

Eng. Ed. 515: Phonetics and Phonology

Course No.: Eng. Ed. 515

Level: M.Ed.

Semester: First

Nature of course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Introduction

This course explores speech sounds as physical entities (phonetics) and linguistic units (phonology). In viewing sounds as physical elements, the focus of this course is on articulatory description, types of movements and configurations of the vocal tract to produce sounds in languages. The course aims to equip students with the knowledge and skills required to produce and analyze both segmental and supra-segmental features of language in general and English in particular. The course, then, focuses on dealing with different theories of phonology and their importance, phonological processes in English and formulation of different phonological rules. Finally, there is a discussion on the English phonology in detail and Nepali phonology in brief along with the techniques and activities of teaching English pronunciation.

2. General Objectives

The general objectives of this course are as follows:

- To enable the students to identify, describe, classify and produce the sounds of the languages including English.
- To introduce the students to the major theories of phonology.
- To acquaint the students with the phonological rules inherent in phonological processes in English.
- To equip the students with the techniques of teaching English pronunciation.

3. Specific Objectives and Contents

Specific objectives	Contents
<ul style="list-style-type: none">• Explain the branches of phonetics• Explain different processes of speech production• Produce IPA chart and cardinal vowels• Develop English and Nepali consonant chart from the IPA chart• Develop English and Nepali vowel chart from the cardinal vowels• Use supra-segmental features• Transcribe the text phonetically as well as phonemically	<p>Unit I: Phonetics (16)</p> <p>1.1 Introduction</p> <p>1.1.1 Phonetics: Articulatory, acoustic and auditory phonetics</p> <p>1.1.2 Articulators and speech production</p> <p>1.2 Process of speech production: airstream process, phonation process, oro-nasal process, articulatory process</p> <p>1.3 Production of consonants and vowels</p> <p>1.3.1 IPA consonants with diacritics: Symbols, transcription and production</p> <p>1.3.2 Cardinal vowels: Symbols, transcription and production</p> <p>1.4 Other aspects of articulation</p> <p>1.4.1 Complex articulations: Nasalization, labialization, palatalization, velarization and pharyngalization, affrication, double articulation, vowel retroflexion, diphthongization</p> <p>1.4.2 Supra-segmental features: Stress, length, rhythm,</p>

	<p>intonation and tone 1.4.3 Syllables and syllabification 1.5 Phonetic transcription 1.5.1 Speech and writing/ transcribing: Phonetic transcription, phonemic transcription, transliteration Project work: Transcriptions (broad and narrow) and production/practice of speech sounds using PRAAT software or speech analyzer, etc.)</p>
<ul style="list-style-type: none"> • Describe phonology and differentiate it with phonetics • Differentiate classical with generative phonology • Distinguish between linear and non-linear phonology • State different views of phoneme • Analyze the phonemes and allophones • Formulate different phonological rules 	<p>Unit II: Phonology (12)</p> <p>2.1 Phonetics and phonology 2.2 Classical phonology and generative phonology 2.3 Linear phonology and non-linear phonology 2.4 Concept of phoneme (as a phonetic/ phonological/ psychological reality), phone, allophone 2.5 Phonological analysis 2.5.1 Complementary distribution 2.5.2 Co-incident distribution: minimal pair 2.5.3 Overlapping distribution 2.5.4 Pattern congruity 2.5.5 Free variation 2.6 Phonological processes: Assimilation, addition, deletion, neutralization, reordering 2.7 Phonological rules 2.7.1 Formulization of rules 2.7.2 Underlying representations and phonetic representations 2.7.3 Rule collapsing/combining rules 2.7.4 Rule ordering</p> <p>Project work: Phonemic analysis and formulation of rules</p>
<ul style="list-style-type: none"> • Describe and classify English speech sounds from RP (Received Pronunciation) and GA (General American) • Describe the speech sounds with their distinctive features • Describe rules for English consonant and vowel allophones • Find out the similarities 	<p>Unit III: English Phonology and Teaching Pronunciation (20)</p> <p>3.1 English phonology: RP and GA 3.1.1 Segmental phonology: Vowels and consonants 3.1.2 Supra-segmental phonology 3.1.3 Distinctive features of English sounds 3.1.3.1 Features inventories: Major class features, vocalic features, consonantal features, prosodic features/features of supra-segments 3.1.3.2 Redundant and contrastive features 3.1.3.3 Rules for English consonant allophones 3.1.3.4 Rules for English vowel allophones 3.2 Teaching pronunciation 3.2.1 Rationale for teaching pronunciation</p>

<p>(positive transfer) and differences (negative transfer) between English and Nepali phonology</p> <ul style="list-style-type: none"> • List out the major difficult areas in learning English for Nepali speakers • Teach English pronunciation using appropriate activities • Prepare a lesson plan for remedial teaching in teaching pronunciation 	<p>3.2.2 English phonology and Nepali phonology (or other mother tongues)</p> <p>3.2.3 Non-native speakers in English pronunciation</p> <p>3.2.4 Techniques and activities of teaching pronunciation</p> <p>Project work: Production/practice of speech sounds using PRAAT software or speech analyzer, etc.)</p> <p>Make a brief survey of English/ Nepali sounds from their articulatory phonetic features.</p> <p>Carry out a mini-research on challenges and strategies of non-native speakers in teaching pronunciation</p>
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Note: The figures in the parenthesis indicate approximate teaching hours for respective units.

4. Instructional Techniques

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

4.1 General Instructional Techniques

- Lecture
- Discussion
- Explanation and illustration
- Phonetic practice of phonological data sets
- Self-study
- Small-scale research
- Group and pair works
- Inquiry and discovery

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	<p>Mini-project (theoretical survey of fundamental concepts of phonetics, and phonetic symbols)</p> <p>Instructor-guided self-study, open class discussion</p> <p>Practice of speech sounds using software PRAAT, Speech analyzer</p>
II	<p>Mini-project (survey of phonological theories, and formulation of different</p>

	phonological rules) Instructor-guided self-study, open class discussion
III	Mini-project (survey of comparative study of English phonology i.e. RP English and General American English/ Contrastive analysis: English phonology and Nepali/ native phonology) Instructor guided research work/ lesson plan preparation/peer teaching

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by the instructor based on the following activities:

- Attendance 5 marks
- Participation in learning activities 5 marks
- First assignment/mid-term exam 10 marks
- Second assignment/assessment 10 marks
- Third assignment/assessment 10 marks

The teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students' interests. Such activities may include book review, article review, term paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review, and a research article based on primary and/or secondary data.

5.2 External Evaluation (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester.

1. Objective questions (multiple choice questions) (10 x 1) = 10 marks
2. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
3. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

6. Recommended Books and References

6.1 Recommended Books

Clark, J. & C. Yallop. (1990). *An introduction to phonetics and phonology*. Oxford: Basil Blackwell.
(Unit I, II, III)

Giegerich, H. J. (2009). *English phonology: An introduction*. Cambridge: Cambridge University Press. (Unit III)

- Gussman, E. (2002). *Phonology: Analysis and theory*. Cambridge: Cambridge University Press. (Unit II)
- Hyman, L. (1975). *Phonology: Theory and analysis*. N.Y.: Holt Rinehart and Winston. (Unit II)
- Jensen, J. T. (2004). *Principles of generative phonology: An introduction*. Amsterdam: John Benjamins Publishing Company. (Unit II)
- McCarthy, J. (1982). *Nonlinear phonology: An overview*. University of Texas at Austin and University of Massachusetts, Amherst GLOW Newsletter 8, February 1982. Retrieved from <http://meertens.knaw.nl/glow2002/mccarthy.pdf> (Unit II)
- Katamba, F. (1996). *An introduction to phonology*. London: Longman. (Unit II)
- Kelly, G. (2000). *How to teach pronunciation*. London: Longman. (Unit III)
- Ladefoged, P. (2006). *A course in phonetics*. Boston: Thomson Wadsworth. (Unit I, III)
- Ladefoged, P. & I. Maddieson. (1996). *The sounds of the world's language*. Oxford: Basil Blackwell.
- Lass, R. (2010). *Phonology*. Cambridge: CUP. (Unit II)
- International Phonetic Association (1999). *Handbook of the international phonetic association: A guide to the use of the international phonetic alphabet*. Cambridge: Cambridge University Press. (Unit I)
- Schane, S.A. (1973). *Generative phonology*. Englewood-cliffs. N.J. Prentice Hall. (Unit II)

6.2 References

- Abercrombie, D. (1967). *Elements of general phonetics*. Edinburgh: Edinburgh University Press.
- Ashby, M. & Maidment, J. (2008). *Introducing phonetic science*. Cambridge: CUP.
- Ashby, P. (1995). *Speech sounds*. London: Routledge.
- Bhaskararao, P., (1977). *Practical phonetics*, Pune: Deccan College. I, III)
- Clark, J., Yallop, C. & Flether, J. (2006). *An introduction to phonetics and phonology*. New York: Blackwell.
- Collins, B. & Mees, I. M. (2008). *Practical phonetics and phonology*. London and New York: Routledge.
- Dalton, C. & Seidlhofer, B. (2001). *Pronunciation*. Oxford: OUP.
- Fisher-Jorgensen, G. (1975). *Trends in phonological analysis*. Copenhagen: Akademisk Forlag
- Kenworthy, J. (1987). *Teaching English pronunciation*. London: Longman.

- Ladefoged, P. (2001). *Vowels and consonants: An introduction to the sounds of language of the world*. Oxford: Blackwell.
- Ladefoged, P. (2003). *Phonetic data analysis: An introduction to fieldwork, and instrumental techniques*. Oxford: Blackwell.
- Laver, J. (1994). *Principles of phonetics*. Cambridge: University Press.
- O'Corner, J.D. (1973). *Phonetics*. London: Penguin.
- Odden, D. (2005). *Introducing phonology*. Cambridge: Cambridge University Press.
- Pike, K.L. (1947). *Phonemics*. Ann Arbor: The University of Michigan Press.
- Roach, P. (2001). *Phonetics*. Oxford: Oxford University Press.
- Rocca, I. & Wyn J. (1999). *A course in phonology*. Oxford: Blackwell Publishers.
- Trubetzkoy, N. S. (1973). *Principles of phonology*. Baltaxe, CAM (Trans) 1969. Berkeley: University of California Press.

Eng. Ed. 516: English Usage and Use

Course No.: Eng. Ed. 516

Level.: M.Ed.

Semester: First

Nature of course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Introduction

English Usage and Use is an advanced-level course of English syntax that is directly interfaced with semantic and pragmatic dimensions. The course is integrated in nature that begins with the broader theoretical perspective on the syntactic aspects of grammar and moves through English usage and its use in action and finally ends with their pedagogical extension.

2. General Objectives

The objectives of this course are as follows:

- To develop the students' insights into various approaches to grammar in general and English grammar in particular.
- To enhance sound knowledge of English grammar.
- To enable the students to be aware of grammaticality in language skills.
- To help the students exploit various principles, techniques and resources of teaching English grammar for pedagogical purposes.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Develop theoretical insights into various approaches/theories conceptualizing grammar• Develop an awareness of issues associated with teaching grammar	Unit I: Overview (8) 1.1. Theories of conceptualizing grammar 1.1.1. Introduction 1.1.2. Formal and functional grammar 1.1.3. Traditional Grammar 1.1.4. Structuralism 1.1.5. Generativism 1.1.6. Communicative grammar 1.2. Approaches to grammatical analysis 1.2.1 Descriptive approach 1.2.2 Prescriptive approach 1.3. To teach or not to teach grammar
<ul style="list-style-type: none">• Explain the variations in English grammar based on various dimensions.	Unit II: English Usage (15) 2.1 Grammar usage in varieties of English 2.2 Coherence and cohesion in English (grammatical and lexical cohesion) 2.3 Information structuring

<ul style="list-style-type: none"> • Produce English sentences with accuracy and appropriateness. • Describe major word classes and their usages • Form units of grammar and their usages 	<ul style="list-style-type: none"> 2.4 Given-new contract 2.5 Fronting 2.6 Focused structures (cleft and pseudo-cleft sentences) 2.7 Nominalization 2.8 Sentences: Types and discourse functions (coordination and subordination) 2.9 Semantics of verb phrase (narrative, reporting, describing, concluding and evaluating) 2.10 Modal verbs 2.11 Modality 2.12 Passive constructions 2.13 Reporting 2.14 Conditionals 2.15 Discourse markers 2.16 Comparative structures
<ul style="list-style-type: none"> • Discuss the overview of teaching grammar • Apply various approaches to teaching grammar. • Carry out research on teaching grammar • Review the existing practices in teaching grammar home and abroad 	<p>Unit III: Pedagogy of Grammar (15)</p> <ul style="list-style-type: none"> 3.1 Historical overview of teaching grammar 3.2 Impact of research in grammar teaching 3.3 Inductive and deductive approaches 3.4 Focus on form and function 3.5 Teaching grammar in context 3.6 Teaching grammar through processing instruction 3.7 Functional approach 3.8 Corpus based approach 3.9 Comprehension and production based grammar instruction 3.10 Teaching and learning of English grammar in the context of Nepal
<ul style="list-style-type: none"> • Find out necessary resources to teach grammar • Prepare materials to teach grammar 	<p>Unit IV: Resources and Technology in Teaching Grammar (10)</p> <ul style="list-style-type: none"> 4.1 Resources, techniques, and activities for teaching grammar 4.2 Exploiting technology and online resources for teaching and learning grammar 4.3 Designing materials for teaching grammar

Note: The figures in the parenthesis indicate approximate teaching hours for respective units.

4. Instructional Techniques

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

4.1 General instructional techniques

- Lecture and demonstration
- Discussion
- Explanation and illustration
- Self-study and small-scale research
- Group and pair works
- Discovery and inquiry

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	Mini-project work (Theoretical survey of the approaches) each group is involved in research and preparation of report
II	Instructor-guided self-study, group discussion
III	Mini-projects on pedagogical approaches to grammar
IV	Designing materials for teaching grammar

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities:

- | | |
|---|----------|
| 1. Attendance | 5 marks |
| 2. Participation in learning activities | 5 marks |
| 3. First assignment/midterm exam | 10 marks |
| 4. Second assignment | 10 marks |
| 5. Third assignment/assessment | 10 marks |

Total

40 marks

Note: The teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students' interests. Such activities may include book review, article review, term paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review and a research article based on primary and/or secondary data.

5.2 External Evaluation (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester.

- Objective questions (multiple choice questions) (10 x 1) = 10 marks
2. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
3. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

6. Recommended Books and References

6.1 Recommended Books

- Blakemore, D. (2006). Discourse markers. In L. R. Horn & G. Ward (Eds.), *The Handbook of Pragmatics* (pp. 221–240). (Unit II)
- Boye, K. (2012). Modality. In C. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. (Unit II)
- Campbell, R. N., & Wales, R. J. (1969). Comparative structures in English. *Journal of Linguistics*, 5(2), 215–251. (Unit II)
- Celce-Murcia, M., & Hilles, S. (1988). *Techniques and resources in teaching grammar*. Oxford: OUP. (Unit IV)
- Celce-Murcia, M. (2015). An overview of teaching grammar in ELT. In M. Christison, D. Christian, P. A. Duff, & N. Spada (Eds.), *Teaching and learning English grammar: Research findings and future directions* (pp. 3–18). New York: Routledge. (Unit III)
- Ellis, R. (2016). Focus on form: A critical review. *Language Teaching Research*, 20(3), 405–428. (Unit III)
- Friginal, E. (2018). *Corpus linguistics for English teachers: Tools, online resources, and classroom activities*. Routledge. (Unit III)
- Graus, J., & Coppen, P.A. (2016). Student teacher beliefs on grammar instruction. *Language Teaching Research*, 20(5), 571–599. (Unit I)
- Gundel, J. (2012). Information structure. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. (Unit II)
- Hewings, A. & Hewings, M. (2005). *Grammar and context*. London: Routledge. (Unit I)
- Jean, G., & Simard, D. (2013). Deductive versus inductive grammar instruction: Investigating possible relationships between gains, preferences and learning styles. *System*, 41(4), 1023–1042. (Unit III)
- Kehler, A. (2006). Discourse coherence. In L. R. Horn & G. Ward (Eds.), *The Handbook of Pragmatics* (pp. 241–265). (Unit II)
- Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. *Language Teaching*, 48(2), 263–280. (Unit III)
- Levin, S. R. (1960). Comparing traditional and structural grammar. *College English*, 21(5), 260–265. (Unit I)
- Liamkina, O., & Ryshina-Pankova, M. (2012). Grammar dilemma: Teaching grammar as a resource for making meaning. *The Modern Language Journal*, 96(2), 270–289. (Unit III)

- Lin, M. H. (2016). Effects of corpus-aided language learning in the EFL grammar classroom: A case study of students' learning attitudes and teachers' perceptions in Taiwan. *TESOL Quarterly*, 50(4), 871–893. (Unit III)
- Liu, D., & Jiang, P. (2009). Using a corpus-based lexicogrammatical approach to grammar instruction in EFL and ESL contexts. *The Modern Language Journal*, 93(1), 61–78. (Unit III)
- Macaro, E., & Masterman, L. (2006). Does intensive explicit grammar instruction make all the difference? *Language Teaching Research*, 10(3), 297–327. (Unit III)
- Mihatsch, W. (2012). Hedges. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. (Unit II)
- Nichols, J. (1984). Functional theories of grammar. *Annual Review of Anthropology*, 13(1), 97–117. (Unit I)
- Nunan, D. (1998). Teaching grammar in context. *ELT Journal*, 52(2), 101–109. (Unit III)
- Ohlander, S. (2012). Prescriptive and descriptive grammar. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. (Unit I)
- Pelosi, A. G. (1973). What is “grammar”? *The Modern Language Journal*, 57(7), 329–335. (Unit I)
- Shintani, N., Li, S., & Ellis, R. (2013). Comprehension-based versus production-based grammar instruction: A meta-analysis of comparative studies. *Language Learning*, 63(2), 296–329. (Unit III)
- Swan, M. & Walter, C. (2011). *Oxford English grammar course: Advanced*. Oxford: OUP. (Unit II)
- Thornbury, S. (1999). *How to teach grammar*. England: Pearson Education Limited. (Unit IV)
- Usón, R. M. (2012). Formal and functional approaches to grammar. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. (Unit I)
- VanPatten, B. (2018). Processing Instruction. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–7). (Unit III)
- VanPatten, B., Collopy, E., Price, J. E., Borst, S., & Qualin, A. (2013). Explicit information, grammatical sensitivity, and the first-noun principle: A cross-linguistic study in processing instruction: the modern language journal. *The Modern Language Journal*, 97(2), 506–527. (Unit III)
- Wasow, T. (2017). Generative grammar. In M. Aronoff & Rees-Miller (Eds.), *The Handbook of Linguistics* (pp. 119–139). (Unit I)
- Yule, G. (2006). *Advanced oxford practice grammar*. Oxford: OUP. (Unit II)

6.2 References

- Bhandari, B. M. (2012). *What, why and how of doing grammar?* An interview published on <http://neltachoutari.wordpress.com/?s=bal+mukunda+bhandari> (Unit IV)
- Bhattarai, A. (2014). *A short review of grammar in FL/SL pedagogy: Current trends of teaching grammar*. Kathmandu: Ratna Pustak Bhandar. (Unit I, IV)
- Blake, N. F. (1988). *Traditional English grammar and beyond*. Basingstoke: Macmillan. (Unit I)

- Chan, M. (2018). Processing instruction in helping map forms and meaning in second language acquisition of English simple past. *The Journal of Educational Research*, 111(6), 720–732. (Unit III)
- Cowan, R. (2009). *The teacher's grammar of English*. Cambridge: Cambridge University Press. (Units II,III,IV)
- Greenbaum, S. & Quirk, R. (2008). *A student's grammar of the English language*. India: Pearson. (Unit II)
- Helmantel, M., Arends, E., & Canrinus, E. T. (2014). The effectiveness of deductive, inductive, implicit and incidental grammatical instruction in second language classrooms. *System*, 45, 198–210. (Unit III)
- Leech, G. & Spartvik, J. (2007). *A communicative grammar of English*. London: Pearson. (Units II, III)
- Lew, W. M. (2008). *Processing instruction and second language grammar acquisition*. 8(2), 1–33. (Unit III)
- Lieber, R. (2018). *English nouns: The ecology of nominalization* (First paperback edition). Cambridge: Cambridge University Press. (Unit II)
- NELTA Chautari (2012). *May, 2012 issue*. <http://neltachoutari.wordpress.com/> (All units)
- Salkie, R., Busuttil, P., & Auwera, J. van der (Eds.). (2009). *Modality in English: Theory and description*. Berlin ; New York: Mouton de Gruyter. (Unit II)
- Shintani, N. (2015). The incidental grammar acquisition in focus on form and focus on forms instruction for young beginner learners. *TESOL Quarterly*, 49(1), 115–140. (Unit III)
- Sinclair, J. (1991/). *Collins Cobuild English grammar*. London: The University of Birmingham. (Unit II)
- Tomkow, T. A. (1980). What is Grammar? *Canadian Journal of Philosophy*, 10(sup1), 61–82. (Unit 1)
- Valeo, A. (2018). Isolated versus integrated form-focused instruction. In *The TESOL encyclopedia of English language teaching* (pp. 1–6). (Unit III)
- Weaver, C. (1996b). Teaching grammar in the context of writing. *The English Journal*, 85(7), 15–24. (Unit III)

Eng. Ed. 517: Interdisciplinary Readings

Course No.: Eng. Ed. 517

Nature of the course: Theoretical

Level: M. Ed.

Credit hours: 3

Semester: First

Teaching hours: 48

1. Course Introduction

Interdisciplinary Readings is a thematically organized course which exposes the students to content knowledge and linguistic resources employed in communication to the wider readership. Content knowledge draws on such diverse disciplines such as philosophy, humanity and creativity; education, vision and critical thinking; democracy and freedom; linguistics, politics and identity; sports, adventure and entertainment; science, technology and environment; post-modern realities; anthropology and culture; and population and economic development. This course seeks to explore the cross-disciplinary links and their relevance to the contemporary world. Each unit contains varied selection of reading texts anchored to a broader theme.

2. General Objectives

The general objectives of the course are as follows:

- To assist the students develop linguistic skills by reading interdisciplinary texts.
- To develop the students' critical and creative reading and writing abilities in English for academic purposes.
- To enhance the students' interdisciplinary reading and writing skills.

3. Specific Objectives and Contents

Specific objectives	Contents
<ul style="list-style-type: none">• Critically review the texts that link philosophy with humanity	Unit I: Philosophy, Humanity and Creativity (6) 1.1 The Top Hat by <i>Jostein Garder</i> 1.2 New Millennium, New Human Being by <i>Osho</i> 1.3 Virtue of Knowledge by <i>T.Z. Lavine</i> 1.4 Levels of Commitment by <i>Dalai Lama</i> 1.5 You Can Create When your Heart Longs for Singing by <i>Govinda Raj Bhattarai</i> 1.6 I'm Glad you Liked It 1Q84 by <i>Haruki Murakami</i>
<ul style="list-style-type: none">• Analyze and evaluate texts on education and find its relevance in Nepalese context• Analyze the texts on	Unit II: Education, Vision and Critical Thinking (6) 2.1. Education and the Significance of Life by <i>J. Krishnamurti</i> 2.2. Joys that Sprouted with Letters by <i>Jhamak Ghimire</i> 2.3. Three Days to See by <i>Hellen Keller</i> 2.4. Reading and Writing by <i>Nietzsche</i> 2.5. Is Literature Language? Or is Language Literature? by

<p>vision and critical thinking and present their views</p>	<p><i>Burke & Brumfit</i> 2.6. Keeping Errors at Bay by <i>Bertrand Russell</i></p>
<ul style="list-style-type: none"> Compare and contrast the notions of democracy and human rights home and abroad. 	<p>Unit III: Democracy and Freedom (4) 3.1. The Twentieth Century: The Triumph of Democracy by <i>Van Doren</i> 3.2. Atmabrittanta: Late life Recollections by <i>BP Koirala</i> 3.3. The politics of Fear by <i>Al Gore</i> 3.4. Equal Rights for Women by <i>Shirley Chisholm</i></p>
<ul style="list-style-type: none"> Explore multiple facets of language in relation to educational and social politics. Explore different forms and manifestations of identity and analyse them critically 	<p>Unit IV: Linguistics, Politics and Identity (6) 4.1. Beyond Language by <i>Fritsof Capra</i> 4.2. Is Nepal Small? by <i>Laxmi Prasad Devkota</i> 4.3. A Letter from Gautam Buddha to Ashoka by <i>Krishna Chandra Singh Pradhan</i> 4.4. Can the Subaltern Speak? by <i>Gayatri Spivak</i> 4.5. The Formation of the Intellectuals by <i>Antonio Gramsci</i></p>
<ul style="list-style-type: none"> Interpret the texts on sports, adventure and entertainment and appreciate their aesthetic values in life. 	<p>Unit V : Sports, Adventure and Entertainment (4) 5.1. Everest: The West Ridge by <i>Jon Krakauer</i> 5.2. Kapil's Devil by <i>John Woodcock</i> 5.3. Face to Face with Bismillah Khan by <i>Shekhar Gupta</i></p>
<ul style="list-style-type: none"> Appraise and critically evaluate the place of science and technology for the welfare of humanity 	<p>Unit VI: Science, Technology and Environment (3) 6.1. What It All Means by <i>Will Richardson</i> 6.2. Going for the Green by <i>T. L. Friedman</i></p>
<ul style="list-style-type: none"> Discuss and argue on various issues of postmodernism and its implications 	<p>Unit VII : Postmodern Realities (5) 7.1. The Postmodern: Problem with Prefixation by <i>Uday Narayan Singh</i> 7.2. Answering the Question: What is Postmodernism ?by <i>Jean Francois Lyotard</i> 7.3. What is Deconstruction? by <i>Nicholas Royle</i></p>
<ul style="list-style-type: none"> Interpret the nexus between human and animal. Discuss traditional knowledge in determining climate change. 	<p>Unit VIII : Anthropology and Culture (6) 8.1. Lives with Others: Climate Change and Human-Animal Relations by <i>Rebecca Cassidy</i> 8.2. Contributions of Traditional Knowledge to Understanding Climate Change by <i>Dyanna Riedlinger and Fikret Berkes</i></p>

<ul style="list-style-type: none"> Analyze different issues of culture and infer conclusion 	8.3. Culture and Anarchy by <i>Mathew Arnold</i> 8.4. Mass Civilization and Minority Culture by <i>F. R. Leavis</i>
<ul style="list-style-type: none"> Analyze the relationship between demographic change and economic development 	Unit IX: Population and Economic Development (3) 9.1. Changing Demographics and Economic Growth by <i>David E. Bloom</i> 9.2. Population, Poverty and Economic Development by <i>Steven W. Sinding</i>
<ul style="list-style-type: none"> Narrate the plot of Novels Discuss the theme of novels Assimilate the theme of novels to life experiences 	Unit X: Novels (5) 10.1. Black Beauty by <i>Anna Sewell</i> 10.2. Jonathan Livingstone Seagull by <i>Richard Bach</i>

Note: The figures in the parenthesis indicate approximate teaching hours for respective units.

4. Instructional Techniques

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

4.1 General Instructional Techniques

- Lecture
- Discussion
- Explanation and illustration
- Self-study and small-scale research
- Group and pair work
- Discovery and inquiry
- Read, discuss, write and share (ReDWis)

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	Reflective writing
II	Project work
III	Reflective creative writing
IV	Argumentation
V	Mini survey and document analysis
VI	Writing reminiscence

VII	Argumentation
VIII	Project work
IX	Interview and free writing
X	Document analysis

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by the instructor based on the following activities:

- Attendance 5 marks
- Participation in learning activities 5 mark
- First assignment/mid-term exam 10 marks
- Second assignment/assessment 10 marks
- Third assignment/assessment 10 marks

Note: The teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students' interests. Such activities may include book review, article review, term-paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review and a research article based on primary and/or secondary data.

5.2 External Evaluation (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester.

1. Objective questions (multiple choice questions) (10 x 1) = 10 marks
2. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
3. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

6. Recommended Books and References

Bach, R. (2014). *Jonathan livingstone seagull*. New York & Toronto: Simon and Schuster (for unit 10).

Sewell, A. (2012). *Black beauty (revised edition)*. Oxford: Oxford University Press (for unit 10).

Bhattarai, G.R. & Bhandari, B.M. (2021). *Interdisciplinary readings*. Kathmandu: Sunlight Publication.

Eng. Ed. 518: Second Language Acquisition (SLA) Theories and Research

Course No.: Eng. Ed. 518

Nature of the course: Theoretical

Level: M. Ed.

Credit hours: 3

Semester: First

Teaching hours: 48

1. Course Introduction

This course aims at exposing the students to the theoretical foundations in Second Language Acquisition (SLA). The course also engages the students in the SLA research. The course consists of four units. The first unit presents the fundamental concepts of SLA and related disciplines. The second unit exposes the students to the various approaches of SLA including the universal grammar and non –language factors. The third unit presents the overview of different theories and models of SLA. The fourth unit introduces the students to the SLA research and language teaching.

2. General Objectives

The general objectives of this course are as follows:

- To familiarize the students with the fundamental concepts of SLA.
- To acquaint them with the various theories and models of SLA.
- To enable them to review and analyze the theories and models of SLA.
- To engage them in the SLA research.

3. Specific Objectives and Contents

Specific objectives	Contents
<ul style="list-style-type: none"> • Describe second language acquisition • Discuss SLA and related disciplines • Analyze the context of bilingual and multilingual education 	<p>Unit I: Foundations of Second Language Acquisition (10)</p> <p>1.1. Introducing second Language Acquisition</p> <p style="padding-left: 40px;">1.1. First and second language acquisition</p> <p style="padding-left: 40px;">1.2. Historical overview of SLA</p> <p>1.2. SLA and related disciplines</p> <p style="padding-left: 40px;">1.2.1 First language acquisition</p> <p style="padding-left: 40px;">1.2.2 Third language acquisition</p> <p style="padding-left: 40px;">1.2.3 Heritage language acquisition</p> <p style="padding-left: 40px;">1.2.4 Bilingualism</p> <p style="padding-left: 40px;">1.2.5 Multilingualism</p>
<ul style="list-style-type: none"> • Discuss universal grammar • Illustrate the various approaches to SLA • Discuss and analyze interlanguage of the second language learner • Describe the non language factors in SLA 	<p>Unit II: Linguistics of SLA (12)</p> <p>2.1 Approaches to SLA</p> <p style="padding-left: 40px;">2.2.1 Formal approaches to SLA and universal grammar</p> <p style="padding-left: 40px;">2.2.2. Typological and functional approaches</p> <p style="padding-left: 40px;">2.2.3. Social interactional approaches and inter-language</p>

	<p>development</p> <p>2.2. Individual differences in SLA</p> <p>2.2.1. Affects</p> <p>2.2.2. Social distance</p> <p>2.2.3. Age differences</p> <p>2.2.4. Aptitude</p> <p>2.2.5. Motivation</p> <p>2.2.6. Personality and learning style</p> <p>2.2.7. Learning strategies</p>
<ul style="list-style-type: none"> • Explain the theories of SLA • Critique the SLA theories • Compare and contrast the theories and models of SLA • Describe the role of input, interaction and output in SLA 	<p>Unit III: Theories and Models of SLA (12)</p> <p>3.1. SLA Theories</p> <p>3.1 The accommodation theory</p> <p>3.1.1 Discourse theory</p> <p>3.2. SLA Models</p> <p>3.2.1 The acculturation model</p> <p>3.2.1. Nativization model</p> <p>3.3. Input, interaction and output in SLA</p> <p>3.3.1. Input hypothesis in SLA (Krashen's Hypothesis)</p> <p>3.3.2. Interaction in SLA (Long's Interactional Hypothesis)</p> <p>3.3.3. Output in SLA (Swain's output hypothesis, Gass's ideas)</p> <p>3.3.4. Interactional model of SLA (Schmidt's model): Attention and consciousness raising</p> <p>3.3.5. Feedback, recasts and negative evidence (focus on examples)</p> <p>3.3.6. The role of input and interaction in language learning</p>
<ul style="list-style-type: none"> • Explain the nature of second language research • Carryout second language research quantitatively and qualitatively • Combine qualitative and quantitative research in SLA research 	<p>Unit IV: SLA Research and Language Teaching (14)</p> <p>4.1 SLA research and language pedagogy</p> <p>4.1.1 Models of SLA research use</p> <p>4.1.2 Perspectives on SLA research (researcher, education, innovationist and applied linguistics)</p> <p>4.2 Application of SLA theory in language pedagogy</p> <p>4.2.1 Types of L2 knowledge</p>

	<p>4.2.2 Learning implicit and explicit knowledge</p> <p>4.2.3 Designing acquisition-compatible grammar tasks (interpretation tasks and consciousness raising tasks)</p> <p>4.3 Teacher as a researcher (getting started, micro-evaluation, and examples)</p>
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Note: The figures in the parenthesis indicate approximate teaching hours for respective units.

4. Instructional Techniques

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

4.1 General Instructional Techniques

- Lecture
- Discussion
- Explanation and illustration
- Phonetic practice of phonological data sets
- Self-study and small-scale research
- Group and pair works
- Discovery and inquiry

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Critical reading, reading-reviewing, narrative of L2 learning
II	Assigned reading, mini-research (e.g., to explore individual differences in SLA)
III	Mini-research and presentation
IV	Proposal writing for SLA research

5. Evaluation

5.2 Internal Evaluation 40%

Internal evaluation will be conducted by the instructor based on the following activities:

- | | |
|--|----------|
| • Attendance | 5 marks |
| • Participation in learning activities | 5 marks |
| • First assignment/mid-term exam | 10 marks |
| • Second assignment/assessment | 10 marks |
| • Third assignment/assessment | 10 marks |

The teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students' interests. Such activities may include book review, article review, term paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review and a research article based on primary and/or secondary data.

5.2 External Evaluation (Final Examination) 60%

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester.

- a. Objective questions (multiple choice questions) (10 x 1) = 10 marks
- b. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
- c. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

6. Recommended Books and References

6.1. Recommended Books

- Baker, C. (1996). *Foundations of bilingual education and bilingualism*. New York. Multilingual Matters Ltd. (Unit I, II, III, IV)
- Brown, J. D. and Rogers T. (2014). *Doing second language research*. Oxford. Oxford University Press. (Unit IV)
- Ellis, R. (1995). *The study of second language acquisition*. Oxford: OUP. (Units I to IV)
- Ellis, R. (1997). *SLA Research and Language Teaching*. Madison Avenue, New York, NY: Oxford University Press. (Unit IV)
- Gass, S. M. with J. Behney and L. Plonsky, L. (2013). *Second language acquisition. An introductory course*. New York. Routledge. (Unit I, II, III, IV)
- Mitchell, R. and Myles, F. (2004). *Second language learning theories*. Britani Hodder Arnold. (Unit I, II, III, IV)
- Saville- Troike, M. (2010) *Introducing second language acquisition*. Cambridge: Cambridge University Press. (Unit I, II, III, IV)

6.2. References

- Bhatta, T. D. (2003). *Simultaneous and successive second language learning of linguistic minority children of Nepal*. An unpublished thesis of M. Phil in second language studies, Danish University of Education, Denmark.
- Brown, J. D. (1994). *Principles of language learning and teaching*. New Jersey: Prentice Hall Regents
- Chaudron, C. (1998). *Second language classroom research*. Cambridge: CUP.
- Cook, V. (2008). *Second language learning and language teaching*. London: Arnold.
- Doughty, C. J. & Long, M. H. (2003). *The handbook of second language acquisition*. Oxford. Blackwell Publishing.
- Ellis, R. (1986). *Understanding second language acquisition*. Oxford: OUP.
- Ellis, R. (1992). *Instructed second language acquisition*. Cornwall: Blackwell
- Ellis, R. (2000). *Second language acquisition*. Oxford: OUP