



Far Western University
Faculty of Education
M.Phil Leading to Ph.D. Program

Course Title: Globalization, Culture, Identity, and Power

Course No. : TESOL621

Level: M.Phil

Semester: Second

Credit hours: 3

Teaching hours: 48

Per Period: 3 Hrs (Day 16)

1. Course Description

This course has been designed for the students who are widening their knowledge in linguistic issues and developing expertise in Teaching English to Speakers of Other Languages. It covers a range of theoretical and methodological issues in language education. The first unit exposes the students to the readings on the role, impact, and implications of English language education and globalization. It will also acquaint them with the concepts of World Englishes. The second, third and fourth units discuss how language is associated with culture, identity, and power issues at various levels (i.e., individual, social, and national) and exercise of power. In the fifth unit the students design and execute research projects in the issues of their interests. It will also prepare students to critically examine the issues related to language and language education. Over the semester, the students will go through critical readings related to concepts, theoretical aspects, methodological issues, and research on various issues.

2. General Objectives

The general objectives of this course are as follows:

- i. To acquaint the students with globalization and role of English.
- ii. To enable the students to identify and critically examine the issues of identity, culture and power in relation to language.
- iii. To help them conduct projects and organize seminars in the issues they are interested.

3. Learning Outcomes

On completion of this course the students will have:

- i. developed an understanding of the relationship between language and globalization
- ii. been able to critically examine the relationship between language with culture, identity, and power
- iii. examined the implications of the issues in language education
- iv. reviewed the related studies in Nepal and presented research in the areas they are of their interest.

4. Contents in Details: The course contents and sources of the materials are listed below.

Unit 1: Language and Globalization (10)

- 1.1 Concept of globalization (Kumaravadivelu)
- 1.2 Ideologies of globalization (Stager, 2005)
- 1.3 Language and globalization(Fairclough, 2010, pp.449-502)
- 1.4 The global politics of language: Markets, maintenance, marginalization (Skutnabb Kangas & Phillipson in Coupland, 2010,pp.77-100).
- 1.5 Globalization, global English, and world English (es): Myths and facts(Mufwene, in Coupland, 2010,pp.29-55)
- 1.6 Globalization and hybridization (Pieterse 2006)

Unit 2: Language,Culture, and Intercultural Communication(10)

- 2.1 Theories of culture (Hua, 2013)
- 2.2 Intercultural communicative competence in language education (Hua, 2013)
- 2.3 Language and Culture (Kasper & Omori in Hornborger & Mckey, 2010)
- 2.4 Intercultural awareness in ELF (Baker, 2011)
- 2.5 Culture in foreign language teaching (Kramsch, 2013)
- 2.6 Misunderstanding in intercultural communication(Hua, 2013)

Unit 3:Language and Identity(10)

- 3.1 Language, gender, and identity (Edwards, 2009, pp. 126–146)
- 3.2 English and social identity (Clark, 2013, pp. 129–139)
- 3.3 Language and Identity(Norton in Hornborger & Mckey, 2010)
- 3.4 Language, identity and inter culturality (Hua, 2013)
- 3.5 Language and Ethnicity (Reyes in Hornborger & Mckey, 2010)
- 3.6 Researching language and identity (Clark, 2013, pp. 163–179)

Unit 4: Language, Ideology, Power, Politics (10)

- 4.1 Language and power (Strathern & Stewart, 2019, pp. 79–88)
- 4.2 Language, Power and Pedagogies (Janks in Hornborger & Mckey, 2010)
- 4.3 Language and Power: Accommodation and Resistance (Craith,2007, pp.1-20)
- 4.4 Language and ideology (McGroarty, in Hornborger & Mckey, 2010)
- 4.5 How politics permeates language (and vice versa) (Joseph,pp.1-21)
- 4.6 Languages and language politics (Giri, 2011)

Unit 5: Review of Research in Globalization, Culture, Identity, and Power in Nepal (Project/Seminar)(5)

1. The students will search studies on the areas of their interest in pair/group or individually, and present the report.
2. The students choose one of the areas from the course, and prepare research papers.

5.1 Instructional Techniques

- Lecture and discussion
- Explanation and illustration
- Group/pair work/ class interaction
- Self-study and presentation
- Research and seminar

- Online support

6. Evaluation

6.1 Internal Evaluation: 60%

Internal evaluation will be done by course teacher. S/he will evaluate the students' academic activities and performance of course work based on following activities:

1. Class participation and interaction..... 10 marks
2. Reading assignment/presentation.....15 marks
3. Short Term papers.....15 marks
4. Long Term paper/written test.....20 marks

6.2 Final Examination 40%

This examination will be conducted by the office of the Dean. The nature of questions and marks division is as follows.

Long answer questions 4x10 =40

(There will be five questions. The students will attempt any four of them)

Semester Plan: One class of three hours, one day a week.

7. Prescribed Texts

- Baker, W. (2011). Intercultural awareness: Modeling an understanding of cultures in intercultural communication through English as a lingua franca. *Language and Intercultural Communication*, 11(3), 197-214.(for 5.4)
- Clark, U. (2013). *Language and identity in Englishes*. Routledge, Taylor & Francis Group.
- Craith, M. C. (2007). *language, power and politics*. Palgrave.
- Fairclough, N. (2010). *Critical discourse analysis: The critical study of language (2nd edition)*. Routledge
- Giri, R. A. (2011). Language and language politics. *Language Problems & Language Planning* doi 10.1075/lplp.35.3.01
- Hornborger, N. H. & Mckey, S. L. (2010). *Sociolinguistics in Language Education*. Multilingual Matters
- Hua, Z. (2013). *Exploring intercultural communication: Language in action*. Routledge.
- Joseph, J. E. (2006). *Language and politics*. Edinburgh University Press
- Kramsch, C. (2013). Culture in foreign language teaching. *Iranian Journal of Language Teaching Research*, 1(1), 57-78. (for 5.1)
- Kumaravadivelu, B. (2008). *Applied Linguistics in an age of globalization*.
- Mufwene, S.S.(2010). Globalization, global English, and world English (es): Myths and facts in In N. Coupland (ed.), *The handbook of language and globalization* (pp. 287-304). Wiley-Blackwell.

- Pieters, J.N. (2006). Globalization and hybridization. In Gigi Durham, M & Kellner, D. (ed.). *Media and cultural studies*. Blackwell Publishing Ltd.
- Skutnabb-Kangas, T. (2010). The global politics of language: Markets, maintenance, marginalization In N. Coupland (ed.), *The handbook of language and globalization* (pp. 287-304). Wiley-Blackwell.
- Stager, M. B. (2005). Ideologies of globalization. *Journal of Political ideology*.10 (1),11-30
- Strathern, A., & Stewart, P. J. (2019). *Language and culture in dialogue*. Bloomsbury Academic.

8. Further Readings

- Appadurai, A. (1990). Disjuncture and difference in the global cultural economy. In Gigi Durham, M & Kellner, D. (ed.). *Media and cultural studies*. UK: Blackwell Publishing Ltd.584-603
- Boisvert, D. R., & Thiede, R. (2020). *Language, mind and power: Why we need linguistic equality*. Routledge.
- Edwards, J. (2009). *Language and identity: An introduction*. Cambridge University Press.
- Fairclough, N. (2006). *Language and Globalization*. London: Routledge.
- Garret, P. (2010). Meaning of globalization: East and west. In N. Coupland (ed.), *The handbook of language and globalization* (pp. 520-539). Chichester, West Sussex. Wiley-Blackwell.
- Giri, R. A. (2010). Cultural anarchism: the consequences of privileging languages in Nepal. In *Journal of Multilingual and Multicultural Development* Vol. 31, No. 1
- Fairclough, N. (2001). *Language and power* (2nd ed).Longman.
- Hassi, A & Stroti, G. (2012). Globalization and culture: the three H scenario. DOI10.5772/45655
- Holliday, A. (2009). The role of culture in English language education: Key challenges. *Language and Intercultural Communication*, 9(3), 144-155.
- Jay, P. (2001). Beyond discipline? Globalization and the future of English. *PMLA*, Vol.116, N.1
- Lee, E. R. (2006). *Globalization, language and culture*. New York: Chelsea House
- Shin, H., & Kubota, R. (2008). Post-colonialism and globalization in language education. In N. Coupland(ed.). *The handbook of educational linguistics* (pp. 206-219). Chichester, West Sussex. Wiley-Blackwell.
- Stager, M. B. (2003). *Globalization: A very short introduction*. Oxford.



Far Western University
M.Phil Leading to Ph.D. Program

Course Title: **Seminar on Discourse Studies**

Course Code. : TESOL 622

Semester: Second

Credit hours: 3

Teaching hours 48

Per Period: 3 Hrs (Day 16)

1. Introduction

This course encompasses the intricacies of critical discourse studies (CDS), a theoretical framework that unravels the intricate connections between language, power, and the social fabric of our world. Through a rigorous examination of diverse discourse texts, advanced level students cultivate the ability to discern and analyze the mechanisms by which language is employed to construct and sustain power relations, perpetuate prevailing ideologies, and shape social identities. The course is structured into three modules. The first module (Discourse) unveils the theoretical underpinnings of CDS, tracing its historical evolution, overarching objectives, and methodological approaches. Students gain a profound understanding of discourse as a social practice and its pervasive influence on shaping our perception of reality. The second module (Power) ventures into the profound relationship between language and power, illuminating how language is wielded to assert dominance, negotiate social hierarchies, and maintain social control. Students explore concepts like panopticism, surveillance, and power shifts to dissect the intricate interplay between language and power dynamics. The third module (Resistance) focuses on critical interventions in CDS, examining how the framework can be instrumental in challenging and disrupting power relations. Students examine various concepts such as decolonization, academic ranking, and cartography to analyze the transformative potential of CDS in fostering social justice and equity.

2. Course Objectives

Upon satisfactory completion of this course, students will demonstrate the ability to:

- Conduct in-depth critical analyses of diverse texts.
- Synthesize and develop linguistic and social theories in analyzing various texts.
- Craft scholarly publications suitable for submission to peer-reviewed international journals.
- Develop and apply critical discourse analytic tools in their MPhil/ PhD studies.

3. Syllabus Content

A. Module 1 (Discourse)

- I. “Critical Linguistics”: Roger Fowler and Gunther Kress (*Language and Control*, pp. 283-300);
- II. “Critical Discourse Analysis: History, Agenda, Theory and Methodology.” Ruth Wodak and Michael Meyer (from *Methods of Critical Discourse Analysis*, pp. 1-30);
- III. “Critical Discourse Analysis and Its Critics,” Ruth Breeze (from, pp. *Pragmatics*, vol. 21, no. 4, pp. 493-525);
- IV. “Agency in language” (from Alessandro Duranti *A companion to Linguistic Anthropology*, pp. 451-473).
- V. “An Archaeology of Discourse,” Michel Foucault (from *The Discourse Studies Reader*, pp. 98-110);

B. Module 2 (Power)

- I. “The Project of Critical Theory: An Introduction to the Thought of Horkheimer, Adorno, and Marcuse” (from Kenneth G. MacKendrick *Discourse, Desire, and Fantasy in Jürgen Habermas’ Critical Theory*, pp. 11-40).
- II. “Critical Theory and Philosophy of Language”: Hogg, Philip. *The Sage Handbook of Frankfurt School Critical Theory* (3 vols). Eds. Beverley Best, Werner Bonefeld and Chris O’Kane. Sage, Pp. 1223-1251. 2018.
- III. “Panopticism” Michel Foucault (from Kivisto, Peter. *Social Theory: Roots and Branches*, Oxford UP, 2020, pp. 486-491
- IV. “Mode of Production, Mode of Information” (from Mark Poster: *Foucault, Marxism and history mode of production versus mode of information*, pp. 45-65).
- V. “Power shifts: Diffusion and Transition, Diffusion and Cyberpower” (from Joseph S. Nye Jr.: *The future of power*, pp. 113-52).

C. Module 3 (Resistance)

- I. “Research through Imperial Eyes”(from Linda Tuhiwai Smith: *Decolonizing Methodologies*, pp.42-53.)
- II. “Neoliberal Agendas for Higher Education”(from: Les Levidow: *Neoliberalism: A Critical Reader*, pp. 156-162).
- III. “Decolonizing Critical Theory” (from Kevin Olson: *The Challenge of Progress: Theory between Critique And Ideology*, pp. 61-72.)

- IV. “Ranking Academics: Toward a Critical Politics of Academic Rankings”(from Welsh, John “Ranking Academics: Toward a Critical Politics of Academic Ranking”, *Critical Policy Studies*, vol. 32, no. 2, 2017, pp. 153-173.
- V. “Cartography and Decolonization” (from Raymond B. Craib *Decolonizing the Map*. no intact pages epub.)

- **Ethical Policy**

Research scholars will not be allowed to reproduce other’s works in one of the following ways: exact words, paraphrasing, manipulation, fabrication and falsification. No collaborative cheating and impersonation will be allowed in the Online learning/researching.

- **Required Readings**

- Akerman, James, R. *Decolonizing the Map: Cartography from Colony to Nation*. The University of Chicago Press, 2017.
- Angermuller, Johannes, Dominique Maingueneau, and Ruth Wodak. *The Discourse Studies Reader*. Amsterdam: John Benjamins, 2014.
- Best, Beverley et al. *The Sage Handbook of Frankfurt School Critical Theory*. Sage, 2018.
- Breeze, Ruth. “Critical Discourse Analysis and Its Critics,” *Pragmatics*, vol. 21, no. 4, pp. 493-525.
- Duranti, Alessandro. *A Companion to Linguistic Anthropology*. Blackwell Publishing, 2004.
- Fowler, Roger, Gunther Kress. “Critical Linguistics” edited by Fowler, Roger, Bob Hodge, Gunther Kress, and Tony Trew *Language and Control*. Routledge, 2018, pp. 185-213.
- Hokowhitu, B., Moreton-Robinson, A., Tuhiwai-Smith, L., Andersen, C., & Larkin, S. (2021). *Routledge Handbook of Critical Indigenous Studies*. Routledge.
- Kivisto, Peter. *Social Theory: Roots and Branches*, Oxford UP, 2020.
- MacKendrick, Kenneth G. *Discourse, Desire, and Fantasy in Jürgen Habermas’ Critical Theory*. Routledge, 2008.
- Nye, Joseph S. Jr. *The future of Power*. Perseus Books, 2011.
- Poster, Mark. *Foucault, Marxism and History Mode of Production Versus Mode of Information*. Blackwell, 1985.
- Saad-Filho, Alfredo, and Deborah Johnston. *Neoliberalism: A Critical Reader*. Pluto Press, 2005.
- Smith, Linda T. *Decolonizing Methodologies: Research And Indigenous People*. U of Oxford P, 2008.
- Welsh, John “Ranking Academics: Toward a Critical Politics of Academic Ranking”, *Critical Policy Studies*, vol. 32, no. 2, 2017, pp. 153-173.
- Wodak, Ruth, and Michael Meyer. *Methods of Critical Discourse Analysis*. Routledge, 2015.



Far Western University
Faculty of Education
M. Phil Leading to PhD Programme

Course Title: Theories and Issues on Second Language Learning (SLA)

Course Code: TESOL623

Credit: 3

Semester: Second

Teaching Hrs: 48

Level: M.Phil

Per Period: 3 (Day16)

Course Description:

This course covers various theoretical conventions on second language acquisition/learning. Research on second language learning has been approached from different theoretical models. A great many theories regarding second language acquisition have been proposed in the past and still being proposed in the present time. Such theories have generally arisen out of major disciplines such as psychology and linguistics. Psychological and linguistic thinking have profoundly influenced one another and the outcome of language acquisition theories alike. How do learners master a second language? What individual, cognitive and cultural contexts influence their second language learning? What theoretical models have researchers developed to understand the second language learning? What are the basic assumptions of all these theories and how can these theories be applied in particular contexts? What other issues

have been discussed by researchers in relation to second language learning? These questions will be examined in light of socio-cultural theory, interactionist accounts, first language influence, input/output theory, discourse theory, and identity and investment in language learning. In addition to theories on language learning, this course will also cover motivational theories in SLA. With the knowledge of the theories, this course helps students develop their understanding on essential concepts and perspectives on second language acquisition preparing them to undertake their analytical skills and research projects on a specific topic.

Course Objectives:

- a- Equip students with necessary theoretical knowledge for their advancement to research
- b- Equip students with analytical skills on various theoretical models of second language acquisition
- c- Prepare them for their application of a theory/approach in their research

Expected Outcomes:

- a- Identify the major theories that seek to explain second language acquisition;

- b- Use relevant theoretical concepts to analyse how individual learner factors and social contextual factors affect second language acquisition;
- c- Discuss the relevant theories in relation to the students' own learning contexts;
- d- Adopt one of the theories and conduct a mini-research for assignment

Course Details: Course details in five units with equal weight (load distribution).

a. Unit I (20%): This unit covers the early theories of SLA particularly focusing on behaviourism, linguistic theory and UG. This unit will also give students a comprehensive idea about the assessment modality of the course. Students are expected to read relevant literature and engage in a critical discussion.

Recommended Readings:

Song, S. (2018). *Second language acquisition as a mode switching process: An empirical analysis of Korean learners of English*. Palgrave: USA.

Dolati, R. (2012). Overview on Three Core Theories of Second Language Acquisition and Criticism. *Advances in Natural and Applied Sciences*, 6(6): 752-762, 2012

b. Unit II (20%): This unit covers functional approach to SLA, Input and Output hypothesis and Input and Interaction hypothesis. Functional approach to SLA refers to the form-meaning considerations in second language learning, while Stephen Krashen's Input Hypothesis discusses the importance of comprehensive input in in order for the students to develop desired competency in the target language. Students will need to read relevant literary and engage in a critical discussion.

Recommended Readings:

Song, S. (2018). *Second language acquisition as a mode switching process: An empirical analysis of Korean learners of English*. Palgrave: USA.

Krashen, S. (2013). *Second language acquisition: Theory, applications and some conjectures*. Cambridge University Press: Cambridge.

c. Unit III (20%): This unit covers the sociocultural perspectives of language learning and ZPD. According to Vygotsky, ZPD refers to Zone of Proximal Development in which identification of students optimal learning potential is considered to be the most important task of teachers. This unit also covers the early theory of intrinsic and extrinsic motivation in language learning.

Recommended Readings:

Lantof, J. (1994). Sociocultural theory and second language learning. *Modern Language Journal*, 78(iv), 418-420.

John-Steiner, V. & Mahn, H. (1996). Sociocultural perspectives on learning and development: A Vygotskian framework. *Educational Psychologist*, 31 (3/4), 191-2006

Donato, R. & MacCormick, D. (1994). A sociocultural perspective on language learning strategies: The role of mediation. *The Modern Language Journal*, 78(4), 453-464.

d. **Unit IV (20%):** This unit further discusses the motivational theories in SLA ranging from intrinsic and extrinsic motivation to L2 Ideal Self, Ought to Self and Learning Experiences developed by Hungarian scholar Zoltan Dornyei.

Recommended Readings:

Dornyei, Z. & Chan, L. (2013). Motivation and vision: an analysis of future L2 self images, sensory styles, and imagery capacity across two target languages. *Language Learning*, 63 (3), 437-462.

Dornyei, Z. & Ushioda, E. (2011). *Teaching and researching motivation* (second edition). United Kingdom: Pearson.

e. **Unit V (20%):** This unit covers various issues researchers have discussed in relation to second language learning ranging from identity, investment and ideology. This unit also briefly introduces the shifting discussions of agency and autonomy in SLA.

Recommended Readings:

Norton, B. (2000). *Identity and language learning: gender, ethnicity and educational change*. Harlow: Pearson Education Limited.

Darvin, R. & Norton, B. (2015). Identity and model of investment in applied linguistics. *Annual Review of Applied Linguistics*, 35, 36-56.

Gao, X. & Zhang, L. J. (2011). Joining forces for synergy: agency and metacognition as interrelated theoretical perspectives on learner autonomy. In Murray, G., Gao, X & Lamb, T. (Eds.), *Identity, motivation and autonomy in language learning*. Bristol: Multilingual Matters, 25-41.

8. **Evaluation guidelines:** Assessment for this course will be carried in two parts. The first part will involve students' group projects (20%) and submission of a 3000 word written assignment (40%). The second part will involve in-class examination (40%) focusing mainly on Unit 4 and a "reading comprehension" of an "unseen" passage/literature. Students will be given clear guidelines about the assessment in Session 3. For detail, students may refer to Assessment Guide.

9. Prescribed References:

- a. Block, D. (2010). *Second language identities*. London, New York: Continuum.
- b. Darwin, R. & Norton, B. (2015). Identity and model of investment in applied linguistics. *Annual Review of Applied Linguistics*, 35, 36-56.
- c. Dornyei, Z. & Chan, L. (2013). Motivation and vision: an analysis of future L2 self images, sensory styles, and imagery capacity across two target languages. *Language Learning*, 63 (3), 437-
- d. Gardner, R.C. & Tremblay, P.F. (1994). On motivation, research agendas and theoretical frameworks. *The Modern Language Journal*, 78 (3), 359-368.
- e. Gardner, R.C. (2006). The socio-educational model of second language acquisition: a research paradigm. *EUROSLA Yearbook*, 6, 237-260.
- f. Loor, T. & Bloor, T. (1995). *The Functional Analysis of English: A Hallidayan Approach*. London: Arnold.
- g. Krashen, S. (1983). *Principle and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
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- h. Krashen, S. (1985). *The Input Hypothesis*. London: Longman.
- i. McLaughlin, B. (1987). *Theories of Second-Language Learning*. Great Britain: Edward Arnold.
- j. Norton, B. & Gao, Y. (2008). Identity, investment, and Chinese learners of English. *Journal of Asian Pacific Communication*, 18 (1), 109-120.
- k. VanPatten, B. & Williams, J. (2007). *Theories in second language acquisition: An introduction*. Lawrence Erlbaum Associates, Publishers: London.
- l. Vygotsky, L.S. 1962. *Thought and Language*. Cambridge, Massachusetts: The M.I.T. Press. (edited and translated by Eugenia Hanfmann and Gertrude Vakar).

Semester Work Plan:



Far Western University, Nepal
Faculty of Education
M. Phil Leading to PhD Programme

Course Title: Language Policy Planning and Research in Education	Credit: 3
Course Code: TESOL624	Teaching Hours: 48
Semester: second	Per period: 3Hrs (Day 16)
Level: M.Phil	

1. Course synopsis

Education policy in general and language policy in particular are intricately related. They bring together the commitments made to tie the social, linguistic and educational issues influencing the respective communities, schools, students, teachers and parents. The policies can come in different forms such as vision statements, goals, targets, measures and mechanisms, as well as official policy statements or circulars, to solve identified issues (e.g., class size, academic achievement, student diversity), and to promote innovations in language teaching (e.g., ELT curriculum, pedagogy, language teacher education), strengthen specific manpower resources for advancing the goals of establishing more humane and welfare society. Language policy and planning processes, however, are complex and embedded into the social fabrics as different people involved bring into the processes varied assumptions, values and interests. The language policies adopted and appropriated in the respective societies are also reflected in the educational systems. This course aims to develop the research students' understanding of the language policy issues, the processes, and complexities that result from interactions between educational and language orientations, in the context-specific structures and discourses. It will draw on the literature both from the global and national/local level to facilitate students' understanding of the issues from both spaces of policy generation. The course draws on both educational and critical language policy studies to enable students understand the evolution of language policies in education and their enactments in diverse contexts.

2. Course objectives

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

- Demonstrate a sound understanding of policy planning and its complexities, the notion of policy actors and contexts, as well as other related concepts.
- Critically analyze policy documents with specific focus on language policies, and other related materials, as well as policy processes to unpack the complexities involved.

- Conduct studies to understand the complexity, including an investigation of the role of different actors, agencies and contexts in appropriating their language policies in education.
- Develop a sound understanding of and skills in carrying out research that illustrates how language policies are enacted in the educational systems within bi/multilingual contexts.

3. Intended outcomes

- Conceptualize how policies work and develop research frameworks to research language policy planning and practice integrating educational and linguistic concerns.

4. Contents in detail

Units	Course Contents	Suggested readings and activities
Unit 1 (Day 1-2)	Policy and the policy processes: General introduction <ul style="list-style-type: none"> • What is policy? <ul style="list-style-type: none"> ○ Policy as texts ○ Policy as value-laden actions ○ Policies process ○ Policy as discourse • The typical policy processes <ul style="list-style-type: none"> - Delineation of policy problem - Policy formulation - Agency and engagement - Implementation - Impact and evaluation • Approaches to policy research Group presentation 1: presentation of their critical reading of the given papers.	Lecture, reading, discussion, critique, review of policy documents and other related materials Readings: Rizvi & Lingard (2010) Jones (2013) Howlett & Mukharjee (2017) Hill (2009)
Unit 2 (Day 3-4)	Shapers of education policy: structure and agency <ul style="list-style-type: none"> • Global systems/structures & actors <ul style="list-style-type: none"> - Globalization - Neoliberal changes - Global actors • Local systems/structures & actors <ul style="list-style-type: none"> - Political system and culture - Context specific shaping factors • Interplay between the global and the local in educational landscapes 	Lecture, reading, discussion, case analysis of policy response Readings: Tollefson & Tsui (2003) Choi (2019) Choi (2018) Chung & Choi (2016) Poudel & Choi (2021) Phyak (2021) De Santos (2006) Regmi (2017)

	<ul style="list-style-type: none"> • Educational reforms and language planning issues • Internationalization of education and implications for language policies 	
	Group 2 presentation: presentation of their critical reading of the given papers.	Student presentations
Unit 3 Day (5-8)	Language policy and planning <ul style="list-style-type: none"> • Theoretical debates in LPP • LPP as an emerging discipline • LPP and multilingualism • Issues in LPP • Multilingualism and language policy • Social justice and equity • Inequality • Emerging trends in LPP research (linguistic identity, power and ideology) • Linguistic subordination and inferiority complexes 	Student presentations and classroom discussions. Readings: Ricento, (2000); Tollefson, (1991); Hornberger & Ricento (1996), Choi (2021), Choi (2017), Feng & Adamson (2018), Hornberger & Vaish (2009), Johnson & Ricento (2013), Ozga (2021), Pillar (2016), Tankosic et al. (2021)
	Group 3 presentation: presentation of their critical reading of the given papers.	Student presentations
	LPP research: Analytical perspectives Critical perspectives <ul style="list-style-type: none"> • Policy sociology • Enactment theory • Colonization and decolonization • Historical institutionalism approach • Agency in LPP • Historical-structural approach 	Readings and critiquing articles, understanding critical gaze Readings: Ozga (2021) Ball et al. (2012) Smith L. T. (1999) Sonntag & Cardinal (2015) Flores & Chapparo (2018) Liddicoat & Taylor-Leech (2021), Tollefson (1991, 2015) Weinberg (2013)
Unit 4 (Day 9-12)	The context and LPP research in Nepal Bilingualism, Trilingualism and multilingualism Mother tongue based multilingual education Medium of instruction policy English as a medium of instruction Analysis of Nepal's LPP contexts and issues	Lecture, student presentations, discussion and critique. Readings: Poudel & Choi (2021) Awasthi (2008) Phyak (2020), Sah & Karki (2021) Gautam & Poudel

		(forthcoming) Gautam (2020), Gautam (2021)
	Group 4 presentation: presentation of their critical reading of the given papers.	Student presentations
	Group 5 presentation: presentation of their critical reading of the given papers.	Student presentations
Unit 5 (Day 13-16)	Individual Presentations of the proposed critique of 2 research papers, reflections, and discussions. Peer feedback, teacher feedback	Student presentations: Each student makes a 15/20 min presentation on the article critique report. Others are encouraged to provide written or oral feedback (peer feedback)
	Course summary, written assignments, future research directions	Teacher's debriefing and discussions on written examinations

5. Assessment categories and requirements

Assessment Tasks	Weighting (%)
Individual readings and classroom presentations, group work, participation and attendance	30
Individual report: Critique of 5 published papers (preferably LPP related)(2000-2500 words) (to be submitted) and individual presentation of the critique of 2 papers as mentioned in the course.	30
Written examination (questions will be asked from course related issues, and students are required to provide analytical answers)	40
Requirements: Portfolio: <ul style="list-style-type: none"> - Prepare a combined portfolio of all your work (presentations, write ups) - Each write up will go through a plagiarism check, and if found more than 15% similarity (exclusive of references), the task will be rejected, and not considered for grading (students are encouraged to provide valid similarity report on their own, through their networks). - Higher grades will be given to the write ups with critical and analytical arguments. 	

<ul style="list-style-type: none"> - Any assignment requires a thorough literature review, with updated references. - All assignments need to strictly follow the 7th Edition of APA referencing style (visit APA website). - Any delayed submissions will not be considered for grading. In case of unexpected emergency, the course instructor needs to be notified in writing. - In group works or presentations, it is mandatory that each participant bears clear responsibilities and report on the roles. - The test items for the final written examination will follow the Universities' examination policies and standards (TBC) 	
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Recommended and Additional Readings

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