

**Course Title: Foundations of Language and Linguistics**

Course No. : Eng. Ed. 416

Nature of course: Theory and Practical

Level: B. Ed. Four Year

Year: First

Full marks: 80 T+20 P

Pass marks: 28T+ 8P

Periods per week: 6

Total periods: 150

Time per period: 55 minutes

**1. Course Description**

This is a foundation course on language and linguistics to orient the students with the basic knowledge of language and linguistic. It deals with different concepts and dichotomies related to linguistics. It also introduces different levels and areas of language and linguistics such as phonetics and phonology, morphology and syntax, semantics, pragmatics and discourse analysis. It further includes the applications of linguistic knowledge into language teaching. The students will demonstrate their skills in applying linguistic theories in their practical fields.

**2. General Objectives**

The general objectives of the course are as follows:

- To acquaint the students with the basic concepts of the English language and linguistics.
- To make the students able to analyse speech sounds on articulatory terms i.e. to identify, describe and classify them.
- To introduce the students to the sound system of the English language.
- To provide the students with an overview of morphology and syntax.
- To acquaint the students with the key concepts of semantics, pragmatics and discourse analysis.
- To familiarize the students with the language history, change and variations.
- To develop in students the ability to apply the knowledge of linguistics to language teaching.

**3. Specific Objectives and Contents**

Specific Objectives	Contents
<ul style="list-style-type: none"><li>• Define language and linguistics.</li><li>• Describe the origin and characteristics of language.</li><li>• Explain language as a system of system.</li><li>• Differentiate language from animal communication.</li><li>• Explain the levels and varieties of language.</li><li>• Classify linguistics into various branches.</li><li>• Define key concepts of linguistics.</li></ul>	<b>Unit I: Preliminaries of Language and Linguistics (20)</b> 1.1 Definition of language and linguistics 1.2 The origin of language 1.3 Characteristics of language 1.4 Language and animal communication 1.5 Language as a system of systems 1.6 Levels of language 1.7 Varieties of language 1.7.1 Dialect: geographical and social 1.7.2 Register: field based, mode based and tenor based 1.7.3 Idiolect 1.8 Branches of linguistics 1.8.1 Theoretical linguistics and applied linguistics 1.8.2 Synchronic linguistics and diachronic linguistics 1.8.3 General linguistics and descriptive linguistics 1.8.4 Micro linguistics and macro linguistics 1.8.5 Psycho linguistics and socio-linguistics 1.8.6 Developmental linguistics 1.8.7 Neuro-linguistics

	1.8.8 Computational linguistic 1.8.9 Ethno-linguistics 1.9 Key concepts in language and linguistics 1.9.1 Langue and parole 1.9.2 Competence and performance 1.9.3 Relationship among form, function, substance and meaning 1.9.4 Speech and writing 1.9.5 Orthographic writing and phonetic writing 1.9.6 Descriptive grammar and prescriptive grammar 1.9.7 Syntagmatic relation and paradigmatic relation
<ul style="list-style-type: none"> <li>• Distinguish between phonetics and phonology.</li> <li>• Demonstrate how English sounds are produced.</li> <li>• Prepare the inventory of English vowels and classify them into various categories.</li> <li>• List the consonants of the English language and classify them.</li> <li>• Describe the English sounds.</li> <li>• Show the syllable structures and consonant clusters in English words.</li> <li>• Use appropriate supra-segmental features while speaking English.</li> <li>• Use appropriate stress and intonation.</li> <li>• Define and use the features such as deletion, assimilation, linking ‘r’ etc. in connected speech.</li> </ul>	<b>Unit II: Phonetics and Phonology (30)</b> 2.1 Distinction between phonetics and phonology 2.2 Phoneme, phone, allophone 2.3 The organs of speech 2.4 The English vowels 2.4.1 Inventory 2.4.2 Description of vowels <ul style="list-style-type: none"> <li>• Quality: monophthongs and diphthongs</li> <li>• Length: short and long</li> <li>• Tongue position: a) high, mid, low (close, half-close, open, half-open)</li> <li>• front, central, back</li> <li>• Lip position: rounded and unrounded</li> <li>• Direction of glide: closing and centring</li> <li>• Prominence of glide: falling and rising</li> </ul> 2.5 The consonants 2.5.1 Inventory 2.5.2 Fortis and lenis (strong and weak) 2.5.3 Three term descriptions <ul style="list-style-type: none"> <li>• Voicing: voiced and voiceless</li> <li>• Place of articulation: bilabial, labio-dental, dental or inter-dental, alveolar, palato-alveolar, palatal, velar, glottal</li> <li>• Manner of articulation: stop or plosive, nasal, fricative, affricate, lateral, frictionless continuant, semi-vowel or approximant</li> </ul> 2.6 Transcriptions: narrow and broad 2.7 Supra-segmental features: length, stress, tone, intonation, tempo, juncture 2.8 Speech units: phone, syllable, stress unit, tone unit 2.9 Consonant clusters 2.9.1 Word initial clusters 2.9.2 Word final clusters 2.9.3 Word medial clusters <ul style="list-style-type: none"> <li>• Inter-syllabic clusters</li> <li>• Intra-syllabic clusters</li> </ul> 2.10 Vowel sequences 2.10.1 Vowel + sequences 2.10.2 Diphthong + sequences

	<p>2.10.3 Other sequences: within words and across words</p> <p>2.11 Syllable structures (canonical shapes of words)</p> <ul style="list-style-type: none"> <li>• (C) (C) (C) V (C) (C) (C) (C)</li> <li>• Co3 V Co4</li> </ul> <p>2.12 Pronunciation in connected speech</p> <p>2.13 Strong forms and weak forms</p> <p>2.14 Linking ‘r’ and intrusive ‘r’</p> <p>2.15 Pronunciation of the suffixes ‘-s’, ‘-es’ and ‘-ed’</p> <p>2.16 Elision (disappearance)</p> <p>2.17 Assimilation</p> <p>2.18 Practical work: oral and written practice</p>
<ul style="list-style-type: none"> <li>• Define morphology and syntax.</li> <li>• Classify morphemes.</li> <li>• Form words using different morphological combinations.</li> <li>• Describe the English phrase and clause system.</li> <li>• Classify English sentences into various categories.</li> <li>• Describe, grammatical functions, grammatical operations and grammatical categories.</li> </ul>	<p><b>Unit III: Morphology and Syntax (40)</b></p> <p>3.1 The Morpheme</p> <p>3.1.1 Definition of morpheme</p> <p>3.1.2 Free and bound morpheme</p> <p>3.1.3 Morpheme, morph and allomorph</p> <p>3.2. The word</p> <p>3.2.1 Definition of word</p> <p>3.2.2 Orthographic, morphological, lexical, and semantic words</p> <p>3.2.3 Word classes</p> <ul style="list-style-type: none"> <li>• Major: noun, verb, adjective, adverb</li> <li>• Minor: pronoun, preposition, conjunction, interjection, determiner, intensifier, classifier</li> </ul> <p>3.2.4 Word formation: affixation, modification, functional homonymy, reduplication, compounding, shortening, backformation, blending, borrowing, acronymy, coinage</p> <p>3.2.5 Derivation and inflection</p> <p>3.3 The phrase</p> <p>3.3.1 Definition of phrase</p> <p>3.3.2 Types of phrase: noun phrase, verb phrase, adverb phrase, prepositional phrase</p> <p>3.3.3 Functions of phrase</p> <p>3.4 The clause</p> <p>3.4.1 Definition of clause</p> <p>3.4.2 Types of clause: main clause, coordinate clause, subordinate clause (noun clause, adjective clause, adverbial clause)</p> <p>3.4.3 Functions of subordinate clause</p> <p>3.5. The sentence</p> <p>3.5.1 Definition of sentence</p> <p>3.5.2 Functional classification of sentences: declarative, imperative, interrogative, exclamatory</p> <p>3.5.3 Formal classification of sentences: simple, compound, complex, composite</p> <p>3.5.4 The basic pattern of the simple English sentence: (A) (S) (P) (O) (C) (A)</p> <p>3.6 Grammatical categories: gender, number, person, case, tense, aspect, mood</p>

	<p>3.7 Grammatical functions: subject, predicate, object, complement, adjunct</p> <p>3.8 Grammatical transformations: negation, contraction, question, passivization</p> <p>3.9 Grammatical operations: insertion, deletion, substitution, transposition</p>
<ul style="list-style-type: none"> <li>• Define semantics, pragmatics and discourse analysis.</li> <li>• Explain various types of meaning.</li> <li>• Define and exemplify different semantic terms that include synonymy, antonymy, hyponymy, homonymy, metonymy collocation.</li> <li>• Describe the features of pragmatics.</li> <li>• Describe the basic concepts of discourse analysis.</li> </ul>	<p><b>Unit IV: Semantics, Pragmatics and Discourse Analysis (20)</b></p> <p>4.1 Semantics</p> <p>4.1.1 Meaning: conceptual and associative meaning, denotative and connotative meaning</p> <p>4.1.2 Sense relations</p> <p>4.1.2.1 Synonymy</p> <ul style="list-style-type: none"> <li>• Absolute and partial synonymy</li> <li>• Descriptive and cognitive synonymy</li> <li>• Stylistic synonymy</li> <li>• Dialectal synonymy</li> <li>• Intralingual synonymy and interlingual synonymy</li> </ul> <p>4.1.2.2 Antonymy</p> <ul style="list-style-type: none"> <li>• Gradable antonymy</li> <li>• Complementarity</li> <li>• Converseness</li> </ul> <p>4.1.2.3 Hyponymy: hypernym (superordinate) and hyponym</p> <p>4.1.2.4 Homophony and homography</p> <p>4.1.2.5 Homonymy and polysemy</p> <p>4.1.2.6 Metonymy and collocation</p> <p>4.2 Pragmatics</p> <p>4.2.1 Invisible meaning</p> <p>4.2.2 Context</p> <p>4.2.3 Deixis</p> <p>4.2.4 Reference</p> <p>4.2.5 Inference</p> <p>4.2.6 Anaphora</p> <p>4.2.7 Presupposition</p> <p>4.2.8 Speech acts</p> <p>4.2.9 Politeness</p> <p>4.3. Discourse Analysis</p> <p>4.3.1 Interpreting discourse</p> <p>4.3.2 Cohesion</p> <p>4.3.3 Coherence</p> <p>4.3.4 Speech events</p> <p>4.3.5 Conversational analysis</p> <p>4.3.6 Turn-taking</p> <p>4.3.7 The co-operative principle</p> <p>4.3.8 Hedges</p> <p>4.3.9 Implicatures</p> <p>4.3.10 Background knowledge</p> <p>4.3.11 Schemas and scripts</p>

<ul style="list-style-type: none"> <li>• List the language families</li> <li>• Describe language history and change.</li> </ul>	<p><b>Unit V: Language History and Change (10)</b></p> <ul style="list-style-type: none"> <li>5.1 Historical linguistics</li> <li>5.2 Language families</li> <li>5.3 Language change</li> <li>5.4 Sound change</li> <li>5.5 Lexical change</li> <li>5.6 Syntactic change</li> <li>5.7 Semantic change</li> </ul>
<ul style="list-style-type: none"> <li>• Apply the knowledge of linguistics in language teaching.</li> <li>• Compare and contrast languages.</li> <li>• Analyse learners' errors.</li> </ul>	<p><b>Unit VI: Pedagogical Implications of Linguistics (30)</b></p> <ul style="list-style-type: none"> <li>6.1. Linguistics and language teaching</li> <li>6.2. Contrastive analysis <ul style="list-style-type: none"> <li>6.2.1 What is CA?</li> <li>6.2.2 CA hypothesis: Transfer theory</li> <li>6.2.3 Principles of CA</li> <li>6.2.4 Assumptions of CA</li> <li>6.2.5 The uses of CA</li> <li>6.2.6 Practical work</li> </ul> </li> <li>6.3. Error analysis <ul style="list-style-type: none"> <li>6.3.1 What is EA?</li> <li>6.3.2 Lapses, mistakes and errors</li> <li>6.3.3 Stages of error: recognition, description and explanations of error</li> <li>6.3.4 The uses of EA</li> <li>6.3.5 Practical work</li> </ul> </li> </ul>

*Note: The figures in the parentheses indicate the approximate periods for the respective units.*

#### 4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

##### 4.1 General Instructional Techniques

- Lecture and discussion
- Demonstration
- Explanation and illustration
- Group and individual work

##### 4.2 Specific Instructional Techniques

**Unit VI:** Project work

**Unit II:** Classroom presentation

## 5. Evaluation and Time Allotment

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

<u>Unit</u>		<u>Marks</u>	<u>Time</u>
Unit I:	Preliminaries of Language and Linguistics	15	15%
Unit II:	Phonetics and Phonology	20	20%
Unit III:	Morphology and Syntax	15	15%
Unit IV:	Semantics, Pragmatics and Discourse Analysis	20	20%
Unit V:	Language History and Change	10	10%
Unit VI:	Pedagogical Implications of Linguistics	20	20%

### Theory Part

There will be a written examination of 80 marks and 20 marks have been allocated for practical examination. The type of questions and number of test items to be asked in the final exam is as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	16 questions	16 x 1 mark	16
Group B: Short answer questions	8 with 3 'or' questions	8 x 5 marks	40
Group C: Long answer questions	2 with 1 'or' question	2 x 12 marks	24

### Practical Part (20%)

(10% from Sounds and 10% from Contrastive Analysis and/or Error Analysis Project Work)

The distribution of marks for internal and external examiners is as follows:

Criteria	Internal	External
Portfolio of the practical activities mentioned in the course	4	4
Interview	4	8

## 6. Recommended Books and References

### Recommended Books

- Corder, S. P. (1973). *Introducing applied linguistics*. Harmondsworth: Penguin. **(For unit VI)**
- Lyons, J. (2002). *Language and linguistics: An introduction*. Cambridge: Cambridge University Press. **(For units I to V)**.
- Roach, P. (2007). *English phonetics and phonology*. Cambridge: Cambridge University Press. **(For unit II)**
- Todd, L. (1991). *An Introduction to linguistics*. London: Longman. **(For unit III)**
- Verma, S. K. & Krishnaswamy, N. (1989). *Modern linguistics. An introduction*. Delhi: Oxford University Press. **(For unit VI)**
- Yule, G. (2008). *The study of language*. Cambridge: Cambridge University Press. **(For units III to V)**

### References

- Crystal, D. (2003). *A dictionary of linguistics and phonetics*. Cornwall: Blackwell.
- Crystal, D. (1971). *Linguistics. Harmondsworth*. Penguin Books.
- Els, T. V. ; Bongaerts, T. ; Extra, G. ; Os, C. V. & Dietsen, A. J. (1984). *Applied linguistics and the learning and teaching of foreign languages*. London: Edward Arnold.
- Ledefoged, P. (2006). *A course in phonetics*. Los Angeles: Thomson Wadsworth.
- Linguistic Society of Nepal. Nepalese Linguistics. Kathmandu: Annual Journal of Linguistic Society of Nepal.
- Matthews, P. H. (1997). *Oxford concise dictionary of linguistics*. New York: Oxford University Press.
- Matthews, P. H. (2003). *Linguistics: a very short introduction*. New York: Oxford University Press
- Palmer, F. R. (1996). *Semantics*. Cambridge: Cambridge University Press.
- Procter, P. (2006). *Cambridge advanced learner's dictionary. Third Edition*. Cambridge. Cambridge University Press.
- Radford, A., Atkinson, M., Britain, D., Clahsen, H. & Spencer, A. (2002). *Linguistics: An introduction*. Cambridge: Cambridge University Press.

Course Title: **Reading, Writing and Critical Thinking**

Course No. : Eng. Ed. 417

Nature of course: Theory

Level: B. Ed. Four Year

Year: First

Full marks: 100

Pass marks: 35

Periods per week: 6

Total periods: 150

Time per period: 55 minutes

### 1. Course Description

This course exposes the students to the varieties of reading materials and writing strategies in order to enhance their academic skills. It adopts a content-based approach to the development of reading, writing, and critical thinking abilities. Furthermore, it focuses on stages of the writing process and the structure of academic writing.

### 2. General Objectives

The general objectives of the course are as follows:

- To expose the students to wide a variety of contemporary reading materials.
- To facilitate the students to read critically, and write logically.
- To expose the students to a variety of writing activities.
- To encourage students to think independently.
- To enhance the abilities to argue with reason, and confidence among the students.

### 3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"><li>• Read and comprehend the purposes of texts</li><li>• Identify the general idea of the texts.</li><li>• Find the main points in the texts.</li><li>• Read and take notes of the important points.</li><li>• Comprehend details of the texts.</li><li>• Read and analyze the texts.</li></ul>	<b>Unit I: Reading (60)</b> <ul style="list-style-type: none"><li>1.1 Reading with a purpose</li><li>1.2 Reading for specific information</li><li>1.3 Reading for general information</li><li>1.4 Reading for main ideas</li><li>1.5 Reading critically and analytically</li><li>1.6 Reading for pleasure</li><li>1.7 Reading and taking notes</li></ul>
<ul style="list-style-type: none"><li>• Write keeping in mind the purpose an audience.</li><li>• Organize main ideas with supporting details.</li><li>• Explain the essentials of writing.</li><li>• Write narratives and anecdotes.</li><li>• Write reports and letters.</li><li>• Write different types of essays.</li><li>• Write creatively.</li></ul>	<b>Unit II: Writing (60)</b> <ul style="list-style-type: none"><li>2.1 Purpose and audience</li><li>2.2 Main ideas and supporting details</li><li>2.3 The essentials of writing</li><li>2.4 Writing an essay<ul style="list-style-type: none"><li>2.4.1 The structure of an essay</li><li>2.4.2 The writing process</li><li>2.4.3 Writing with sources</li></ul></li><li>2.5 Creative writing<ul style="list-style-type: none"><li>2.5.1 Different genres of creative writing</li><li>2.5.2 Writing anecdotes</li><li>2.5.3 Writing stories</li><li>2.5.4 Writing poems</li></ul></li><li>2.6 Writing journal entries</li><li>2.7 Writing notes and summaries</li><li>2.8 Writing reports and letters</li></ul>

<ul style="list-style-type: none"> <li>• Read and analyze the text critically.</li> <li>• Argue with reasons.</li> <li>• Think independently.</li> <li>• Debate confidently.</li> </ul>	<b>Unit III: Critical Thinking</b> <span style="float: right;"><b>(30)</b></span> 3.1 Developing a critical mind 3.2 Analyzing 3.3 Arguing 3.4 Reflecting 3.5 Reasoning
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*Note: The figures in the parentheses indicate the approximate periods for the respective units.*

#### 4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

##### 4.1 General Instructional Techniques

- Lecture and discussion
- Demonstration
- Explanation and illustration
- Group and individual work

##### 4.2 Specific Instructional Techniques

**Unit I & II:** Self study

**Unit II:** Project work

**Unit III:** Presentation

#### 5. Evaluation

This is a theoretical course. Hence, the learning of the students will be assessed through the annual examination held by the Office of the Controller of Examinations. The types and number of questions in the annual examination are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short answer questions	8 with 3 'or' questions	8 x 7 marks	56
Group C: Long answer questions	2 with 1 'or' question	2 x 12 marks	24

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

<u>Unit</u>	<u>Marks</u>	<u>Time</u>
I Reading	30	30%
II Writing	50	50%
II Critical Thinking	20	20%

## 6. Recommended Books and References

### Recommended Books

- Gardner, P. S. (2009). *New directions: Reading, writing and critical thinking*. New York: Cambridge University Press. **(For units I to III)**
- Grellet, F. (2009). *Writing for advanced learners of english*. Cambridge: Cambridge University Press. **(For units II & III)**

### References

- Allen, M. (2004). *Smart thinking*. Australia: Oxford University Press.
- Bell, J. & Paul, M. (eds.) (2001). *The creative writing course book*. London: Macmillan.
- Hamp-Lyons, L. & Ben, H. (2006). *Study writing*. Cambridge: Cambridge University Press.
- Morley, D. (2007). *The cambridge introduction to creative writing*. Delhi: Cambridge University Press.
- Piaw, C. Y. (2004). *Creative and critical thinking style*. Kualampur: University Putra Press.
- Seely, J. (2005). *Oxford guide to effective writing and speaking*. New Delhi: Oxford University Press.
- Spiro, J. (2004) *Creative poetry writing*. Oxford: Oxford University Press.
- Spiro, J. (2006) *Creative story building*. Oxford: Oxford University Press.
- Wright, L. (2001). *Critical thinking: an introduction to analytical reading and reasoning*. New York. Oxford University Press.