

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



Linguistics Subject Committee, TU

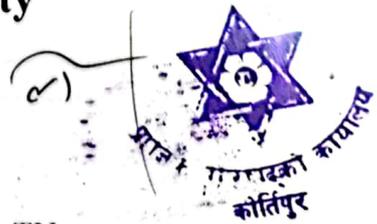


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**COURSES OF STUDY FOR MASTER OF ARTS
IN
LINGUISTICS
(SEMESTER BASED)**

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 specialized 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

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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 acquaint 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.
I	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 Airstream, larynx, and velum 2.2.2 Manner of articulation 2.2.3 Place of articulation for consonants	5

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

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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.

Recommended articles

Ball, Martin J. 1989. The transcription of suprasegmentals in Welsh. *Journal of the International Phonetic Association*, 19(2). 89-96.
Cho, Taehong & Peter Ladefoged. 1999. Variation and universals in VOT: evidence from 18 languages. *Journal of Phonetics*, 27. 207-229.
Deshpande, Madhav. 2000. Indian theories on phonetics. In Sylvain Auroux, E. F. K. Koerner, 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. 137-146. De Gruyter.
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Jones, Daniel. 1957. *The history and meaning of the term phoneme*. International Phonetic Association.
Kemp, J. Alan. 2001. The history and development of a universal phonetic alphabet in the 19th century: from the beginnings to the establishment of the IPA. In Sylvain Auroux, E. F. K. Koerner, 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. 2. 1572-1584. De Gruyter.
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Laver, John. 1976. Labels for voices. *Journal of the International Phonetic Association*, 4(02). 62-75. doi:10.1017/S002510030000103



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- Lisker, Leigh. 1989. On the interpretation of vowel "Quality": The dimension of rounding. *Journal of the International Phonetic Association*, 19(1). 24-30. DOI: 10.1017/S0025100300005880
- Ohde, Ralph N. 1984. Fundamental frequency as an acoustic correlate of stop consonant voicing. *Journal of the Acoustical Society of America*, 75(1). 224-230.
- Swadesh, Morris. 1934. The phonemic principle. *Language*, 10(2). 117-129.
- Turin, Mark. 2004. The phonology of Thangmi: a Tibeto-Burman language of Nepal. *Journal of Asian and African Studies*, 67. 63-103.

Additional reading list

- Ashby, Michael & John Maidment. 2005. *Introducing phonetic science*. Cambridge University Press.
- 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.
- Knight, Rachael-Anne. 2012. *Phonetics: a coursebook*. Cambridge University Press.
- Ladefoged, Peter & Keith Johnson. 2015. *A course in phonetics*, 7th ed. Cengage Learning.
- Marchal, Alain. 2009. *From speech physiology to linguistic phonetics*. John Wiley & Sons, Inc.
- Reetz, Henning & Allard Jongman. 2011. *Phonetics: transcription, production, acoustics, and perception*. Wiley-Blackwell.
- Roca, Iggy & Wyn Johnson. 1999. *A course in phonology*. Blackwell Publishers.
- Wayland, Ratre. 2019. *Phonetics: a practical introduction*. Cambridge University Press.
- Yadav, Ramawater. 1984. *Maithili phonetics and phonology*. Selden and Tamm.
- पोखरेल, माधव प्रसाद. २०६४. *नेपाली ध्वनिविज्ञान र नेपालका भाषाको ध्वनि परिचय*. भुँडीपुराण प्रकाशन।



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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.
I	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



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	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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Recommended reading

- Aarts, Bas. 2024. *English syntax and argumentation*, 6th ed. Bloomsbury Academic.
 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.
 Tallerman, Maggie. 2020. *Understanding syntax*, 5th ed. Routledge.

Recommended articles

- 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.



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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

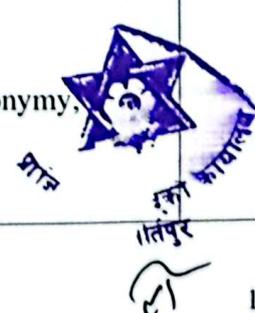
On completion of this course, students will be able to:

- 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

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Recommended reading

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

Recommended articles

Armstrong, Lee, Lee R. Gleitman & Henry Gleitman. 1983. *What some concepts might 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, registrar, 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 2.6 Critical discourse analysis 2.7 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 Vallejo, 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

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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).

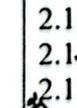
Specific objectives

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



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