

**Mid-West University
Graduate School of Education
Surkhet, Nepal**



**M.Ed. in English Education
First Semester Curriculum
2025**

M.Ed. in English Education

First Semester

1. Philosophical Foundations of Education (EDU211)	C.H. – 3
2. Education and Development (EDU212)	C.H. – 3
3. Pedagogical Grammar and Language Teaching (ENG213)	C.H. – 3
4. Second Language Acquisition Theories and Practices (ENG214)	C.H. – 3
5. Interdisciplinary Reading in Nepali ELT (ENG215)	C.H. – 3
6. Linguistics in Application (ENG216)	C.H. – 3

Mid-West University
Graduate School of Education
M.Ed. in English Education

Course Title: Philosophical Foundations of Education
 Level: M.Ed.
 Semester: First

Course code: EDU211
 Nature of Course: Theoretical
 Credit Hours: 3

1. Course Description

This core course provides a comprehensive understanding of the philosophical and sociological foundation of education. It critically examines how education is shaped by society, culture, ideology and human development. Emphasis is placed on developing analytical, reflective, and research-based professional competencies essential for advanced educational practice and leadership. This course also provides the theoretical knowledge of philosophy and sociology. It discuss also tripartite relationship among philosophy, education and sociology.

2. Competencies

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

1. Understand education as a philosophical and social process.
2. Analyze the major philosophical schools and their educational implication.
3. Examine the concept and relationship between society, culture and education.
4. Critically reflect on contemporary social issues affecting education.
5. Apply socio philosophical perspectives in educational policy and practice

3. Course Content

Unit/Content	Learning Outcomes	Detailed contents/Depth of content
Unit I: Philosophical Foundations of Education (10 hrs)	<ul style="list-style-type: none"> • Explain the concept, nature, and definition of education • Describe the concept of philosophy • Analyze the relationship between philosophy, society, and education • Justify education as a normative and social discipline • Over view the field of philosophy 	<ul style="list-style-type: none"> • Meaning, nature, and definition of education • Meaning and definition of philosophy • Use and functions of philosophy in education • Relationship between education and philosophy • Education as a normative and social process • Brief review of the field of philosophy <ol style="list-style-type: none"> 1. Metaphysics 2. Epistemology 3. Axiology 4. Logic
Unit II: Different Eastern Philosophy (10 hrs)	<ul style="list-style-type: none"> • Explain the meaning, features scope and sources of Eastern philosophy • Appreciate the holistic and spiritual orientation of Eastern thought • Emphasis the educational implication of all eastern philosophy 	<ul style="list-style-type: none"> • Meaning, features, scope, and sources of eastern philosophy • Concept of Hinduism and its six orthodox (Naya, Vaisheshika, Sankhya, Yoga, Mimansa and Vedanta) • Meaning of Buddhism and its three Jewel (Ontology, Epistemology and Axiology) • Concept of Islam and its five pillars (Shahada, Salah, Zakat, Sawan and Hajj) • Short concept Kirat, Jain, Confucianism and Taoism • Educational implication of all philosophy

<p>Unit III: Western Philosophy (8 hrs)</p>	<ul style="list-style-type: none"> • Apply the meaning, characteristics, scope and sources of western philosophy • Study about progressive concept and its educational application • Explain the existential philosophical premises, role of teacher and student and implication • Critically evaluate the Christian philosophy and its ontology, epistemology and axiology 	<ul style="list-style-type: none"> • Meaning, features, scope, and sources of western philosophy • Progressivism, its philosophical premises, role of teachers, students and classroom implication • Existentialism, its philosophical premises, role of teachers, students and classroom implication • Concept of Christianity and its Ontology, Epistemology and Axiology
<p>Unit IV: Sociological Foundations of Education (10 hrs)</p>	<ul style="list-style-type: none"> • Explain sociological perspectives of education • Analyze the role of education in socialization and social change • Examine the relationship between education and social institutions Interpret education as a social process • Know the different between sociology of education and educational sociology • Elaborate the meaning of sociological theories 	<ul style="list-style-type: none"> • Meaning and concept of sociology • Education and society: The relationship and function of education in society • Education as an instrument of social change and social control • Concept of socialization • Role of school, family, and community in education • Sociology of education and educational sociology • Sociological theories (Structure functionalism, Conflict and Symbolic)
<p>Unit V: Social Transformation (10 hrs)</p>	<ul style="list-style-type: none"> • Analyze the relationship between education and culture • Explain the impact of social stratification on education • Critically examine issues of equity and social justice • Evaluate the role of education in promoting democracy and inclusion 	<ul style="list-style-type: none"> • Concept of social change and transformation • Education and culture: meaning and interrelationship • Social stratification and its basic characteristics (Antiquity, Ubiquity, The social patterning, amount, consequences, and the diverging form) • Equality, equity, and social justice in education • Education and democracy • Contemporary social issues: globalization, inclusion, multiculturalism • Social change and transformation

		<ul style="list-style-type: none"> Social mobility and its types (Vertical, Horizontal, Embourgeoisement, Latent, Intra and intergenerational)
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4. Teaching Learning Strategies

- Lectures (to explain the concept)
- Group discussion and seminar
- Case study and role play
- Demonstration and micro teaching
- Project or assignment work

5. Assessment and Evaluation

40% Internal

60% External

Internal Evaluation will be based on the Following Criteria (40%):

- | | |
|-----------------|-----|
| • Attendance | 5% |
| • Assignment | 5% |
| • Presentation | 10% |
| • Project work | 10% |
| • Mid-term Exam | 10% |

External Evaluation will be based on the Following Criteria (60%):

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	8 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	3 with 1 'or' Question	2 x 10 Marks	20 Marks

6. References

- Ozmon, H. A., & Craver, S. M. (2013). *Philosophical Foundations of Education*. Pearson
- Noddings, N. (2016). *Philosophy of Education*. Westview Press
- Sharma, R. A. (2014). *Philosophical and Sociological Foundations of Education*. Surjeet Publications
- Brubacher, J. S. (1962). *Modern Philosophies of Education*. McGraw-Hill
- Kneller, G. F. (1971). *Introduction to the Philosophy of Education*. Wiley
- Aggarwal, J. C. (2015). *Philosophical and Sociological Foundations of Education*. Shipra Publications
- Brookover, W. B. (1955). *Sociology of Education*. American Book Company
- Ballantine, J. H., & Hammack, F. M. (2012). *The Sociology of Education*. Pearson
- Sadker, D., & Zittleman, K. (2010). *Teachers, Schools and Society*. McGraw-Hill
- Banks, J. A. (2015). *Cultural Diversity and Education*. Routledge
- Bourdieu, P. (1990). *Reproduction in Education, Society and Culture*. Sage
- Gore, M. S. (2002). *Sociology of Education*. Rawat Publication
- Dewey, J. (1916). *Democracy and Education*. Macmillan
- Freire, P. (2000). *Pedagogy of the Oppressed*. Continuum
- Ministry of Education, Nepal. *Education Policies and Reports*

Mid-West University
Graduate School of Education
M.Ed. in English Education

Course Title: Education and Development
 Level: M.Ed.
 Semester: First

Course code: EDU212
 Nature of Course: Theoretical
 Credit Hours: 3

1. Course Description

This course is designed for those students who intend to have general knowledge about education and development. It aims to help the students develop knowledge and skills that are necessary to formulate and implement the developmental issues of the nation. Students are encouraged throughout the course to consult with experts or specialists to develop insights into the real meaning of education and development.

4. Competencies

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

- a) To enable the students to explore the meaning of education and development.
- b) To make the students familiar with principles of resource mobilization for development through the educational process.
- c) To make the students explore the knowledge of globalization and social development.
- d) To enable the students to be familiar with the relation between school and development.
- e) To provide the students with the concept of different types of development theory.

1. Course Content

Unit/Content/Teaching Hours	Learning Outcomes	Detailed contents/Depth of content
Unit 1: Meaning of Education and Development. (9)	1.1- Write the meaning of education and development 1.2- Discuss the historical development of education and development 1.3- Explain the process of social development process 1.4- Explain the approaches to participatory social development modes.	1.1 Meaning of education. - Evolution of Education 1.2 Meaning of development. - Historical concept of development. 1.3 Individual development - Function of education for individual development. 1.4 Social development - Process of social development - Role of education in social development. 1.5 Participatory social development -Approaches of participatory social development. - Participatory - Empowerment - Adjustment - social justice
Unit 2: Principles of Resource Mobilization for Development(10)	2.1- Define the principles of resource mobilization for development. 2.2 - Clarify the concept of access to education.	2.1- Concept of Access to Education. - National efforts on access to education. 2.2 - Meaning of inclusion - Policy of inclusion in Nepal 2.3- Protection of resources

	<p>2.3- Elaborate on the different resources in the context of Nepal</p> <p>2.4- Discuss the role of community participation theory in education</p> <p>2.6- Clarify the concept of HRD and its role in development.</p> <p>2.7- Discuss the different principles of vocational training.</p> <p>-</p>	<ul style="list-style-type: none"> - Natural resources - cultural resources - social resources - Financial resources <p>2.4- Community participation theory</p> <ul style="list-style-type: none"> -Practices in community participation in education -Principles of community participation theory <p>2.5- Cost-effective and appropriate resourcing in education.</p> <ul style="list-style-type: none"> - Grants for education - Sources of investment in education <p>2.6- Concept of human resources development.</p> <ul style="list-style-type: none"> - strategy of human resources development - Policies and practices of human resources development <p>2.7- Principles of vocational training</p> <ul style="list-style-type: none"> - Types of training - Principles of training
<p>Unit 3: Globalization and Social Development (10 Hrs)</p>	<p>3.1 Clarify the different dimensions of globalization</p> <p>3.2- Analyze the educational deficits and gaps of the educational sector.</p> <p>3.3- Explain the progress coverage in education.</p> <p>3.4- Show the relation between education, employment, and income.</p> <p>3.5- Discuss the dynamics of the production and employment structure.</p> <p>3.6- Analyze the globalization and labor flexibility.</p>	<p>3.1- Meaning and concept of globalization</p> <p>3.2 Different dimensions of globalization.</p> <p>3.3- Educational deficits and gaps of the educational sector.</p> <p>3.4- Progress coverage in education.</p> <p>3.5- Education, employment, and income.</p> <p>3.6- Globalization and employment</p> <p>3.7- Dynamics of the production and employment structure.</p> <p>3.8 Globalization and labor flexibility.</p> <p>3.9 Role of ICT in globalization</p>
<p>Unit-4 School and Development(9)</p>	<p>4.1-Explore the concept of a school as a learning organization.</p> <p>4.2- Elaborate on the process of teacher recruitment.</p> <p>4.3 List out the stages of the carrier development programme.</p>	<p>4.1- Concept of school as a learning institution.</p> <p>4.2 – Significance and process of teacher recruitment.</p> <p>4.3 Stage of the carrier development programme.</p> <p>4.4 – The nature of the Profession.</p> <ul style="list-style-type: none"> -Principles of an effective classroom setting <p>4.5- Teacher collaboration and contrived collegiality.</p> <p>4.6- Knowledge and teaching are the new foundation of reform.</p>

		<ul style="list-style-type: none"> - types of knowledge - Sources of knowledge - Approaches of pedagogical reasoning
Unit 5: Development Theories (10Hrs)	5.1- Analyze the dependency theory. 5.2- Discuss the different modes of production theory. 5.3- Explain the principles of world system theory. 5.4 Analyze the impact of neoliberalism in the educational sector. 5.5- Explore the concept of modernism and its application in development. 5.6- Identify postmodernism with its principles.	5.1- Dependency theory. <ul style="list-style-type: none"> - Principles of dependency theory - Impact of dependency theory on society 5.2- Concept of production theory. <ul style="list-style-type: none"> - Key features and modes of production theory 5.3- World system theory and its assumptions 5.4- Neoliberalism. <ul style="list-style-type: none"> - Objective and principles of neoliberalism. 5.5- Modernism <ul style="list-style-type: none"> - objectives and principles of modernism 5.6- Post-modernism <ul style="list-style-type: none"> - Objectives and principles of modernism.

4. Teaching Learning Strategies

Discussion, Lecture, Project method, presentation, note-taking, individual study, demonstration, and seminar sessions will be used to clarify the suggested content of this course.

5. Assessment and Evaluation

40% Internal

60% External

Internal Evaluation will be based on the Following Criteria (40%):

- | | |
|-----------------|-----|
| • Attendance | 5% |
| • Assignment | 5% |
| • Presentation | 10% |
| • Project work | 10% |
| • Mid-term Exam | 10% |

External Evaluation will be based on the Following Criteria (60%):

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	8 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	3 with 1 'or' Question	2 x 10 Marks	20 Marks

6. References:

Education and development (2002).Module 3 (compendium of readings part one) units 6 and 7
 Christopher, C., Jeff, E., and Mathew, A. (2005). Human resource management practices alignment and firm performance. Ithaca, NY: Cornell University.

Mid-West University
Graduate School of Education
M.Ed. in English Education

Course Title: Pedagogical Grammar and Language Teaching
 Level: M.Ed.
 Semester: First

Course code: ENG213
 Nature of Course: Theoretical + Practical
 Credit Hours: 3

1. Course Description

This course has been redesigned to align pedagogical grammar education with current global trends in English Language Teaching (ELT), digital transformation, multilingual realities, and labor-market needs. It prepares prospective teacher educators, curriculum developers, instructional designers, and ELT leaders to view grammar as a meaningful, communicative, and technology-supported skill rather than just a set of isolated rules. The course incorporates Second Language Acquisition (SLA), AI-assisted teaching tools, assessment literacy, and Nepal-specific realities of multilingual classroom settings. Students are trained to design grammar instruction suitable for schools, universities, online platforms, teacher training programs, and international contexts, thereby increasing their competitiveness for careers in education, educational technology, curriculum development, and academic leadership.

2. Competencies

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

- a) **CO1:** Understand English grammatical structures through the Form–Meaning–Use (FMU) framework and implement them in communicative, multilingual, and digital classroom settings.
- b) **CO2:** Apply contemporary SLA theories and AI-supported tools to design effective grammar instruction.
- c) **CO3:** Develop grammar lessons using blended, online, and hybrid teaching models for diverse learner groups.
- d) **CO4:** Identify learner mistakes through data-driven and contrastive analysis, then create remedial instruction for inclusive learning environments.
- e) **CO5:** Create professional-grade teaching portfolios, assessment tools, and micro-credentials suitable for schools, universities, NGOs, and EdTech platforms.

3. Course Content

Unit/Content/Teaching Hours	Learning Outcomes	Detailed contents
Unit 1: Academic Foundations of Modern Grammar Pedagogy (12 Hours)	a) Understand and explain grammar as a skill for communication, identity, and academic mobility b) Analyze grammar through Form–Meaning–Use (FMU), discourse, and usage-based perspectives c) Evaluate the role of explicit grammar instruction in digital and multilingual contexts	1.1 Grammar in the 21st Century <ul style="list-style-type: none"> • Grammaticing and usage-based grammar • Descriptive vs. pedagogical grammar in global EL • Grammar for academic, professional, and digital communication 1.2 SLA, Cognition, and Learning Design <ul style="list-style-type: none"> • Noticing, input processing, and task-based learning • Teachability hypothesis and adaptive instruction • Explicit vs. implicit grammar in language learning 1.3 Grammar in Multilingual Nepal <ul style="list-style-type: none"> • Nepalese English and translanguaging • Grammar across texts, genres, and disciplines

<p>Unit 2: Contemporary Models of Teaching Grammar (18 Hours)</p>	<ul style="list-style-type: none"> a) Design grammar lessons using blended and digital pedagogies b) Integrate AI tools and Open Educational Resources (OER) c) Create learner-centered grammar tasks aligned with real-world use 	<ul style="list-style-type: none"> • Grammar for equity and inclusion <p>2.1 Contemporary Teaching Models</p> <ul style="list-style-type: none"> • Focus on form in communicative tasks • Inductive, deductive, and flipped grammar teaching • Consciousness-Raising (CR) Model • Task-Based Grammar Teaching (TBG) • Usage-Based / Construction Grammar Model <p>2.2 Technology-Enhanced Grammar Teaching</p> <ul style="list-style-type: none"> • AI tools for grammar feedback and lesson design • LMS-based grammar modules and microlearning <p>2.3 Practice, Feedback, and Assessment Design</p> <ul style="list-style-type: none"> • From drills to authentic communication • Automated vs. teacher feedback • Assessment using digital tools
<p>Unit 3: Applied Grammar, Professional Practice, and Assessment (18 Hours)</p>	<ul style="list-style-type: none"> a) Teach high-impact grammar areas for Nepali and international learners b) Develop professional lesson packages and assessments c) Demonstrate ethical, valid, and reliable grammar evaluation practices 	<p>3.1 High-Impact Grammar for Academic & Workplace English</p> <ul style="list-style-type: none"> • Articles, tense–aspect, modality, connectives, structural and logical relations • Grammar for presentations, reports, and research writing • Grammar for online and intercultural communication <p>3.2 Professional Lesson Design</p> <ul style="list-style-type: none"> • PPP (Presentation–Practice–Production) • ESA (Engage–Study–Activate) and task-based lesson planning • 5E Model (Engage–Explore–Explain–Elaborate–Evaluate) • Micro-teaching and instructional rehearsal • Materials adaptation for schools, universities, and online platforms <p>3.3 Assessment, Analytics, and Ethics</p> <ul style="list-style-type: none"> • Performance-based and portfolio assessment • Rubrics, validity, and reliability • Academic integrity and AI-aware assessment design

3. Teaching–Learning Activities

- a) **Flipped Learning:** Students engage with pre-class videos, readings, and corpus-based activities to build a foundational understanding, allowing class time for discussion, practice, and problem-solving.
- b) **Micro-Teaching:** Learners perform brief digital and in-person teaching demonstrations to practice grammar instruction methods and receive helpful feedback.
- c) **Design Studio Workshops:** Collaborative sessions where students create, test, and improve grammar lessons and teaching materials through peer interaction and guided facilitation.
- d) **Project-Based Learning (PBL):** Students create a comprehensive grammar teaching product—such as a module, app, or unit—that combines theory, pedagogy, and real-world application.
- e) **Industry Simulation:** Learners engage with real-world scenarios by developing grammar teaching solutions for EdTech companies, NGOs, and teacher-training programs, enhancing their professional preparedness.

5. Assessment and Evaluation

- a) Internal: 40%
- b) External: 60%

Internal evaluation will be based on the following criteria:

Component	Description	Weight
Participation & Professional Engagement	Attendance, workshops, discussions	5
Continuous Assessment	Lesson designs, reflections	10
Mid-Term Assessment	Applied theory test (Units 1 & 2)	10
Major Professional Project	Grammar teaching portfolio or digital module	15
Total Internal Assessment		40

External Evaluation will be based on the following criteria:

Nature of Questions	Total Questions to be asked	Number of questions to be answered	Marks
Multiple Choice	10	10	10
Short Answer	6 (with 2 OR)	6 × 5	30
Long Answer	2 (with 1 OR)	2 × 10	20
Total			60

Reading Resources

- Larsen-Freeman, D. (2003). *Teaching Language: From Grammar to Grammaticing*. Thomson Heinle.
- Ellis, R. (2006). Current issues in the teaching of grammar. *TESOL Quarterly*, 40(1), 83–107.
- Celce-Murcia, M., & Larsen-Freeman, D. (2015). *The Grammar Book* (3rd ed.). National Geographic Learning.
- Nassaji, H., & Fotos, S. (2011). *Teaching Grammar in Second Language Classrooms*. Routledge.
- Thornbury, S. (1999). *How to teach grammar*. Pearson Education.
- Parrott, M. (2010). *Grammar for English language teachers* (2nd ed.). Cambridge University Press.
- Tajino, A. (Ed.). (2021). *A new approach to English pedagogical grammar: The order of meanings*. Routledge.
- Selected articles from *ELT Journal*, *System*, and *Journal of Second Language Writing*.

Mid-West University
Graduate School of Education
M.Ed. in English Education

Course Title: Second Language Acquisition Theories and Practices
 Level: M.Ed.
 Semester: First

Course code: ENG214
 Nature of Course: Theoretical
 Credit Hours: 3

Course Description

This course introduces major theories, models, and practices of Second Language Acquisition (SLA) and provides an advanced theoretical and applied understanding of **SLA** with a particular focus on its relevance to **English Language Teaching (ELT)** contexts. It introduces foundational concepts, interdisciplinary perspectives, and major language learning theories and hypotheses that explain how second languages are learned. The course critically examines classical and contemporary SLA theories—such as Behaviourism, Innatism, Constructivism, input–interaction–output hypotheses, and sociocultural perspectives—and explores how these theories inform teaching practices, learner development, and institutional policies.

Competencies

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

1. Explain, analyze, and critically compare key concepts, theories, and hypotheses in Second Language Acquisition using interdisciplinary perspectives and empirical evidence.
2. Apply SLA theories to classroom practice, instructional decision-making, and ELT material development by designing and justifying contextually appropriate teaching and learning strategies.
3. Evaluate language teaching practices, learner needs, and institutional policies through a theoretically informed, reflective, and context-aware lens, supporting effective and inclusive second language teaching and learning.

Course Content

Unit	Specific Learning Outcomes	Detailed contents/Depth of content
Unit 1: Fundamental Concepts of Second Language Acquisition (12 Hours)	<ol style="list-style-type: none"> 1. Explain and critically discuss the foundational concepts, scope, historical development, and interdisciplinary nature of Second Language Acquisition (SLA), demonstrating an understanding of how insights from psycholinguistics, sociolinguistics, neurolinguistics, discourse studies, and technology inform SLA research and pedagogy. 2. Analyze and compare first language acquisition and second language acquisition processes by examining similarities and differences in learning contexts, rate and route of acquisition, and the roles of input, interaction, and output, with reference to empirical SLA theories and classroom realities. 	<ol style="list-style-type: none"> 1.1 Introduction to Second Language Acquisition <ol style="list-style-type: none"> 1.1.1 Definition and Scope of SLA 1.1.2 History of SLA 1.2 SLA as an Interdisciplinary Field <ol style="list-style-type: none"> 1.2.1 SLA and Psycholinguistics 1.2.2 SLA and Sociolinguistics 1.2.3 SLA and Neurolinguistics 1.2.4 SLA and Discourse 1.2.5 SLA and Technology 1.3 First Language Acquisition vs. Second Language Acquisition <ol style="list-style-type: none"> 1.3.1 Naturalistic acquisition vs. formal/instructed learning contexts 1.3.2 Rate and route of acquisition: similarities and differences 1.3.3 Role of input, interaction, and output in L1 vs. L2 acquisition 1.4 The Nature of Second Language Knowledge <ol style="list-style-type: none"> 1.4.1 Explicit and Implicit L2 Knowledge

	<p>3. Evaluate the nature of second language knowledge by distinguishing between explicit and implicit knowledge, declarative and procedural knowledge, and competence and performance, and by critically reflecting on key psychological and age-related factors influencing SLA in formal and informal learning contexts.</p>	<p>1.4.2 Declarative and procedural knowledge 1.4.3 L2 knowledge of aspects of language 1.4.4 The Acquisition of L2 Knowledge 1.4.5 The nature of nonnative speaker knowledge 1.5 Key Concepts in SLA 1.5.1 Competence vs. performance 1.5.2 Input, intake, and output 1.5.3 Age and SLA 1.5.4 Psychological Factors and SLA</p>
<p>Unit 2 Language Learning Theories (12 Hrs)</p>	<p>1. Describe and explain the core assumptions, key concepts, and major proponents of language learning theories—Behaviourism, Innatism, and Constructivism—demonstrating understanding of habit formation, Universal Grammar, cognitive and social constructivist perspectives, and input–interaction–output hypotheses.</p> <p>2. Analyze and compare the theoretical positions of Behaviourism, Innatism, and Constructivism in terms of how languages are learned, the roles of input, interaction, output, cognition, and social mediation, and their strengths, limitations, and ongoing debates in SLA.</p> <p>3. Apply and evaluate language learning theories to classroom practice and ELT material development by designing or justifying pedagogical strategies and learning tasks that are theoretically informed and contextually appropriate for second language classrooms.</p>	<p>2.1 Introduction to Language Learning Theories 2.2 Behaviourism and Language Learning 2.2.1 Introduction to Behaviourism 2.2.2 Language learning as habit formation 2.2.3 Imitation, reinforcement, and practice 2.2.4 Implications for Classroom SLA 2.2.5 Implications for Material Development 2.3 Innatism and Language Learning 2.3.1 Introduction to Innatism 2.3.2 Chomsky’s Universal Grammar (UG) 2.3.3 UG and SLA debates 2.3.4 Concept of Language Acquisition Device and SLA 2.3.5 Implications for Classroom SLA 2.3.6 Implications for Material Development 2.4 Constructivism and Language Learning 2.4.1 Introduction to Cognitivism 2.4.2 Piaget’s Individual Constructivism 2.4.3 Vygotsky’s Social Constructivism 2.4.4 Learning vs. Development 2.4.5 ZPD vs. Fixed Stages 2.4.6 Criticisms of the Constructivist Approach</p>
<p>Unit 3 Key Theories and Hypotheses in SLA (14 Hrs.)</p>	<p>1. Explain and illustrate the major theories and hypotheses in SLA, including Krashen’s Acquisition–Learning, Input, Monitor, Natural Order, and Affective Filter Hypotheses, Long’s Interaction Hypothesis, Swain’s Output Hypothesis, and the Sociocultural Theory, demonstrating clear conceptual understanding of their key principles.</p> <p>2. Analyze and critically compare these theories and hypotheses in terms of their assumptions about language development,</p>	<p>3.1 Krashen’s Acquisition–Learning Hypothesis 1.1 Krashen’s Input Hypothesis 1.2 Krashen’s Monitor Hypothesis 1.3 Krashen’s Natural Order and Affective Filter Hypotheses 1.4 Long’s Interaction Hypothesis 1.5 Swain’s Output Hypothesis 1.6 Sociocultural Theory of SLA</p>

	<p>the roles of input, interaction, output, affective factors, and social mediation, and their empirical support and criticisms within SLA research.</p> <p>3. Apply and evaluate key SLA theories and hypotheses to real classroom contexts by designing, adapting, or justifying pedagogical practices and instructional decisions that enhance second language learning in diverse and context-sensitive ELT settings.</p>	
<p>Unit 4: Using Theories for Second Language Teaching and Learning (10 Hrs)</p>	<p>1. Explain and differentiate the concepts of theory, metatheory, hypotheses, models, and constructs, and describe their roles and interrelationships in understanding second language teaching and learning processes.</p> <p>2. Analyze how different theories of teaching, learning, and language inform the roles and practices of teachers, learners, and institutions, highlighting their theoretical assumptions and practical implications in SLA-oriented classrooms.</p> <p>3. Apply and evaluate relevant SLA theories to institutional and classroom contexts by making theoretically informed decisions about teaching practices, learner support, and institutional policies for effective second language teaching and learning.</p>	<p>4.1 Introduction to Theory</p> <p>4.1.1 Concept and Characteristics of Theory</p> <p>4.1.2 Metatheory and theory</p> <p>4.1.3 Hypotheses and Theory</p> <p>4.1.4 Models and Theory</p> <p>4.1.5 Constructs and Theory</p> <p>4.2 Theories Related to Teachers</p> <p>4.2.1 Theories of Teaching and Teachers</p> <p>4.2.2 Theories of Learning and Teachers</p> <p>4.2.3 Theories of Language and Teachers</p> <p>4.3 Theories Related to Learners</p> <p>4.3.1 Theories Related to Teaching and Learners</p> <p>4.3.2 Theories Related to Learning and Learners</p> <p>4.3.3 Theories Related to Language and Learners</p> <p>4.4 Theories Related to Institutions</p> <p>4.4.1 Theories of Teaching and Institutions</p> <p>4.4.2 Theories of Learning and Institutions</p> <p>4.4.3 Theories of Language and Institutions</p>

Teaching Learning Strategies

1. Guided Academic Reading and Critical Annotation

Students read selected SLA texts, articles, and policy documents using **pre-, while-, and post-reading activities**. They create concept maps, annotate key ideas, and reflect critically on theoretical assumptions, research evidence, and ELT implications.

2. Interactive Mini-Lectures with Conceptual Mapping

Short lectures introduce core SLA theories and concepts, supported by **visual organizers**, and guided questioning. Students engage actively through **think-pair-share, polls, and reflections**, clarifying foundational knowledge.

3. Seminar-Style Student-Led Discussions

Students lead discussions on assigned SLA theories, presenting the theory, evaluating assumptions, and linking ideas to **Nepali classroom contexts**. The teacher facilitates discussion to ensure depth, promoting **higher-order thinking and application**.

4. Comparative and Reflective Case Analysis

Students analyze real or hypothetical classroom and institutional cases, compare theoretical approaches,

and propose **pedagogically justified interventions**. Reflective prompts guide evaluation of **feasibility, inclusivity, and effectiveness**, connecting theory with practice.

5. Reflective Journals and Critical Response Tasks

Students maintain journals documenting key concepts, critical reflections, and links between SLA theory and **ELT practice in Nepal**. This fosters **metacognition, self-directed learning, and professional reflection**.

Assessment and Evaluation

The assessment and evaluation system for this course is designed to promote continuous learning, active participation, and academic integrity. It integrates both internal (40%) and external (60%) components to ensure a balanced measurement of students' knowledge, skills, and performance. The internal evaluation emphasizes students' regularity, discipline, engagement in classroom activities, and consistent academic progress through unit tests, assignments, project work, and presentations.

The external evaluation, on the other hand, focuses on testing students' comprehensive understanding of course content through structured written examinations. It includes multiple-choice questions, short answer questions, and long answer questions that assess different levels of cognitive skills—from recall and comprehension to critical analysis and synthesis. Together, these internal and external evaluation components ensure fairness, reliability, and alignment with the course learning objectives, fostering both formative and summative assessment for students' holistic academic development.

Internal Evaluation Scheme (40%)

Evaluation Component	Weightage
Attendance & Discipline	10%
Mid-Term	10%
Assignments /Project Work	10%
Presentation	10%

External Evaluation – 60%

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 arks

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Mid-West University
Graduate School of Education
M.Ed. in English Education

Course Title: Interdisciplinary Readings in Nepali ELT
 Level: M.Ed.
 Semester: First

Course code: ENG215
 Nature of Course: Theoretical
 Credit Hours: 3

Course Description

The course *Interdisciplinary Reading in Nepali ELT* aims to develop advanced academic and critical reading skills by exploring the evolution of English from Global Englishes and World Englishes to South Asian Englishes and Nepali English. It also examines the shift from global ELT theories to localized Nepali ELT practices. The course intends to enhance students' abilities in academic reading, critical thinking, and contextual analysis by analyzing English and English Language Teaching (ELT) from a global to a local perspective. It traces the conceptual, historical, sociolinguistic, and pedagogical journey of English—from Global and Digital World Englishes to South Asian Englishes and Nepali English—and critically examines how global ELT theories, policies, and practices are interpreted, adapted, and implemented within the Nepali ELT context. Using an interdisciplinary approach, the course engages students with academic, pedagogical, and policy texts to explore issues related to language, identity, power, multilingualism, technology, and equity in Nepali ELT. Through careful reading, discussion, and reflection, the course prepares graduate students to become critical readers, informed educators, and reflective professionals who can contribute meaningfully to context-sensitive ELT pedagogy, research, and policy in Nepal.

Competencies

4. CO1: Critically analyze and interpret texts related to Global Englishes, World Englishes, South Asian Englishes, and Nepali English from interdisciplinary perspectives.
5. CO2: Analyze and evaluate global and local ELT theories, policies, and practices through advanced academic reading.
6. CO3: Apply interdisciplinary reading strategies to inform context-sensitive ELT pedagogy, research, and professional practice in Nepal.

Course Content

Unit	Specific Learning Outcomes	Detailed contents/Depth of content
Unit 1: Understanding Global and Digital World Englishes (12 Hrs.)	<p>1. Demonstrate a comprehensive understanding of Global Englishes, World Englishes, and Digital World Englishes by explaining their key concepts, characteristics, and relationships with globalization, multilingualism, intercultural communication, and linguistic identity, academia, English language teaching and testing across physical and digital contexts.</p> <p>2. Analyze and critically evaluate the impact of digital technologies, new media, and multimodality on the spread, variation, pedagogy, and</p>	<p>1.6 Introduction to Global Englishes</p> <p>1.6.1 English and Globalization</p> <p>1.6.2 English and Multilingualism</p> <p>1.6.3 Global Englishes in Intercultural and Transcultural Communication</p> <p>1.6.4 Global Englishes in Education</p> <p>1.6.5 The Future of Global Englishes</p> <p>1.6.6 Global English and Academia</p> <p>1.6.7 Global English and English Language Teaching and Testing</p> <p>1.7 Introduction to Digital World Englishes</p> <p>1.7.1 Introduction to World Englishes</p> <p>1.7.2 World Englishes in the Digital World</p> <p>1.7.3 Digital World Englishes and the New Geography</p>

	<p>sociolinguistic positioning of Englishes.</p> <p>3. Apply and create context-responsive practices by using multi-variety perspectives to interpret real-world and digital language use, and by designing pedagogical strategies that address the present and future dynamics of Global and Digital World Englishes.</p>	<p>1.7.4 Conversations Across Circles: A Multi-variety Mentality</p> <p>1.7.5 Linguistic Identity across Englishes and Digital Spaces</p> <p>1.7.6 New Media, Multimodality, and Digital World Englishes</p> <p>1.7.7 Researching Digital World Englishes</p> <p>1.7.8 World Englishes and Language Teaching in Context: Back to the “Real World”</p>
<p>Unit 2 South Asian English and Nepali English (12 Hrs)</p>	<p>1. Explain and contextualize the historical development, political, sociolinguistic foundations, and educational roles of South Asian English, including its emergence as a legitimate variety of English and its function in education and English Medium Instruction (EMI) across South Asia.</p> <p>2. Analyze and critically discuss the evolution of Nepali English by examining its historical trajectory, naming debates (Nepali English, Nepalese English, Nenglish), issues of ownership, linguistic dominance versus liberation, and its distinctive linguistic features.</p> <p>3. Evaluate and illustrate the use of English in Nepal’s education, media, social life, and literature, assessing its sociocultural implications and role in shaping identity, multilingual practices, and local–global communication.</p>	<p>2.5 Introduction to South Asian English</p> <p>2.5.1 English in South Asian Contexts</p> <p>2.5.2 Historical Development of South Asian English</p> <p>2.5.3 South Asian Englishes: A Variety of English</p> <p>2.5.4 English in Education in South Asia</p> <p>2.5.5 English Medium Instruction in South Asia</p> <p>2.6 Introduction to Nepali English and Use of English in Nepal</p> <p>2.6.1 Nepali English, Nepalese English and Nenglish</p> <p>2.6.2 Features of Nepali English</p> <p>2.6.3 English in Nepal: Historical Development</p> <p>2.6.4 English in Nepal: Linguistic Dominance or Linguistic Liberation</p> <p>2.6.5 English in Nepal: The Issue of Ownership</p> <p>1.8 Use of English in Nepal</p> <p>1.8.1 Use of English in Education</p> <p>1.8.2 Use of English in Media</p> <p>1.8.3 Use of English in Social Life</p> <p>1.8.4 Use of English in Literature</p>
<p>Unit 3: English Language Teaching in Nepal (10 Hrs.)</p>	<p>1. Explain and analyze the historical development of English Language Teaching (ELT) in Nepal across major political periods—from the Pre-Rana era to the Republic period—highlighting key shifts in purposes, practices, and access to English education.</p> <p>2. Examine and evaluate national English language policies, multilingual education frameworks, and curriculum structures by analyzing the position and role of</p>	<p>1.7 Development of ELT in Nepal</p> <p>1.7.1 ELT in Pre-Rana Period</p> <p>1.7.2 ELT in Rana Period</p> <p>1.7.3 ELT in Democratic Period</p> <p>1.7.4 ELT in Panchayat Period</p> <p>1.7.5 ELT in Multi-party Democratic Period</p> <p>1.7.6 ELT in Republic Period Onwards</p> <p>1.8 English Language Policies and Curriculum Frameworks in Nepali ELT</p> <p>1.8.1 National education policies and multilingual education</p> <p>1.8.2 Position of English in the school and university curricula</p>

	<p>English in basic, secondary, and higher education in Nepal.</p> <p>3. Critically assess the implications of medium of instruction choices and teacher education systems by comparing English as a subject and English as a medium of instruction (EMI), and by evaluating the effectiveness of pre-service and in-service teacher education and professional development initiatives in Nepali ELT.</p>	<p>1.8.3 English in basic, secondary, and higher education</p> <p>4.4 Medium of Instruction and English Language Teaching in Nepal</p> <p>4.4.1 English as a Subject vs. English as a Medium of Instruction (EMI)</p> <p>4.4.2 Growth of EMI in community and private schools</p> <p>4.4.3 Challenges of EMI for teachers and learners</p> <p>4.5 Teacher Education and Professional Development in Nepali ELT</p> <p>4.5.1 Pre-service teacher education in English (B.Ed., M.Ed.) in Nepal</p> <p>4.5.2 In-service training and continuous professional development (CPD)</p> <p>4.5.3 Role of universities, MOEST, and professional organizations (e.g., NELTA)</p>
<p>Unit 4: Trends and Technology in Nepali ELT (14 Hrs)</p>	<p>2. Explain and analyze emerging pedagogical trends in Nepali ELT by examining shifts toward communicative, post-method, learner-centered, and context-sensitive approaches, and by analyzing curriculum design, textbook localization, and the use of no-tech, low-tech, and high-tech instructional resources.</p> <p>3. Apply and evaluate the integration of digital technologies in Nepali ELT by assessing teachers' ICT competence, ICT-based lesson planning, mobile-assisted learning, and the pedagogical use of social media for language exposure, interaction, and skill development.</p> <p>4. Critically assess and envision the role of Artificial Intelligence and digital equity in Nepali ELT by evaluating AI-powered tools, ethical and academic integrity issues, and the impact of the digital divide, while proposing</p>	<p>4.5 Emerging Trends in English Language Teaching in Nepal</p> <p>4.5.1 Shift from structural to communicative and post-method pedagogies in ELT in Nepal</p> <p>4.5.2 Learner-centered and outcome-based ELT practices in Nepal</p> <p>4.5.3 Context-sensitive and localized ELT approaches</p> <p>4.6 English language curriculum, textbooks and resources in Nepal</p> <p>4.6.1 Curriculum and Textbook design and localization of ELT materials</p> <p>4.6.2 Use of global vs. local content in ELT textbooks in Nepal</p> <p>4.6.3 Use of No-Tech, Low-Tech and High-Tech Resources in English Classroom</p> <p>4.7 Integration of Information and Communication Technology (ICT) in ELT</p> <p>4.7.1 Use of computers, projectors, and smart boards in ELT classrooms</p> <p>4.7.2 Digital literacy and ICT competence of English teachers</p> <p>4.7.3 ICT-based lesson planning and classroom delivery</p> <p>4.7.4 Use of smartphones for vocabulary, grammar, and pronunciation practice</p> <p>4.7.5 Social media as a tool for language exposure and interaction</p>

	<p>future-oriented, inclusive, and multilingual technology-enhanced ELT practices.</p>	<p>4.8 Artificial Intelligence (AI) in English Language Teaching in Nepal</p> <p>4.8.1 AI-powered tools for language learning (chatbots, grammar checkers, translators) in Nepali ELT</p> <p>4.8.2 AI in assessment, writing support, and research in Nepali ELT</p> <p>4.8.3 Ethical issues, academic integrity, and teacher roles in AI-supported ELT in Nepal</p> <p>4.9 Equity, Inclusion, and the Digital Divide in Nepali ELT</p> <p>4.9.1 Access to technology in urban vs. rural schools of Nepal</p> <p>4.9.2 Gender, socioeconomic status, and digital access in ELT in Nepal</p> <p>4.9.3 Inclusive ELT practices in Nepali ELT</p> <p>4.10 Future Directions of Trends and Technology in Nepali ELT</p> <p>4.10.1 AI-driven personalization and data-informed ELT in Nepal</p> <p>4.10.2 Translanguaging and multilingual digital pedagogy in Nepali ELT</p>
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Teaching Learning Strategies

1. Guided Academic Reading and Annotation

Students engage with selected academic and policy texts through structured pre-reading, while-reading, and post-reading activities such as concept mapping, annotation, summarization, and critical commentary. This method develops advanced academic reading skills and helps students connect theory with Nepali ELT contexts.

2. Interactive Lectures with Conceptual Scaffolding

The teacher delivers short, focused lectures to introduce key concepts (e.g., Global Englishes, Nepali English, EMI, AI in ELT), supported by visual organizers and frequent questioning. This method ensures conceptual clarity while maintaining student participation.

3. Seminar-Style Student-Led Discussions

Students lead seminars based on assigned readings by presenting key arguments, raising critical questions, and linking ideas to Nepali ELT practices. The teacher facilitates discussion to ensure analytical depth and academic rigor, fostering higher-order thinking.

4. Policy and Curriculum Document Analysis

Students critically analyze national education policies, curriculum frameworks, and EMI-related documents using guided questions focused on ideology, multilingualism, equity, and feasibility. This method strengthens policy literacy and contextual understanding of ELT in Nepal.

5. Reflective Writing and Critical Response Journals

Students maintain reflective journals responding to course readings and discussions, focusing on insights gained, relevance to Nepali ELT, and professional implications. This method promotes reflective practice, critical thinking, and integration of learning.

Assessment and Evaluation

The assessment and evaluation system for this course aims to encourage continuous learning, active participation, and academic integrity. It includes both internal (40%) and external (60%) components to provide a balanced evaluation of students' knowledge, skills, and performance. The internal assessment focuses on students' punctuality, discipline, engagement in classroom activities, and steady academic progress through unit tests, assignments, project work, and presentations.

The external evaluation, however, emphasizes testing students' comprehensive understanding of course content through structured written exams. It includes multiple-choice questions, short answer questions, and long answer questions that measure different levels of cognitive skills—from recall and comprehension to critical analysis and synthesis. Together, these internal and external evaluation components ensure fairness, reliability, and alignment with the course learning objectives, supporting both formative and summative assessments for students' overall academic growth.

Internal Evaluation Scheme (40%)

Evaluation Component	Weightage
Attendance & Discipline	10%
Mid-Term	10%
Assignments /Project Work	10%
Presentation	10%

External Evaluation – 60%

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 arks

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Mid-West University
Graduate School of Education
M.Ed. in English Education

Course Title: Linguistics in Application
 Level: M.Ed.
 Semester: I

Course code: ENG216
 Nature of course: Theoretical + Practical
 Credit hours: 3

1. Course Description

This course aims to connect theoretical linguistics with practical applications in real-world settings, especially in language education, communication, and social issues. It examines how linguistic theories, concepts, and research methods are used to address problems and guide practices in various fields. As a result, the course prepares students to critically analyze and address language-related issues, equipping them for advanced research and professional roles in ELT and applied linguistics.

2. Competencies

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

- a. CO1: Analyze and evaluate the application of core linguistic theories across diverse professional fields.
- b. CO2: Critically assess and formulate solutions to real-world language problems in areas such as language planning, forensic linguistics, and communication disorders.
- c. CO3: Design and conduct small-scale applied linguistics research relevant to their professional context.

3. Course Content

Unit/Content/Teaching Hours	Learning Outcomes	Detailed contents/Depth of content
Unit 1: Introducing Applied Linguistics (15 Hrs)	- Introduce applied linguistics in terms of its origin and history, definition, characteristics, and development -Show an understanding of Applied linguistics and its related fields of study -Discuss models and frameworks of Applied linguistics - Explore applied linguistics practices and issues in Nepal	1.1. Defining applied linguistics Origin and historical development of applied linguistics, defining characteristics and Applied linguistics Vs. Linguistics Applied 1.2 Applied linguistics and related fields of study Anthropological linguistics and ethnolinguistics, psycholinguistics and sociolinguistics, clinical linguistics and forensic linguistics, mathematical linguistics and computational linguistics, language teaching and second language acquisition 1.3: Models and Frameworks Post-modern applied linguistics, Critical Applied Linguistics (CAL) 1.4 Applied linguistics practices and issues in Nepal

<p>Unit 2: Development of Applications: Language, Education, and Society (15 Hrs)</p>	<p>-Explain the development and application of linguistic concepts in educational and social contexts. -explain language in education -discuss sociolinguistics in practice -Analyze critical discourse analysis in media and education</p>	<p>2.1: Language in Education Second Language Acquisition (SLA) theories in the classroom (Input, Interaction, Output hypotheses), communicative competence, and its implications for pedagogy</p> <p>2.2 : Sociolinguistics in Practice</p> <p>Language in the contemporary world; attitudes to language; Language Policy and Planning (LPP): status, corpus, and acquisition planning; Mother Tongue-Based Multilingual Education (MTB-MLE): rationale and challenges.</p> <p>2.3: Discourse and Critical Analysis</p> <p>Critical Discourse Analysis (CDA) in media and education, analyzing power, ideology, and dominance in texts, Pragmatics and cross-cultural communication.</p>
<p>Unit 3: Applications of Applied Linguistics: Professional and Specialized Fields (18 Hrs)</p>	<p>- Analyze the development of linguistic applications in specialized professional domains.</p> <p>-Show relationship between forensic and clinical linguistics -Explain the use of artificial intelligence in education -Analyze the relationship between stylistics and translation</p>	<p>3.1: Forensic and Clinical Linguistics Language and the law (authorship, suicide notes, police discourse), Language in healthcare (Aphasia, specific language impairment), Clinical assessment and intervention strategies.</p> <p>3.2: Technology and Language Computational Linguistics: Natural Language Processing (NLP) basics, Machine Translation, Role of AI in language learning.</p> <p>3.3: Stylistics and Translation</p> <p>Linguistic analysis of literary texts, Translation in theory and action: principles, process, and types of equivalence.</p>

4. Teaching Learning Strategies

The course will employ a variety of innovative and practical strategies:

Lecture and Discussion: Interactive sessions focusing on core theories and concepts.

Case Study Analysis: Students analyze real-world linguistic problems (e.g., language policy documents, forensic cases, language-learning dilemmas).

Project Work: Individual/group research projects (e.g., small-scale corpus analysis, designing a language assessment tool, developing a mini-language policy proposal).

Presentation/Class Seminar: Presentation of project findings and critical reviews of assigned journal articles/readings.

Micro-teaching/Simulation: Practical application of linguistic principles to classroom teaching or mock professional consultations (e.g., a language planning meeting).

Guided Reading and Reflective Journaling: Critical reading of key texts and maintenance of a reflective log on the applications discussed.

5. Assessment and Evaluation

Internal: 40%

External: 60%

Internal evaluation will be based on the following criteria:

Criteria	Marks
Attendance and Class Participation	5 marks
Home Assignment (e.g., case studies)	10 marks
Mid-term Exam	10 marks
Project Work/Class Presentation	10 marks
Reflective Report	5 marks

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 mark each	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 Marks	20 Marks

6. Reading Resources

Cook, G. (2003). *Applied Linguistics*. Oxford University Press.

Davies, A. (2007). *An introduction to applied linguistics: From practice to theory* (2nd ed.). Edinburgh University Press.

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