



**Far Western University**  
**Faculty of Education**  
**Bachelor in English Education**

Course Title: **Linguistics for Language Teachers**

Course No. : Eng.Ed.111

Semester: First

Full Marks: 100

Pass Marks: 45

Credit Hour: 3 (45 hours)

### 1. Course Introduction

The intent of this course is to offer students a strong foundation in the basics of language and linguistics including the language origin, development of language, branches of linguistics, sound patterns, morphology, syntax, semantics and pragmatics. The course also deals with language change and planning.

### 2. General Objectives

General objectives of this course are to:

- a) introduce the students to the fundamentals of language study
- b) introduce the students to the fundamentals of linguistics
- c) familiarize the students with the sound patterns of language
- d) give students the concept of the English grammar, syntax, semantics and pragmatics
- e) familiarize students with the concepts of language change and planning

### 3. Contents in Detail with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> <li>Define language.</li> <li>Describe the origin and characteristics of language.</li> <li>Describe the levels of language.</li> <li>Distinguish between animal communication and human communication.</li> </ul>	<b>Unit One: Introduction to Language (6 hours)</b> 1.1 Definition of language 1.2 The origins of language 1.3 Characteristics of language 1.4 Varieties of language: dialect, register, idiolect 1.5 Pidgin and creoles 1.6 Levels of language 1.7 Animal communication and human communication
<ul style="list-style-type: none"> <li>Define linguistics.</li> <li>Explain the branches of linguistics.</li> </ul>	<b>Unit Two: Introduction to Linguistics (5 hours)</b> 2.1 Definition of linguistics 2.2 Branches of linguistics: General linguistics, applied linguistics, descriptive linguistics, sociolinguistics, psycholinguistics, synchronic linguistics, diachronic linguistics, computational linguistics, ethnolinguistics, corpus linguistics, ecolinguistics
<ul style="list-style-type: none"> <li>Show the difference between phonetics and phonology.</li> <li>Draw and label the organs of speech.</li> <li>Describe the sounds patterns of language.</li> <li>Show the relationship between phone, phoneme and allophone.</li> <li>Identify syllable structure, clusters, strong and weak forms.</li> <li>Discuss suprasegmental features.</li> <li>Discuss the concepts connected speech.</li> </ul>	<b>Unit Three: Phonology (12 hours)</b> 3.1 Phonetics and phonology 3.2 The organs of speech 3.3 English sound system: consonants and vowels 3.4 Phone, phoneme, allophone 3.5 Allophonic variations 3.6 Syllable structure 3.7 Consonant clusters and vowel sequences 3.8 Strong and weak forms 3.9 Supra-segmental features: length, stress, intonation, juncture, tempo 3.10 Connected speech: Assimilation, elision, linking r and intrusive r

<ul style="list-style-type: none"> <li>• Describe the word formation process.</li> <li>• Define and explain the concepts of morph, morpheme and allomorph.</li> <li>• List and explain words classes.</li> <li>• Discuss grammatical units.</li> <li>• Identify sentence functions.</li> <li>• List the basic sentence patterns in English.</li> <li>• Explain grammatical transformations.</li> </ul>	<b>Unit Four: Morphology and Syntax (11 hours)</b> 4.1 Morph, morphemes, allomorphs 4.2 Affixes: prefixes and suffixes 4.3 Word formation process 4.4 Words classes: content/major words (noun, verb, adjective, adverb) and function/minor words (pronoun, determiner, preposition, conjunction, interjection) 4.5 Structure of words: simple, complex and compound 4.6 Phrase: types, functions and structures 4.7 Clause: types, functions and structures 4.8 Sentence: types and structures 4.9 Grammatical functions: subject, verb, object, complement, adverbial 4.10 Basic patterns of English sentences 4.11 Grammatical transformations: negation, passivization, question and contraction
<ul style="list-style-type: none"> <li>• Define semantics and pragmatics</li> <li>• Explain semantic features.</li> <li>• Discuss the conceptual meaning and associative meaning.</li> <li>• Explain synonymy, antonymy, hyponymy and polysemy.</li> <li>• Distinguish between homophones and homographs.</li> <li>• Derive invisible meaning.</li> <li>• Draw references and inferences.</li> <li>• Analyze speech acts.</li> </ul>	<b>Unit Five: Semantics and Pragmatics (7 hours)</b> 5.1 Definition of semantics and pragmatics 5.2 Semantic features 5.3 Meaning: conceptual meaning and associative meaning 5.4 Sense relations: Synonymy, antonymy, hyponymy, homonymy and polysemy, homophony and homography 5.5 Metonymy and collocation 5.6 Invisible meaning 5.7 Context, deixis, reference, inference 5.8 Anaphora, presupposition, speech acts, politeness
<ul style="list-style-type: none"> <li>• Identify the language families.</li> <li>• Discuss the language change and its history.</li> <li>• Be familiar with standard and vernacular languages.</li> <li>• Discuss language planning in the context of Nepal.</li> </ul>	<b>Unit Six: Language Change (4 hours)</b> 6.1 Language families 6.2 Language change 6.3 The standard and vernacular language 6.4 Language planning

#### 4. Methodology and Techniques

**4.1 Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work, Assignments in different topics, group discussion, reflective writing

**4.2 Types of learning activities:** attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, providing constructive feedback, group study and peer discussion.

#### 5. Evaluation Scheme

##### 5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

- a) **Attendance and Participation in class activities** 5+5= 10 points
- b) **Assignment I: Reflective Notes and Class presentation** 5+5= 10 points  
*(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them )*
- c) **Assignment II: one Term paper/ Essay/Project and Interview** 5+5=10 points  
*(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)*
- d) **Mid-term exam** 10 points

## 5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
<b>Group A:</b> Multiple choice items	10 questions	$10 \times 1$	10
<b>Group B:</b> Short answer questions	6 with 2 'or' questions	$6 \times 5$	30
<b>Group C:</b> Long answer questions	2 with 1 'or' questions	$2 \times 10$	20
<b>Total</b>			60

## 7. Recommended Books

- Crystal, D. (2008). *A dictionary of linguistics and phonetics* (6th edition). Wiley-Blackwell.
- Lieber, R. (2009). *Introducing morphology*. Cambridge University Press.
- Lyons, J. (2009). *Language and linguistics*. Cambridge University Press.
- McEnery, T., & Wilson, A. (2001). *Corpus linguistics: An introduction*. Edinburgh University Press.
- Roach, P. (2009). *English phonetics and phonology: A practical guide*. Cambridge University Press.
- Stibbe, A. (2015). *Ecolinguistics: Language, ecology and the stories we live by*. Routledge.
- Yule, G. (2020). *The study of language* (7th edition). Cambridge University Press.



**Far Western University**  
**Faculty of Education**  
**Bachelor in English Education**

Course Title: **Literary Studies**  
 Course No. : Eng.Ed.112  
 Credit Hour: 3 (45 hours)

Semester: First  
 Full Marks: 100  
 Pass Marks: 45

### 1. Course Introduction

This course is an introductory course in English literature. The course begins with the basic concepts of English literature. Familiarizing the students with the literary terms and discussing the different genres of literature, the course presents a brief review of the history of English literature along with the major highlights of the age. The course consists of eight units. The first unit is about the fundamentals of literature, basic concepts of literature and the literary terms. The second unit is about the beginning of English literature. The third unit talks about the renaissance literature. The fourth and fifth units present the literature of the restoration and the romantic period. The last three units are about the modern and contemporary literature.

### 2. General Objectives

General objectives of this course are to:

- a) introduce students to the basic concepts of literary study
- b) expose students to the early English literature
- c) familiarize them with the literature of different ages
- d) enable them to appreciate the literature of the different periods
- e) engage them in reading and appreciate the literature of various times
- f) encourage them to discuss the key features of the literature of different times

### 3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> <li>Define literature and classify literature into different genres.</li> <li>Describe the language of literature</li> <li>Explore and exemplify various features and devices of literature</li> </ul>	<b>Unit One: Fundamentals of Literature</b> 1.1 Definition of literature 1.2 Literary genres and their features: poetry, prose and drama 1.2.1 Poetic features 1.2.2 Prose: fiction and non-fiction 1.2.3 Drama and its features 1.3 Literature and use of language 1.4 Figures of speech: Metaphor and simile, Metonymy, Personification, Euphemism, Hyperbole, Allegory, Irony, Metonymy, Onomatopoeia, Paradox, Parody, Pun, Sarcasm, Satire, Alliteration, Assonance 1.5 Prosodic features; rhyme and rhythm
<ul style="list-style-type: none"> <li>Explain the contexts and conditions of the English in the beginning</li> <li>Discuss personal and religious voices</li> <li>Appreciate the authors of the early period</li> </ul>	<b>Unit Two: The Beginnings of English</b> 2.1 Context and conditions 2.2 Personal and religious voices 2.3 Individualism 2.4 Women's voices 2.5 Key authors of the age
<ul style="list-style-type: none"> <li>Identify the literary genres of the Renaissance period</li> <li>Read and appreciate the authors of the Renaissance period</li> </ul>	<b>Unit Three: The Renaissance</b> 3.1 Contexts and conditions 3.2 The Renaissance poetry and prose 3.3 Drama in the Renaissance 3.4 Key authors of the age
<ul style="list-style-type: none"> <li>Discuss the key features of the literature of the restoration period</li> </ul>	<b>Unit Four: Restoration to Romanticism</b> 4.1 Contexts and conditions

<ul style="list-style-type: none"> <li>• Talk about melancholy, madness and nature</li> </ul>	4.2 Restoration drama 4.3 Melancholy, madness and nature 4.4 The Gothic and the sublime
<ul style="list-style-type: none"> <li>• Mention the key features of the literature of the romantic period</li> <li>• Argue for the rights and voices of poetry</li> <li>• Describe the romantic prose and its features</li> <li>• Read and appreciate the novels of the romantic period</li> </ul>	<b>Unit Five: The Romantic Period</b> 5.1 Contexts and conditions 5.2 Rights and voices of poetry 5.3 Romantic prose 5.4 Novels of the romantic period 5.5 Romantic poets: Blake, Wordsworth, Coleridge , Keats, Shelly and Byron
<ul style="list-style-type: none"> <li>• Discuss the literature of the Victorian age</li> <li>• Describe the features of the Victorian literature</li> <li>• Read and appreciate the Victorian poetry and drama</li> </ul>	<b>Unit Six: The Nineteenth Century</b> 6.1 Contexts and conditions 6.2 Dickens 6.3 Victorian thought and Victorian novels 6.4 Victorian poetry and drama
<ul style="list-style-type: none"> <li>• Differentiate classical poems from modern poems</li> <li>• Talk about the poets in the thirties</li> <li>• Describe the novels and their features after 1945</li> <li>• Analyze the war literature</li> </ul>	<b>Unit Seven: Early Twentieth Century</b> 7.1 Contexts and conditions 7.2 Modern poetry 7.3 Thirties poets 7.4 Novel of the First World War
<ul style="list-style-type: none"> <li>• Describe the features of modern drama after 1945</li> <li>• Discuss the poems of the Second World War</li> <li>• Identify the writing for children</li> <li>• Talk about internationalism</li> <li>• Discuss the new modes of modern writing</li> </ul>	<b>Unit Eight: The Twentieth Century</b> 8.1 Contexts and conditions 8.2 Drama since 1945 8.3 Poetry of the Second World War 8.4 The novel since 1945 8.5 Children's literature 8.6 Internationalism 8.7 New modes of modern writing
<ul style="list-style-type: none"> <li>• Describe the features of novel since 2000</li> <li>• Discuss the poems since 2000</li> <li>• Discuss drama since 2000</li> <li>• Discuss digital literature</li> </ul>	<b>Unit Nine: The Twenty-First Century</b> 9.1 Contexts and conditions 9.2 Novel since 2000 9.3 Poetry since 2000 9.4 Drama since 2000 9.5 Digital literature

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| b) <b>Assignment I: Reflective Notes and Class presentation</b>   | 5+5= 10 points |
| <i>(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them )</i> |                |

- c) **Assignment II: one Term paper/ Essay/Project and Interview** 5+5=10 points  
(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)
- d) **Mid-term exam** 10 points

**d.2 External Evaluation (Final Examination) 60%**

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**5. Prescribed Textbooks**

Abrams, M.H., & Harpham, G.G. (2009). *A glossary of literary terms*. Wadsworth Cengage Learning. (For unit I)

Carter, R., & McRae, J. (2013). *The Routledge history of literature in English*. Routledge. (For unit 2-9)

**6. References**

Cudden, J. A. (1992). *The Penguin dictionary of literary terms and literary theories* (3rd ed.). Penguin.

Maley, A. (2006). *English through literature*. Central Radio & TV University.

Nayar, P.K. (2009). *A short history of English literature*. Foundation Books.