetic transcription	
7 Airstream mechanisms	10
7.1 Pulmonic egressive and ingressive airstreams	
7.2 Describing airstreams	
7.3 Non-pulmonic airstreams	
7.4 Non-pulmonic consonants on the IPA chart	
8. Phonetics and phonology	5
8.1 physical sound versus native speakers' knowledge of sound	
8.2 Bases of phonology: discretisation of speech, necessity of abstraction	
9. Contrast and predictability: phoneme and allophone	15
9.1 Defining phoneme	
9.1 Phonemic analysis	
9.3 Phonetic similarity and complementary distribution	
9.4 Free variation	
9.5 Neutralization	
9.6 Problems of phonemic analysis	
10. Phonological knowledge: phonotactic constraints and alternations	15
10.1 Phonotactic constraints: actual words and possible words, borrowings	
10.2 Analyzing alternation: underlying form and derived form	
10.3 Types of alternations	
10.3.1 Assimilation: local and long-distant	
10.3.2 Fusion	
10.3.3 Dissimilation	
10.3.4 Lenition and fortition	
10.3.5 Deletion	
10.3.6 Lengthening and shortening	
10.3.7 Metathesis	
11. Distinctive features: possible phonological contrasts and possible phonological alternations	15
11.1 Phonological universals	
11.2 Nature of distinctive features	
11.3 Class and manner features	
11.4 Laryngeal features	
11.5 Place distinctions	
11.6 Features of vowels	
12. SPE representation : Rules and derivation	10
12. 1 Generative grammar and representation of phoneme	
12.2 Underlying representation and underspecification	
12.3 Rule formalism	
12.4 Derivation: Rule application	



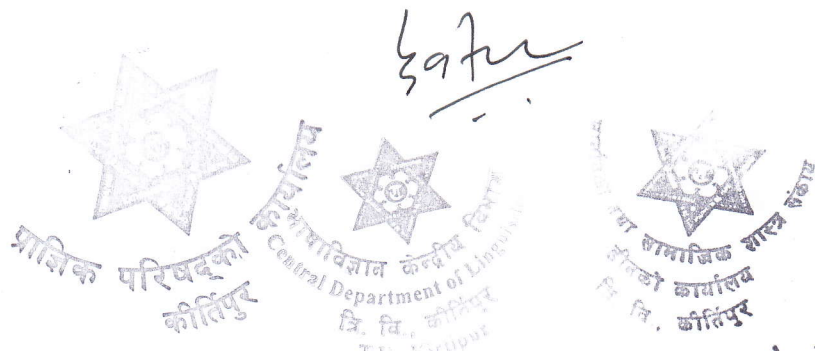
13. Syllable, stress, tone, intonation	10
13.1 Syllables	
13.1.1 Syllables as phonological unit	
13.1.2 Syllable structure: onset and codas, moras and syllable weight	
13.2 Stress	
13.2.1 Linguistic value of stress	
13.2.2 Representation of stress: introduction of foot and meter	
13.3. Tone and intonation	
13.3.1 Linguistics of tone and intonation	
13.3.2 Level tone and contour tone	
13.3.3 Representation of tone and idea of auto-segments	
14. Extension of autosegmental approach	5
14.1 Auto-segments and other features	
14.2 Feature geometry: Introduction of feature tree	

Basic textbooks

- Ashby, Michael and John A. Maidment. 2005. *Introducing phonetic science*. Cambridge: Cambridge University Press.
- Knight, Richale-Anne. 2012. *Phonetics: A coursebook*. Cambridge: Cambridge University Press.
- Zsiga Elizabeth C. 2013. *The sounds of language: An introduction to phonetics and phonology*. Wiley-Blackwell.

Recommended readings

- Ball, Martin J. and Joan Rahilly. 1999. *Phonetics: The Science of Speech*. London and New York: Routledge.
- Catford, J. C. 2001. *A practical introduction to phonetics*. Oxford: Oxford University Press.
- Fry Dennis B. 1978. *The physics of speech*. Cambridge: Cambridge University Press.
- Hewlett, Nigel and Janet Beck. 2006. *An Introduction to the science of phonetics*. Edinburgh: Queen Margaret University College.
- IPA Chart (the latest version)
- Ladefoged, Peter. 1971. *Preliminaries to linguistic phonetics*. Chicago: University of Chicago Press.
- Ladefoged, Peter and Ian Maddieson. 1996. *The sounds of the world's languages*. Oxford: Blackwells.
- Ladefoged, Peter and Keith Johnson. 2011. *A course in phonetics*, (6th edn). Wadsworth, Boston: CENGAGE Learning.
- O'Connor, J. D. 1973. *Phonetics*. London: Penguin Books.
- Pokharel, Madhav Prasad. 1989. *An experimental analysis of Nepali sound system*. PhD Dissertation, University of Poona.



Paper: Ling,425
Course Title: Morphosyntax

Full Marks 100
Total Teaching Hours 150
Pass Marks 35

Teaching hours per week: 5

Evaluation: External Exam (70%), and internal assessment (30%)

1. Course description

This course is designed to make the students familiar with the nature and scope of morphology and syntax. It enables the students to comprehend the approaches, methods and tools in morphological and syntactic analysis of the languages. This course examines the internal structure of words, taking a typological perspective on the world's languages. It considers the interface between morphology, and syntax. This course will provide students with an understanding of the morphosyntactic structures of human languages, and of the concepts, goals and methodologies used in studying them.

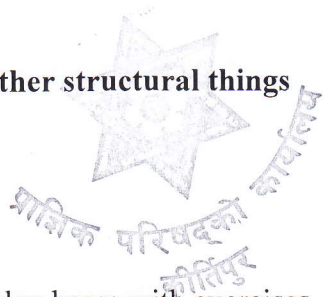
2. Course objectives

On completion of this course, the students will be

- (a) familiar with the basics of morphology
- (b) able to solve the practical problems related to morphology of languages
- (c) familiar with the basics of syntax, and
- (d) able to analyze the various morphological and syntactic structures of languages

3. contents

	Teaching hours
Unit I: Dividing words up	10
1.1 One piece words	
1.2 Free morphemes and bound morphemes	
1.3 What is a morpheme	
1.4 Morphological segmentation	
Unit II: Words and paradigm	10
2.1 What is a word	
2.2 Lexemes and grammatical word forms	
Unit III: Lexical and grammatical morphology	10
3.1 Lexicon and grammar	
3.2 Differences between lexical and grammatical morphemes	
3.3 Bound lexical morphemes	
3.4 Cranberry morphemes	
Unit IV: Roots, bases, stems and other structural things	20
4.1 Roots	
4.2 Roots and non-roots	
4.3 Root, base, stem and affix	
4.4 Doing it without affixes	
4.5 Compound and complex bases	
4.6 Analysis of compound and complex bases with exercises	
4.7 Compound lexemes	



Unit V: Identifying grammatical morphemes, and position of affixes 20

- 5.1 Abstract analysis
- 5.2 Cumulative expression of meaning
- 5.3 Suffixes, prefixes, infixes, circumfixes
- 5.4 Conversion, ablaut, augment
- 5.5 Word-formation by reduction
 - 5.5.1 Simple abbreviation: clipping beginnings or ends
 - 5.5.2 Blends, telescoping, acronyms, initialism, stub-compounding

Unit VI: Allomorphy 20

- 6.1 Principled allomorphy, and casual allomorphy
- 6.2 Casual allomorphy
- 6.3 Variation in the spoken form of morphemes
- 6.4 English spoken plurals: allomorphy of spoken forms
- 6.5 Written and spoken allomorphy, sibilance, assimilation
- 6.6 Allomorphy in languages
 - 6.6.1 Pronunciation-based reasons for allomorphy
 - 6.6.2 Choice of affixes

Unit VII: Basics of syntax 30

- 7.1 What is syntax
- 7.2 Phrases
 - 7.2.1 Meaning and phrase structure
 - 7.2.2 Replacement and phrase structure
 - 7.2.3 Movement and phrase structure
 - 7.2.4 A phrase can contain another phrase, ungrammaticality,
 - 7.2.5 Word class and phrase class: Word class, the order of words is dependent on phrase structure, how to identify a noun, article and adjective, tree structure
 - 7.2.6 Classes of phrase: The phrase and its head, adjective phrase, Adverb phrase, adposition phrase
 - 7.2.7 The verb, the verb phrase, grammatical roles, auxiliaries, negation
- 7.3 Sentence
 - 7.3.1 The simple sentence and tree
 - 7.3.2 Components of a sentence, tree, describing tree
 - 7.3.3 Conjunction and compound

Unit VIII: Noun Phrase 8

- 8.1 Pre-knowledge about NPs
- 8.2 Occurrence of NPs
- 8.3 Relative clauses

Unit IX: Sentence and clauses 13

- 9.1 Root sentence and subordinate clauses
- 9.2 Coordination
- 9.3 Root sentence vs subordinate clauses
- 9.4 Tree diagram for a sentence with multiple main verbs

Unit X: Meaning and form 9



- 10.1 Thematic roles
- 10.2 Structural rearrangements
- 10.3 Movement
- 10.4 Questions

Precribed textbooks

Coates, Richard. 1999. *Word structure*. London and New York: Routledge.
 Fabb, Nigel. 2005. *Sentence structure*, (2nd edn). London: Routledge Taylor & Francis Group.

Recommended readings

Bauer, Laurie. 2003. *Introducing linguistic morphology*, (2nd edn). Edinburgh: Edinburgh University Press.
 Hippiisley, Andrew andd Gregory Stump. 2016. (eds). *The Cambridge handbook of morphology*. Cambridge: Cambridge Unniversity Press.
 Katamba, Francis and John Stonham. *Morphology*, (2nd edn). Hampshire: Palgrave Macmillan.
 Lieber, Rochelle. 2009. *Introducing morphology*. New York: Cambridge University Press.
 Yule, George. 2017. *The study of language*. Cambridge: Cambridge University Press.
 न्यौपाने टङ्कप्रसाद र दीपक न्यौपाने. दो.सं. २०६३. रूपविज्ञान. काठमाडौं: भुँडीपुराण प्रकाशन।
 पोखरेल, माधवप्रसाद. दो.सं. २०५४. नेपाली वाक्य व्याकरण. काठमाडौं: एकता बुक्स।
 बन्धु, चूडामणि. दो.सं. २०७३. भाषाविज्ञान नवौं सं., ललितपुर: साभा प्रकाशन।
 यादव, योगेन्द्रप्रसाद र भिमनारायण रेग्मी. दो.सं. २०५८. भाषाविज्ञान. दो. सं. काठमाडौं: न्यु हिरा बुक्स इन्टरप्राइजेज।
 शर्मा, मोहनराज. दो.सं. २०७९. प्रज्ञा नेपाली सन्दर्भ व्याकरण. काठमाडौं: नेपाल प्रज्ञा प्रतिष्ठान।

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Paper: Ling.426-I
Course Title: Dictionary Making

Full Marks 100
Total Teaching Hours 150
Pass Marks 35

Teaching hours per week: 5

Evaluation: External Exam (70%), and internal assessment (30%)

1. Course Description

The course aims to make aware of theoretical and practical processes surrounding dictionaries, and to acquire the basic concepts of contemporary lexicology and lexicography. Central topics include the art and craft of dictionary making, the manifold forms or types of dictionaries, and the information we can find in dictionaries. This course tries to answer the questions related to the nature of languages and their descriptions that arise when one compiles glossaries and dictionaries. This course is particularly designed to make teach them the processes of making glossaries and dictionaries of lesser-described languages of Nepal from scratch.

2. Objectives

On completion of the course, the students will have the knowledge and skills to:

- (a) recognize the central design issues in lexicography and make glossaries and dictionaries of various kinds,
- (b) explain and justify the most suitable lexicographic design for a given type of word and linguistic unit,
- (c) explain the contents of different types of dictionaries, and
- (d) understand the history of dictionary making in some languages of Nepal, such as Nepali, Maithili, and Nepalbhasa, and likely developments in lexicography.

3. Course Contents

Teaching hours

Unit I: Introduction to lexicography

20

- 1.1. Lexicography, lexicology, dictionary (introductory classes)
- 1.2. Lexicography as an art and science of dictionary making
- 1.3. The aims of dictionary making
- 1.4. Differences between glossaries, word-lists, dictionaries thesauri and encyclopedias

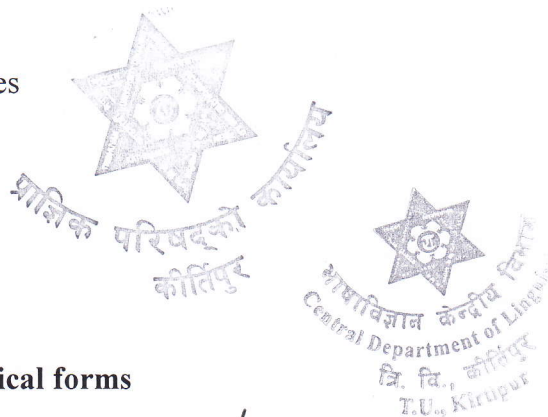
Unit II. Stages and development of dictionary making

40

- 2.1 Stages and types of the dictionaries, types of dictionaries (monolingual, bilingual, synonym, thesaurus, encyclopedia)
- 2.2 Purposes of the dictionaries making
- 2.3 Evaluation of interlingual dictionaries
- 2.4 Learner's dictionary
- 2.5 Translator's dictionary
- 2.6 Data (text) collection
- 2.7 Methods of data collection
- 2.8 The nature of the corpus
- 2.9 The recited texts

Unit III. Lexeme (entry word) and the lexical forms

- 3.1 Definition of lexeme
- 3.2 Linguistic and extra-linguistic context of a lexeme



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- 3.3 Taxonomic relationships
- 3.4 Relationship between an entry lexeme and co-occurring lexemes
- 3.5 Co-occurrence restrictions among lexemes
- 3.6 Lexical form in relationship to morpheme and word

Unit IV: Semantic roles in the dictionary making

25

- 4.1. Synonyms, antonyms, homonyms, hyponyms and polysemous words (terminologies)
- 4.2 Grammatical signals of roles (prepositions, syntactic features signal roles)
- 4.3 Role patterns
- 4.4 Headword vs. derivatives

Unit V: Dictionary article and lexical description

20

- 5.1. Essential parts of a dictionary entry
- 5.2 Format of a major entry article
- 5.3 Select feature of a dictionary article
- 5.4 Size of a dictionary article
- 5.5 Minor entry
- 5.6 A culturally relevant description
- 5.7 The gloss
- 5.8 Handling senses
- 5.9 Homonymy
- 5.10 Describing grammatical relationship
- 5.11 Practical consideration in lexical write-up

Unit VI: Organization of parts of a dictionary

10

- 6.1 Dictionary preface
- 6.2 Table of contents and introduction
- 6.3 Grammar sketch and appendices
- 6.4 Second language index to a dictionary
- 6.5 References

Unit VII: History of dictionary making in the languages of Nepal

10

- 7.1. Dictionary making in Nepali
- 7.2. Dictionary making in Maithili
- 7.3. Dictionary making in Nepalbhasa
- 7.4. Dictionaries in other languages of Nepal

Basic textbooks

- Landau, Sidney I. 2001. *The art and craft of dictionary making*, (2nd edn). Cambridge: Cambridge University Press.
- Newell, Leonard .1995. *Handbook of lexicography for Philippines and other languages*, Manila: Linguistic Society of Philippines.
- Yadava, Yogendra.P. and Tej R. Kansakar .1998. *Lexicography in Nepal*, Kathmandu: Royal Nepal Academy.

Recommended readings

- Atkins, B.A. and Michael Rundell. 2008. *The Oxford guide to practical lexicography*. Oxford: Oxford University Press.
- Hartmann, R.R.K and Gregory James. 1998. *Dictionary of lexicography*. London: Routledge.
- Sinclair, J.M. (ed.). 1987. *Looking up: An account of the Cobuild project*. London: Collins ELT.



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Singh, Ram Adhar 1982. *An introduction to lexicography*. Mysore: Central Institute of Indian Languages.

Zgusta, L. 1971. *Manual of lexicography*. The Hague: Mouton.

लम्साल, राम चन्द्र. २०४९ वि.सं. कोशविज्ञान र नेपाली कोश । काठमाडौँ: शारदा लम्साल ।

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Paper: Ling 426-II
Course Title: Translation Studies

Full Marks 100
Total Teaching Hours 150
Pass Marks 35

५९७



Wray

Brown



Paper: Ling.427

Course Title: Research Methodology

Full Marks 100

Total Teaching Hours 150

Pass Marks 35

Teaching hours per week: 5

Evaluation: External Exam (70%), and internal assessment (30%)

1. Course Description

This course is designed to introduce the central methodological issues in general and make them familiar with the field methods in linguistics in particular. In addition, the course on field linguistics aims to train the students the processes and practical aspects of the field methods, such as to make them familiar with a wide range of various stages of data collection, to analyze the collected data, and to present the findings. In addition, this course also aims to make the students familiar with the basics of report writing. The focus of the course lies on describing and motivating methodological choices.

2. Objectives

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

- (a) evaluate the applicability of different research methods in linguistic research,
- (b) develop linguistic research methods for their research,
- (c) acquire skills in research which may be relevant for them,
- (d) reflect on different ethical aspects with respect to the choice of methods, and
- (e) design and carry out a research project in linguistics and language-related studies.

Teaching hours

3. Course contents

Unit I: Introduction to research

30

- 1.1 What is research?
- 1.2 Types of research (applied research, exploratory, qualitative, quantitative)
- 1.3 Scientific research and scientific research processes
- 1.4 Review of literature
- 1.5 Types of research design
- 1.6 Questionnaires

Unit II: Components of a research proposal

20

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Literature review
- 2.4 Methodology
- 2.5 Limitations of the study
- 2.6 Others

Unit III: Background to field linguistics

- 3.1 The threat to diversity
- 3.2 The 'Big questions'
- 3.3 What kind of linguistics?
- 3.4 Anthropological and linguistic fieldwork
- 3.5 Ethical issues



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- 3.6 Linguists and speakers
- 3.7 Linguists and communities
- 3.8 Linguists and other linguists

Unit IV: Getting Started

20

- 4.1 The fieldworker
- 4.2 Choosing a language
- 4.3 Background work
- 4.4 Planning your fieldtrip
- 4.5 Funding
- 4.6 Permits
- 4.7 Equipment and supplies
- 4.8 Getting about in the field
- 4.9 First contact

Unit V: Gathering data

20

- 5.1 Choosing language-helpers
- 5.2 Phonological and grammatical elicitation
- 5.3 Gathering words
- 5.4 Keeping track of data
- 5.5 Archiving

Unit VI: Beyond Elicitation

20

- 6.1 The textual corpus
- 6.2 Getting it right
- 6.3 Text transcription
- 6.4 Participant observation

Unit VII: Writing the project report

20

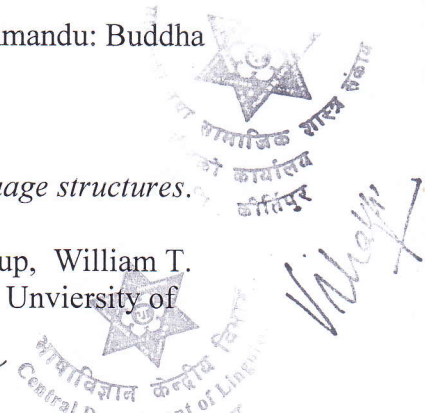
- 7.1 Format of the report (detailed structure and choice of chapter/section headings)
- 7.2 Preliminaries
- 7.3 Body of the research report
- 7.4 Citing sources within the report
- 7.5 Morphological glossing (Leipzig glossing rules)
- 7.6 Presenting examples with glossing
- 7.7 Documenting sources (APA and MLA methods of documentation)
- 7.8 Plagiarism

Basic textbooks

- Crowley, Terry. 1995. *Field linguistics: A beginner's guide*. Oxford: Oxford University Press.
- Pant, Prem Raj. 2003. *Social science research and thesis writing*. Kathmandu: Buddha Academic Publishers & Distributors Pvt. Ltd.

Recommended readings

- Abbi, Anvita. 2001. *A manual of linguistic field work and Indian language structures*. Munich: Lincom Europa.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. Fitzgerald. 2001. *Craft of research*, (4th edn). Chicago and London: University of Chicago Press.



Comrie, Bernard and Norval Smith. 1977. Lingua descriptive questionnaire. *Lingua* 42:1-72
Typological tools for field linguistics. <https://www.eva.mpg.de/lingua/tools-at-lingboard/tools.php>

५९७८



Vijay

५९७८



Paper: Ling 410

Course Title: Language and Linguistics

Full Marks 100

Total Teaching Hours 150

Pass Marks 35

Teaching hours per week: 5

Evaluation: External Exam (70%), and internal assessment (30%)

1.Course description

This is an introductory course on language and linguistics designed to familiarize the students (i.e. students offering subjects other than linguistics) with origin and functions of language, characteristics of language, languages in the world and major language families (including the languages of Nepal), linguistics and its relationship with other disciplines, language structure and major writing systems in the world (including Nepal).

2. Objectives

The general objective of this course is to arouse interest in students to further study languages and linguistics and enable them to conduct basic research in their core disciplines relating to languages and linguistics. More specifically, on the completion of this course, the students will

- a. understand origin and characteristics of language,
- b. be able to distinguish between language and animal communication,
- c. be familiarized with language families, writing systems and languages of Nepal,
- d. understand the relationship between linguistics and other disciplines, and
- e. understand and analyze the structure of language.

3. Course contents

Unit

Teaching hours

1. Language

20

- 1.1 Definition of language
- 1.2 Origin and functions of language
- 1.3 Characteristics of language
- 1.4 Language and animal communication
- 1.5 Varieties of language: dialect, register, idiolect
- 1.6 Levels of language: phonology, morphology, syntax and semantics
- 1.7 Speech and writing

2. Language families and languages in Nepal

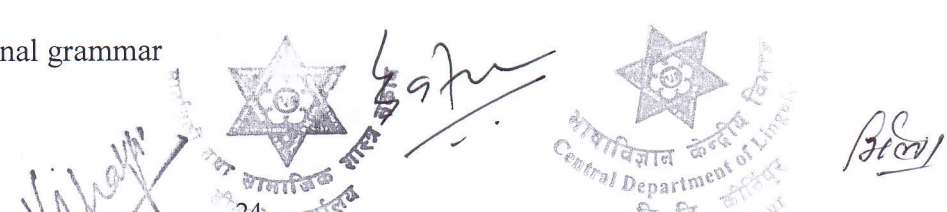
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- 2.1 Languages in the world
- 2.2 Language families in the world
- 2.3 Languages in Nepal
- 2.4 Language families in Nepal

3. Linguistics and its relationship with other disciplines

35

- 3.1 Linguistics: definition
- 3.2 Linguistics and traditional grammar
- 3.3 The scope of linguistics
- 3.4 Form and function



- 3.5 Relationship with other disciplines
 - 3.5.1 Linguistics and psychology
 - 3.5.2 Linguistics and society
 - 3.5.3 Linguistics and politics
 - 3.5.4 Linguistics and culture
 - 3.5.5 Linguistics and geography
 - 3.5.6 Linguistics and literature
 - 3.5.7 Linguistics and sociology
 - 3.5.8 Linguistics and language teaching
 - 3.5.9 Linguistics and anthropology
 - 3.5.10 Linguistics and clinical science
 - 3.5.11 Linguistics and media

4. Language structure

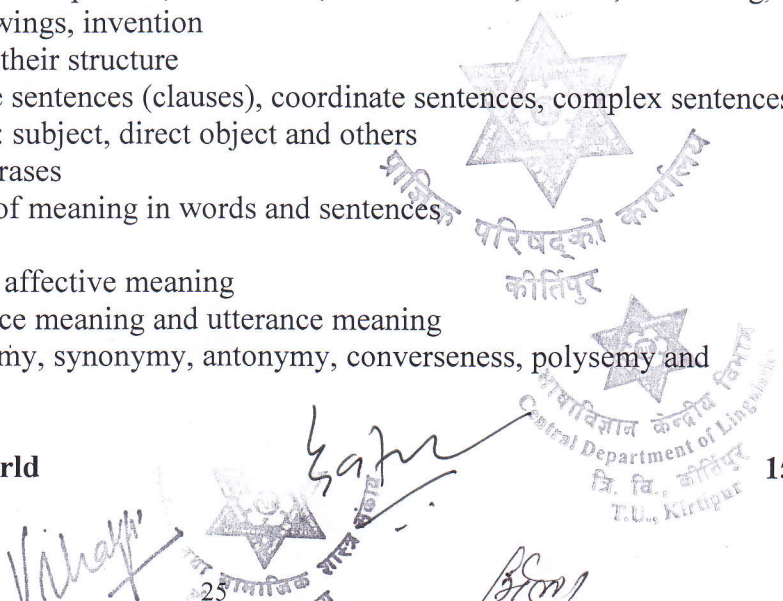
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- 4.1 Phonetics: The sounds of language
 - 4.1.1 Sounds and spellings
 - 4.1.2 Phonetic alphabets
 - 4.1.3 The vocal tracts
 - 4.1.4 Describing sounds
 - 4.1.5 Consonants
 - 4.1.6 Vowels
 - 4.1.7 Diphthongs
- 4.2 Phonology: The sound systems of language
 - 4.2.1 Phones, phonemes and allophones
 - 4.2.2 Determining phonemes
 - 4.2.3 Phonemes in Nepali, English and other languages
 - 4.2.4 Syllable and syllable structure
 - 4.2.5 Stress
- 4.3 Morphology and lexicon
 - 4.3.1 Words and their parts
 - 4.3.2 Lexical categories (Parts of speech): verbs, nouns, adjectives, adpositions, determiners, adverbs and pronouns
 - 4.3.3 Free and bound morphemes
 - 4.3.4 Derivational morphemes
 - 4.3.5 Inflectional morphemes
 - 4.3.6 Extending vocabulary: Compounds, conversion, semantic shift, blends, shortening, back formation, borrowings, invention
- 4.4 Syntax: sentences and their structure
 - 4.4.1 Sentence types: simple sentences (clauses), coordinate sentences, complex sentences
 - 4.4.2 Grammatical relations: subject, direct object and others
 - 4.4.3 Noun phrases, verb phrases
 - 4.4.4 Semantics: The study of meaning in words and sentences
 - 4.4.5 Meaning: definition
 - 4.4.6 Referential, social and affective meaning
 - 4.4.7 Word meaning, sentence meaning and utterance meaning
 - 4.4.8 Lexical fields, hyponymy, synonymy, antonymy, converseness, polysemy and homonymy

5. Writing systems in the world

- 5.1 Syllabic writing

15



- 5.2 Logographic writing
- 5.3 Alphabetic writing and orthography
- 5.4 Developing writing systems for unwritten languages
- 5.5 Writing systems in Nepal

Basic textbooks

- Finegan, Edwad. 1989. *Language: Its structure and use*, (2nd edn). Philadelphia: Harcourt Brace College Publishers.
- Yule, George. 2010. *The Study of Language* (4th ed.). Cambridge: Cambridge University Press.

Recommended readings

- Aitchison, Jean. 1987. *Linguistics*. London: Hodder and Stoughton
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