

# TRIBHUVAN UNIVERSITY

## FACULTY OF HUMANITIES AND SOCIAL SCIENCES



### LINGUISTICS

CURRICULUM FOR THREE YEAR BACHELOR LEVEL  
PROGRAMME IN LINGUISTICS

**2065**

LINGUISTICS SUBJECT COMMITTEE  
TRIBHUVAN UNIVERSITY, KIRTIKPUR, KATHMANDU  
NEPAL

## Linguistics

### Introduction

The linguistics courses for 3 year BA level are designed to introduce the students with the fundamental concepts and methodologies of linguistics and enable them to apply their knowledge of linguistics in various practical fields.

As three years BA programme is the foundation for specialization in higher education and all the MA courses under the Faculty of Humanities and Social Sciences must be of the same level and standard, courses in linguistics to be taught from the year 1999 are offered as one of the major subjects at the BA level.. Under this programme four compulsory papers, one optional paper and one functional paper are offered. Course No. 301 to 304 are compulsory, and students can select one of the optional papers as the fifth paper and any other as a functional paper. Students can also select any paper from other departments as a functional paper. All the papers are presented in the following table:

Year	Paper	Code No.	Title of the Papers	Full Marks
First	Paper I (Compulsory)	Lg.311	General Linguistics	100
Second	Paper II (Compulsory)	Lg.312	SOCIO-LINGUISTIC PROFILE OF NEPAL	100
Second	Paper III (Compulsory)	Lg.313	APPLIED LINGUISTICS	100
Third	Paper IV (Compulsory)	Lg.314	Research Methodology In Linguistics	100
Third	Paper V (Optional)	Lg.315	(A) Language Teaching	100
Third	Paper V (Optional)	Lg.316	(B) Literacy	100
Third	Paper VI (Functional)	Lg.317	A) Lexicography	100
Third	Paper VI (Functional)	Lg.318	(B) Translation	100

# General Linguistics

Lg. 311

Paper: I  
Full Marks: 100  
Pass Marks: 35  
Lecture hours: 150

## 1. Course Description:

This course is designed to provide preliminary knowledge on the structure and uses of language by introducing fundamental concepts of language and linguistics. This paper on general linguistics will consist of five units with basic orientations in phonology and writing systems, morphology and syntax, semantics and discourse, and history of language.

## 2. Objectives:

- a. To Enable Students To Learn Correct Pronunciation In Isolation And In Connected Speech.
- b. To Learn Various Aspects Of Word Formation Such As Free Forms – Bound Forms, Contents – Function Words, Collection, Compound Phrases Etc.
- c. To Learn Word Order And Sentence Construction.
- d. To Learn Various Kinds Of Meaning, E.G. Lexical, Grammatical , Metaphorical.
- e. To Learn Basic Grammatical Units, Structures And Discourse Functions.
- f. To Provide Basic Orientations On Language Change Language Comparisons.

## 3. Course Contents:

### Unit I: Introduction to Language and Linguistics (40 lectures)

- Definition of Language
- Characteristics of Language
- Levels of Language
- Definition and Scope of Language
- Some Fundamental Concepts and Dichotomies in Linguistics
- Varieties of Language: Dialects and Registers
- Language and Communication: Writing Systems and Sign Language
- Modern Linguistics: A Historical Survey

### Unit II: Phonetics and Phonology (20 lectures)

- 2.1 The Organs of Speech
- 2.2 Vowels and Diphthongs: Description (tongue, lips)
- 2.3 Consonants: Place and Manner of Articulation, Voicing
- 2.4 Phonemes and Allophones
- 2.5 Distribution of Sounds: CC-clusters, Syllable Structures
- 2.6 Suprasegmental Features

### Unit III: Grammar (40 lectures)

- 3.1 Morphology: Word formation (Inflection, Derivation, Compounding)
- 3.2 Syntax
  - 3.2.1 Grammatical Categories, Structures and Functions
  - 3.2.2 Structuralists' view of Grammar and IC analysis
  - 3.2.3 Basic Sentence Patterns

### Unit IV: Semantics and Pragmatics (30 lectures)

- 4.1 Different aspects of Meaning: Lexical and Grammatical
- 4.2 Word Grammar: Contextual Behavior of Words in a text
  - 4.2.1 Meaning in Context
  - 4.2.2 Sense Relation: Synonyms – Antonyms, Generic – Specific Words

4.2.3 Collocations: compounds and phrases  
4.3 Speech Act and Co-operative Principle: Cohesion and Coherence

#### **Unit V: Historical and Comparative Linguistics (20 lectures)**

- 5.1 Family Trees and Family Relationships
- 5.2 Sound Changes
- 5.3 Lexical Changes
- 5.4 Grammatical Changes
- 5.5 Semantic Changes
- 5.6 Comparison of Languages

##### **Prescribed Texts:**

- 1. Lyons, John (1997). *Language and Linguistics*, Cambridge: Cambridge University Press.
- 2. .... (1968). *Introduction to Theoretical Linguistics*, Cambridge: Cambridge University Press.
- 3. Yule, George (1992). *The Study of Language*, Cambridge: Cambridge University Press.
- 4. Syal, Publisher and D. V. Jindal (1998). *An Introduction to Linguistics*, New Delhi: Prentice-Hall of India Pvt. Ltd.

##### **Reference Books**

- 1. Akmajian, Andrian et al. (1995). *Linguistics: An Introduction to Language and Communication*, 4<sup>th</sup> ed. Prentice-Hall Inc.
- 2. Bandhu, C. M. (2051 BS). *Bhasha Vijnan*, Kathmandu: Sajha Prakashan.
- 3. Robbins, R. H. (1990). *General Linguistics: An Introduction Survey*, 4<sup>th</sup> ed. London: Longman.
- 4. Widdowson, W. H. (1996). *Linguistics*, Oxford: Oxford University Press.

## 1. Course Description

This paper is designed to provide basic knowledge on the languages and linguistic situation of Nepal and use of languages in Nepal in various social contexts.

## 2. Objectives

Objectives of this paper are

1. To enable the students to develop their knowledge and understanding of the languages of Nepal
2. To learn the history of these languages
3. To learn the geographical distribution on the languages of Nepal
4. To learn the bilingual and multilingual situation of Nepal
5. To learn about the use of Nepalese languages in education, administration and communication as well as in various social settings
6. To learn the process of development of Nepal as a lingua franca, national language and the official language.

## 3. Course Content

### Unit 1: Language families and Nepalese languages (30 lectures)

The languages of Nepal and their relations with different language families, major language families of the world and their distribution, linguistic atlas and distribution of languages and ethnic groups in Nepal.

### Unit 2: Tibeto-Burman languages of Nepal (30 lectures)

- 2.1 Tibeto-Burman languages spoken in Nepal
- 2.2 Historical relation between various TB languages
- 2.3 Geographical distribution

### Unit 3: Indo-Aryan, Munda and Dravidian languages of Nepal (30 lectures)

- 3.1. Indo-Aryan languages of Nepal
- 3.2. Historical relationship between different IA languages
- 3.3. Geographical distribution of different IA languages
- 3.4. Munda, Dravidian and Kusunda languages spoken in Nepal their historical relations and geographical distribution.

### Unit 4. The language situation in Nepal (30 lectures)

- 4.1. The written and unwritten languages
- 4.2. The classical and modern spoken languages
- 4.3. Majority and minority languages
- 4.4. The standard languages, and standardization of Nepali, Newari and Maithili.
- 4.5. The lesser known and endangered languages.
- 4.6. Bilingualism and Multilingualism

### Unit 5. Language Planning and Policies in Nepal (30 lectures)

- 5.1. The constitutional recognition of the languages
- 5.2. Promotion of the languages of Nepal
- 5.3. Mother tongue education
- 5.4. Language of education, communication and administration

- 5.5. Development of Nepali as a lingua franca, national language and the official language
- 5.6. Development of Nepali sign language.
- 5.7 Language Factors in Census Reports in Nepal.

#### **Prescribed Books and Reading materials**

1. Gurung, Harka (1998). *Nepal: Social Demography and Expressions*, Kathmandu: New ERA
2. Hale, Austin, (1982). *Research on Tibeto-Burman Languages, Trends in Linguistics, State of Art Report -14*, Mouton Publishers.
3. Hanson, Gerd (1991). *The Rais of Eastern Nepal: Ethnic and Linguistic Groupings*, Kathmandu, CNAS/LAN
4. Malla, Kamal P. (Ed.) (1989). *Nepal Perspectives on Continuity and Change*, Kiripur, CNAS
5. Toba, sueyoshi, (1998). *A Bibliography of Nepalese Languages and Linguistics*, Kathmandu, Central Department of Linguistics

# APPLIED LINGUISTICS

Lg.313.

Paper III:  
Full Marks: 100  
Pass Marks: 35  
**Lecture hours:** 150

## 1. Course Description

This paper is designed to introduce various branches of applied linguistics and make the students able to apply their knowledge of linguistics in various fields such as sociolinguistics, psycholinguistics, educational linguistics, text linguistics, stylistics as well as other fields like translation studies, lexicography and the use of computer.

## 2. Objectives

The specific objectives of this course are to enable the students:

1. to develop their knowledge and understanding of various fields of applied linguistics
2. to know the fundamentals of sociolinguistics
3. to understand the basics of psycholinguistics
4. to know the fundamentals of stylistics and discourse analysis
5. know the basic principles of computational linguistics.

## 3. Course contents

This course contains following units. The lecture hours needed for each unit is indicated.

### Unit I: The nature and scope of applied linguistics (10 lectures)

- 1.1. The nature of applied linguistics
- 1.2. The scope of applied linguistics, its relation to other disciplines

### Unit II: Sociolinguistics (45 lectures)

- 2.1. Language as a socio-cultural system
- 2.2. Social, ethnic and regional variation of a language
- 2.3. Speech community
- 2.4. Pidgins and Creoles
- 2.5. American, British and Indian English
- 2.6. Code-switching and code-mixing
- 2.7. Diglossia
- 2.8. Language contact and bilingualism
- 2.9. Communicative competence
- 2.10. Language and culture, language and individual and language and gender.

### Unit III: Psycholinguistics and Educational linguistics (20 lectures)

- 3.1. Psycholinguistics its nature and scope
- 3.2. Language as a mental phenomena language acquisition and production, malapropism, spoonerism.
- 3.3. Teaching the first, second and foreign language
- 3.4. Communicative language teaching
- 3.5. Contrastive Analysis and Error analysis

### Unit IV: Stylistics (35 lectures)

- 4.1. The Prague school theory of functional style
- 4.2. Jakobson's function of language
- 4.3. Models of stylistic analysis
- 4.4. Cohesion, foregrounding and cohesion of foregrounding,
- 4.5. Structuralist poetics

**Unit V: Discourse analysis and text linguistics (25 lectures)**

- 5.1. Discourse and text
- 5.2. Cooperative principle approach
- 5.3. Mental model approach
- 5.4. Text and textuality
- 5.5. Discourse processing and reading,

**Unit VI: Computational linguistics (15 lectures)**

- 6.1 Natural and artificial languages
- 6.2 Natural language processing
- 6.3 Use of computers in linguistic data processing and analysis
- 6.4 Dictionary making and machine translation

**Text Books:**

- 1. Krishnashwamy, N. S. K. Verma and M. Nagarajan (1992) *Modern Applied Linguistics*, Macmillan.

**Reference Books:**

- 1. Krishnamurth, Bh. (1998). *Language, Education and Society*, London: Sage Publication.
- 2. Richards, Jack C. et al. (1985). *Longman Dictionary of Applied Linguistics*, London: Longman.
- 3. Traugott, E. C. and M. L. Pratt (1980). *Linguistics for Students of Literature*, New York: Harcourt Brace.
- 4. Jurafsky, David and James H. Martin. (2000). *Speech and Language Processing: An Introduction to Language Processing, Computational Linguistics and Speech Recognition*.

# RESEARCH METHODOLOGY IN LINGUISTICS

Lg.314.

Paper: IV  
Full Marks: 100  
Pass Marks: 35  
**Lecture** hours: 150  
**Evaluation:** Written 80% and Practical 20%

## 1. Course Description

This course is designed to give basic concepts of research methodology in linguistics and to enable them to do linguistic researches.

## 2. Objectives

Objectives of this course are to enable the students to

- a. learn the basic concepts of linguistic research
- b. do library research and linguistics field work for data collection
- c. process and analyze the data
- d. learn to write research proposal and research reports

## 3. Course Contents

This course contents the following units

### Unit 1. Basics of Linguistics Research (30 lecture)

- 1.1. Definition and types of research
- 1.2. The importance of research
- 1.3. The inductive and deductive methods
- 1.4. Hypothesis, and
- 1.5. The contents of a research proposal

### Unit 2. Library work (30 lectures)

- 2.1. The cataloguing systems
- 2.2. The types of resource materials
- 2.3. The primary and secondary source

### Unit 3. Fieldwork (30 lectures)

- 3.1. Preparation for a fieldwork
- 3.2. Linguistic fieldworks
- 3.3. Observation, etic-emic views in observation
- 3.4. Survey works and data collection procedures

### Unit 4. Processing and analysis of data (30 lectures)

- 4.1. Classification, comparison and tabulation of data
- 4.2. Presentation of data in texts, tables and paragraphs

### Unit 5 Report writing (30 lectures)

- 5.1. Organization of chapters, headings and sub-headings,
- 5.2. Use of footnotes and reference materials,
- 5.3. Use of syntax and vocabulary including the technical terms,
- 5.4. Format of the dissertation to be submitted.

## Practicum

Students are required to submit a research proposal of about 5 to 10 pages in typed form.

### **Prescribed textbooks**

1. Blair, Frank. (1990). *Survey on a Shoestring; A Manual for Small Scale Language Surveys*, Arlington: Summer Institute of Linguistics and the University of Texas at Arlington.
2. Samin, William J. (1967). *Field Linguistics A Guide to Linguistic Fieldwork*, New York; Holt Rinehart and Winston, Inc.
3. Wolf, Howard K. and Prem R. Pant (1975). *Handbook for Social Science and Thesis Writing*, Research Division: T. U.

### **Reference Books:**

1. Bandhu, C.M. (1995). *Anusandhan tatha prativeden lekhak*, Kathmandu: Ratna Pustak Bhandar.

# **LANGUAGE TEACHING**

(Optional)

Lg. 315 A

Paper: V  
Full Marks: 100  
Pass Marks: 35  
**Lecture hours:** 150

## **1. Course Description**

This course is meant for prospective language teachers and those interested in the problems and methods of language teaching in Nepal. It aims to provide learners with the latest trends in language teaching methodology and help them to acquire various pedagogical skills in teaching a specific language.

## **2. Course Objective**

Upon completion of this course, students will be able to

- (a) the theory and methology of language teaching
- (b) knowledge of linguistics in language teaching, and
- (c) accomplish language teaching works effectively.

## **3. Course Content**

### **Unit 1: Language Learning and Language Teaching (30 lectures)**

- 1.1. Learning Theories: Behaviourism and Cognitivism
- 1.2. Acquisition and learning
- 1.3. Task-based learning and learner-based teaching
- 1.4. Problems in foreign language teaching and learning
- 1.5. First language, Second language and foreign language teaching.

### **Unit 2: Teaching the Productive and Receptive Skills (30 lectures)**

- 2.1. The nature of communication
- 2.2. Strategies for teaching of oral skills
- 2.3. Strategies for teaching of writing skills
- 2.4. Integrated approach and Communicative teaching
- 2.5. Listening perception and comprehension
- 2.6. Teaching strategies and activities
- 2.7. Development of reading skills

### **Unit 3: Teaching of Vocabulary and Grammar (30 lectures)**

- 3.1. Language structure and vocabulary
- 3.2. Selecting vocabulary- concrete to abstract; content and grammatical words
- 3.3. Vocabulary and grammar-topic, structure, teachability, word formation and word grammar
- 3.4. Approaches to vocabulary teaching-pronunciation, spelling, meaning.
- 3.5. Approaches and methods of teaching grammar

### **Unit 4: Contrastive Analysis and Error Analysis (30 lectures)**

- 4.1. Nature and scope of CA
- 4.2. L1 and L2 interference.
- 4.3. Contrasting two languages, sources of errors (types and causes)
- 4.4. Remediation and evaluation of errors.

### **Unit 5: Pedagogic Aspects of Language Teaching Materials (30 lectures)**

- 5.1. The Language syllabus: principles, types, design and functions
- 5.2. The Language textbook: purpose, appropriateness, organization, teacher's guide and supplementary materials

- 5.3. Teaching aids and materials: construction and use of teaching aids
- 5.4. Lesson planning: functions, formats for teaching of different skills; work plan, unit plan and daily lesson plan
- 5.5. Classroom management
- 5.6. Criteria for designing a test
- Text Books:**
1. Byrne, D. 1991. *Teaching Writing Skills*. London: Longman.
  2. Doff, Adrian. 1992. *Teach English*. Cambridge University Press.
  3. Johnson, K. 1982. *Communicative Syllabus Design and Methodology*. Pergamon Press.
  4. Larsen-Freeman, D. 1986. *Techniques and Principles in Language Teaching*. Oxford University Press.
  5. Littlewood, W. 1981. *Communicative Language Teaching: An Introduction*. Cambridge University Press.
  6. Rivers W.M. 1968. *Teaching Foreign Language Skills*. University of Chicago Press.
  7. Widdowson, H. 1978. *Teaching Language as Communication*. Oxford University Press.
  8. Richards Jack C. and Theodore S. Rodgers. 1986. *Approaches and Methods in Language Teaching*, Cambridge University Press.
- Reference Books:**
1. Byrne, D. 1988. *Teaching Oral English*. New Edition. Longman.
  2. Geddes, M. & G. Sturridge. 1979. *Listening Links*. Heinemann.
  3. Harmer, Jeremy. 1988. *Meridian Plus: Workbook 1 and 2*. Longman..
  4. Harmer, Jeremy & S. Elsworth. 1989. *The Listening File*. Longman.
  5. Ilson, R. (Ed). 1985. *Dictionaries, Lexicography and Language Learning (ELT Documents 120)*. The British Council/Pergamon Press.

# LITERACY (optional)

Lg.: 315 B.

Paper: V  
Full Marks: 100  
Pass Marks: 35  
**Lecture** hours: 150

## 1. Course Description

This paper is designed to give basic concepts of literacy and to enable the students to apply their knowledge of linguistics in literacy works in the languages of Nepal. This course contains five units to be completed in 150 lecture hours.

## 2. Course objectives

The objectives of this course are to enable the students to

- a. learn the basic concepts of literacy
- b. identify the role of literacy in national development
- c. learn the history and current situation of literacy in Nepal and other countries
- d. know the theories of literacy
- e. know the basic principles and steps of material development
- f. know and carry out the literacy projects

## 3. Course Contents

### Unit I: Basic Concepts of Literacy (30 lectures)

- 1.1. Definition of literacy
- 1.2. Formal, non-formal and informal education,
- 1.3. The life-long education, childhood education and adult education,
- 1.4. Language as a medium and subject in education,
- 1.5. Recent development in literacy theories

### Unit II: Current Situation of Literacy (30 lectures)

- 2.1. Current situation of literacy in the developed and developing countries
- 2.2. Literacy in South Asia
- 2.3. Literacy in Nepal
- 2.4. National literacy policies and programmes
- 2.5. Literacy activities in Nepal

### Unit III: Learning Theories (30 lectures)

- 3.1. Andragogy and Pedagogy
- 3.2. Paulo Friere's theory of learning
- 3.3. Other models of learning

### Unit IV: Material Development (30 lectures)

- 4.1. Basic Principles and steps of material development
- 4.2. Alphabets and alphabet books
- 4.3. Devising orthographies for unwritten languages and standardization processes
- 4.4. The primers, literacy and post-literacy materials
- 4.5. Traditional literature and creative writing in the languages of Nepal

### Unit V: Programme Development and Proposal writing (30 lectures)

- 5.1. The literacy programme in the community
- 5.2. Need assessment and planning, the types of programmes
- 5.3. Writing a proposal for a new literacy project
- 5.4. Literacy research and report writing

Students are required to write and submit a 5 to 10 typed pages of a proposal during the academic session. .

#### **Prescribed Books**

1. Bhola, H. *Handbook of Literacy*, Paris: UNESCO.
2. Freire, P. (1970) *Pedagogy of the Oppressed*, (Trans.) Myra Bergman Ramos. New York: Continuum.

#### **Reference Books**

1. Knowles, Malcom. (1973) *Adult Learner: A Neglected Species*, Houston: Gulf Publishing Company.
2. .... (1980) "What is Andragogy?" in *The Modern Practice of Adult Education: from Pedagogy to Andragogy*, New York: The Adult Education Company.
3. Ongw (1982) *Orality and Literacy: The Technologizing of the World*, London: Methuen.
4. Wolf, Howard K. and Prem R. Pant (1975). *Handbook for Social Science and Thesis Writing*, Research Division: T. U.

# LEXICOGRAPHY

(Functional)

Lg. 316 A

Paper VI

Full Marks: 100

Pass Marks: 35

**Lecture** Hours: 150

Evaluation: 75% written and 25% practical

## 1. Course Description

This course is designed to provide the students with the art and science of dictionary making. This course demands some practice of evaluation of existing dictionaries as well as developing mini dictionaries.

## 2. Objectives:

After the completion of the course the students will be able to:

- (a) know the nature of different types of dictionaries,
- (b) explain the contents of different types of dictionaries
- (c) evaluate various types of new dictionaries, and
- (d) know the history and present status of dictionary making in Nepal.

## 3. Course Contents:

### Unit I: Introduction to Lexicography (20 lectures)

- 1.1. Lexicography – Art and science of dictionary making, objectives of dictionary making
- 1.2. Differences between glossaries, word-lists, dictionaries thesauri and encyclopaedias.
- 1.3. Types of dictionaries (monolingual, bilingual, Multilingual dictionaries, learner's dictionary, translator's dictionary, etymological encyclopedic dictionary etc.)

### Unit II: Stages of Dictionary Making (40 lectures)

- 2.1. Data Collection
- 2.2. Isolating lexemes (differences between morphemes, words, roots and lexemes)
- 2.3. The citation forms in the dictionary
- 2.4. Grammatical information in the dictionaries
- 2.5. The problem of orthography and spelling
- 2.6. Illustration in the dictionary
- 2.7. Grammatical sketch in the dictionaries
- 2.8. Appendices and second language indexes in the dictionaries

### Unit III: Dictionary and Meaning (20 lectures)

- 3.1. Synonyms, Antonyms, Homonyms, Hyponyms and polysemous words
- 3.2. Sense discrimination and definition of words
- 3.3. Headword vs. derivatives

### Unit IV: History of Dictionary Making in the Languages of Nepal (35 lectures)

- 4.1. Contribution of native scholars
- 4.2. Contribution of foreign scholars

### Unit V: Evaluation of Major dictionaries in the languages of Nepal (35 lectures)

- Monolingual dictionaries – Sharma's Nepal Dictionary and Pokharel's Brimat Nepali dictionary, Burk's dictionary of synonyms, Roget's thesaurus
- Bilingual dictionaries - Turner's Nepali dictionary, Sajha English Nepali dictionary, Pradhan's dictionary, Newar-Nepali dictionary

## **Practicum**

Students are required to practice and get comments on their written evaluation of the actionaries given in Unit V.

## **Textbooks**

1. Lamsal, Ram Chandra (2049) *kosh vijnan ra Nepali kosh*, Kathmandu: Sharada Lamsal
2. Singh, R.A. (1982) *An Introduction to Lexicography*, Mysore: Central Institute of Indian Languages
3. Yadav, Y.P. and Tej R. Kansakar (1998) *Lexicography in Nepal*, Kathmandu: Royal Nepal Academy.

## **Reference Books**

1. Newell, Leonard (1995) *Handbook of Lexicography for Philippine and other Languages*, Manila: Linguistic Society of Philippines.
2. Zgusta, L. (1971) *Manual of Lexicography*, The Hague: Mouton

# INTRODUCTION TO TRANSLATION STUDIES (Functional)

Lg. 316 B

Paper VI  
Full Marks: 100  
Pass Marks: 35  
**Lecture Hours:** 150  
**Evaluation:** 75% written and 25% practical

## 1. Course Description

This course attempts to introduce translation studies as a subject of study to enable the students to apply their knowledge of linguistics in translation. The subject demands basic knowledge of linguistic structure, knowledge of the current trends and techniques of translation and necessary practice.

## 2. Specific Objectives:

After the completion of this course, the students will be able to:

- (a) The theory and methodology of translation,
- (b) Evaluate the merits of translation done by others,
- (c) Accomplish the tasks of translation given to them from English to Nepali and to their mother tongues.

## 3. Course Contents:

### Unit I: General Translation (20 lectures)

- 1.1 Definition of translation - linguistic and literary point of views,
- 1.2 Translation studies, its name and nature
- 1.3 Types of translation - literary and scientific
- 1.4 The machine translation(MT)
- 1.5 Importance and need for translation

### Unit II: Some Issues and Debates on Translation (35 lectures)

- 2.1 Translation - art or science, knowledge or skill
- 2.2 Unit of translation
- 2.3 Subjectivity vs. objectivity in translation
- 2.4 Translation techniques - literal vs. free translation, content oriented vs. form oriented translation
- 2.7 Concept of equivalence in translation - communicative vs. semantic equivalence, formal vs. dynamic equivalence
- 2.8 Translatability vs. untranslatability
- 2.9 Semantic dimension of translation

### Unit III: Theoretical Aspects of Translation (30 lectures)

- 3.1 Current trends in translation
- 3.2 Problems of translation
- 3.3 Intralingual, interlingual and intersemiotic translation
- 3.4 Modes of translation - written translation and oral interpretations - spontaneous and consecutive, differences between translating and interpreting

### Unit IV: Tools and Practice for Translation (30 lectures)

- 4.1. Use of the dictionaries: dictionary of synonyms, glossary of technical terms
- 4.2. Multiple translation
- 4.3. Translating literary works
- 4.4. Translating technical writings

## **Unit V: Reviews and Evaluations (35 lectures)**

- 4.1 A short review of translation works from Nepali to English and vice versa
- 4.2 Evaluation of some works of eminent translators of fiction, drama, poetry children's literature and technical writing from English into Nepalese languages and vice versa and their techniques of translating. Such writers include Laxmi Prasad Devakota, Basu Sashi, Okiyama Gwain, Tank Vilas, Devendra Raj Upadhyaya, Daman Raj Tuladhar, Ananda Deva Bhatta, Michael Hutt & Padma Devakota etc.

### **Practicum**

The students will be given texts of different lengths ranging from simple to complex both from Nepali to English and vice versa. They will be guided through such practical tasks so that they will be able to carry out technical and non-technical translations independently.

### **Textbooks**

1. Catford, J.C. (1965) *A Linguistic Theory of Translation*. Oxford: OUP
2. Gentzler, Edwin. (1993) *Contemporary Translation Theories*, New York: Routledge
3. Newmark,Peter. (1988) *A Textbook of Translation*. New York: Prentice Hall.
4. Mukherjee, Sujit. *Translation as Discovery*. Orient Longman, India

### **Reference Books:**

1. Belitt, Ben. (1978) *Adam's Dream: A Preface to Translation*. New York: Grove Press Inc.
2. Hermans, Theo.(Ed.) (1985) *The Manipulation of Literature*. London: Croom Helm Limited.
3. Lefevere, Andre. (1975) *Translating Poetry: Seven Strategies and a Blue- print*. The Netherlands : Van Gorcum.
4. Newmark, Peter. (1981) *Approaches to Translation*. Oxford: Pergamon Press.
5. Nida, E. A. (1964) *Toward a Science of Translating*. Leiden: E.J. Brill.
6. Savory, Theodore. (1957) *The Art of Translation Studies: An Integrated Approach*, Amsterdam: John Benjamins Publishing Company.
7. Steiner, George. (1975) *After Babel: Aspect of Language and Translation*, London: OUP
8. Toury, Gideon.(ed.) (1987) *Translation Across Cultures*. New Delhi: Bahri Publications.
9. Venuti, Larence (ed.) (1992) *Rethinking Translation*. London: Routledge.
10. Wilss, Wolfram. (1982) *The Science of Translation: Problems and Methods*, Tubingen: Gunter Narr Verlag.