

37th Annual Conference of Linguistic Society of Nepal

November 26-27, 2016

CEDA Hall, Tribhuvan University, Kirtipur

Program

Saturday, November 26

08:30 – 09:00 Registration

09:00 – 9:45 Inauguration

9:45-10:15 Tea

10:15-11:00 Keynote Speech

Dr. Lava Deo Awasthi	LANGUAGE FOR POWER AND PEDAGOGY: REDEFINING NEPAL'S LINGUISTIC ARCHITECTURE
----------------------	--

11:05 -13:10 First Session

A: Sociolinguistics 1

1.	Adhikari, Rishiram	ISSUE OF LANGUAGE IN FEDERAL REPUBLIC NEPAL
2.	Dhakal, Dubi Nanda	LANGUAGE ENUMERATION IN RECENT NEPALESE CENSUS: A CRITICAL PERSPECTIVE
3.	Ray, Babul	LINGUISTIC IMPERIALISM: HOW FAR IT HAS REALLY CHANGED THE REGIONAL LANGUAGES OF INDIA - POLITICALLY, SOCIALLY AND LINGUISTICALLY?
4.	Regmi, Bhim Narayan	SOME ISSUES IN LANGUAGE PLANNING AND POLICY IN NEPAL
5.	Mirza, Quratulain	LINGUISTIC IMPERIALISM THROUGH ENGLISH LANGUAGE TEACHING IN SINDH PAKISTAN

B: Sociolinguistics 2

6.	Gautam, Bhim Lal	CONTACT NEPALI IN KATHMANDU VALLEY: A STUDY OF LANGUAGE USE AND ATTITUDE IN SHERPA
7.	Mishra, Abhinav and Chandrana, Amit Kr.	EXTREME CONTACT LEADS TO SYNTACTIC CONVERGENCE: A CASE OF ASPECTS IN MAITHILI

8.	Singh, Vishnu and Pandey Ashish	CONTACT AND LANGUAGE SHIFT OF RANG LANGUAGE
9.	Pandey, Ashish and Singh, Ajaya	LANGUAGE SHIFT: A CASE STUDY OF THARU
10.	Shrestha, Kumar Narayan	ROLE OF (LOCAL) CULTURE IN ENGLISH LANGUAGE TEACHING

C: Sociolinguistics 3

11.	Mohd, Hilal	HOW DOES DIALECTAL VARIATION IN SYED FAMILY AMONG THE YOUNG MALE MEMBERS CREATE A UNIQUE LANGUAGE SITUATION?
12.	Rai, Bonita	RAI LANGUAGE IN SIKKIM: A CONTEMPORARY SCENARIO
13.	Chanu, Yumnam Premila and Rai, Rupesh	A COMPARATIVE STUDY OF KINSHIP RELATIONSHIP IN MANIPURI AND BANTAWA
14.	Tupper, Katharina	THE RTT RETELLING METHOD FOR TESTING INTELLIGIBILITY
15.	Page, Jessica and Maggard, Loren	INTELLIGIBILITY TESTING AND THE RECORDED TEXT TEST: A THEORETICAL AND APPLIED OVERVIEW

D: Sociolinguistics 4

16.	Sarfraz, Maha	CODE SWITCHING IN TEXT MESSAGES AMONG THE STUDENTS CREATING A THIRD CODE AT UNIVERSITY LEVEL
17.	Shrestha, Diwakar Man and Dumi Rai, Netra Mani	ORTHOGRAPHY DEVELOPMENT IN UNWRITTEN LANGUAGES OF NEPAL
18.	Lhomi, Chhing Chhippa	ISSUES FOR WRITING CENTRAL BODISH LANGUAGES OF NEPAL
19.	Kumar, Ajaya	LANGUAGE OF RUSSIAN ADVERTISEMENTS AND STYLE: ROLE OF SHAPE AND COLOUR IN FORMATION OF AN ADVERTISEMENT: AN ANALYTICAL STUDY
20.	Sinha, Sweta	SOCIAL STATUS OF WOMEN IN INDIA: HOW HINDI ACCOUNTS FOR IT

13:10 – 13:55

Lunch

13:55 - 16:00 Second Session

A: Morphology

21.	Karki, Hari Singh	CASE MARKING IN DARCHULELI- A LANGUAGE SPOKEN IN FAR-WESTERN OF NEPAL
22.	Nagila, Kedar Bilash	PERSONAL AND POSSESSIVE PRONOUNS: EVIDENCES FROM THE DURA LANGUAGE
23.	Widinibou, Charengna	FUNCTIONS OF AFFIXES IN LIANGMAI
24.	Chhetri, Shrijana	SUBJECT MARKING IN NEPALI PERFECTIVE AND IMPERFECTIVE
25.	Poudel, Tikaram	SUSPENDED AFFIXATION IN NEPALI

B: Syntax 1

26.	Al-Hubaishi, Abdulgaleel	THE SYNTAX OF SUBJECT RELATIVIZATION IN ARABIC
27.	Baby, Ringu Ann	INFORMATION STRUCTURE AND THE AUTONOMY OF SYNTAX
28.	Devi, Loitongbam Sarankumari	WORD ORDER IN KABONGLO
29.	Devi, W. Pinky	NOUN PHRASE AND ITS CONSTITUENT ORDER IN INPUT
30.	Donohue, Cathryn and Mark	ON ERGATIVE CASE IN HIMALAYAN LANGUAGES

C: Syntax 2

31.	Dhimal, Ajit	ADVERBIAL CLAUSES IN DHIMAL
32.	Sharma, Narayan	TRANSITIVITY ALTERNATIONS IN PUMA
33.	Khatiwada, Karnakhar	MARKING DEFINITENESS IN NEPALI
34.	Lattleipuii	AN IN DEPTH STUDY ON WH INTERROGATIVE MOOD STRUCTURE AND SYSTEM
35.	Morinaga, Yuka	THE MULTI-VERB SENTENCE CONSTRUCTION WITH -ZI SUFFIX IN BUMTHANG

D: Syntax 3

36.	Narzary, Albina	NOMINALIZATION IN BORO
37.	Revanthi, Suresh	PROCESSING OF EMBEDDED COMPLEMENT CLAUSES AND RELATIVE CLAUSES IN MALAYALAM
38.	Sinha, Samar	INDEX AND VERB AGREEMENT: FEATURE DOUBLING AS INTERFACE REQUIREMENTS
39.	Tahri, Noman	DIFFERENT SUBJECT MARKING STANDARD URDHU AND PUNJABI URDHU
40.	Negi, Harvinder	CASE MARKING AND ALIGNMENT IN KINNAURI

16:05 - 17:20 Third Session**A: Phonetics**

41.	Chalise, Krishna Prasad	VOICING AND ASPIRATION IN THE NEPALI PLOSIVES
42.	Qamar, Tauseef and Juhi Yasmeen	A SKETCH OF SUPRASEGMENTAL FEATURES OF MODERN ANGIKA
43.	Thapa Magar, Pratima and Sapkota, Sarada	ACOUSTIC ANALYSIS OF THE NEPALI VOWEL SOUNDS

B: Historical linguistics 1

44.	Donohue, Mark	SUBGROUPING AND THE TAMANGIC LANGUAGES
45.	Ido, Shinji	A VOWEL SHIFT (OR LACK THEREOF) IN TWO INDO-IRANIAN LANGUAGES
46.	Poudel, Kamal Kumar	FUNCTIONS OF LANGUAGE: A HISTORICAL PERSPECTIVE

C: Historical linguistics 2

47.	Madhav P Pokharel	NEPALI SANSKRIT
48.	Anwar, Farheen	SEMANTIC CHANGE IN LANGUAGE BORROWING: THE CASE OF ARABIC BORROWED WORDS IN URDU
49.	Morgan, Michael W.	TAKE MY WORD FOR IT: EXTERNAL HISTORIES OF NEPALI AND INDIAN SIGN LANGUAGES (NSL AND ISL)

Sunday, November 27

9:00 -11:05 Fourth Session

A: Phonology, Morphosyntax and sociolinguistics (Nepali Session)

50.	Thapa Magar, Hemlata	A STUDY OF MAGAR SYLLABLE STRUCTURE
51.	Niroula, Gobinda	USING MOBILE PHONE IN LEARNING LANGUAGE
52.	Rai, Reena	PHI-FEATURE AND AGREEMENT IN KULUNG
53.	Tamang, Pem Lhamu	SUB-LEXICAL STRUCTURE OF TAMANG
54.	Bhujel, Bishnu Lal	REVIVING BHUJEL LANGUAGE IN SIKKIM AND DARJEELING

B: Phonology, Orthography and Translation

55.	Arya, K S	TWO GEMINATES IN MALAYALAM
56.	Johnson, Jessie	EXPLORING PHONOLOGICAL ANALYSES FOR TONE IN TAMANG (RISIANGKU)
57.	Prasain, Balaram	DISTRIBUTION OF NEPALI PHONEMES IN THE HEAD ENTRY: A STATISTICAL STUDY
58.	Kumar, Prasenjeet	ROLE OF DIACRITICAL MARKS IN TRANSLITERATION
59.	Rai, Niraj	MAITHILI AND NEPALI KATHAKA ANUWAD

C: Nepalese linguistics-2 (Nepali session)

60.	Sharma, Bhim Kumar	मिडल फिल्ड नेगेसन
61.	Mukti Nath Sharma	सिलगढी क्षेत्रमा नेपाली मातृभाषा नभएका मानिसहरूले गर्ने भाषिक व्यवहार
62.	Kasula, Shivaram	नृत्य विज्ञानको रूपमा नृत्यकलाको विकासको लागि नृत्य भाषाको आवश्यकता, सम्भावना र चुनौती: एक अध्ययन
63.	Khanal, Chakra Pani	NEGATIVE STRESS IN NEPALI
64.	Adhikari, Muktinath	दुरा भाषाको व्युत्पत्तिमूलक अध्ययन

11:10 -12:50 Fifth Session

A: Discourse and Pragmatics

65.	Karki, Dhruva	MYTHIC CONNECTIONS, SPORTS CULTURE, <i>SHAOLIN SOCCER</i> : SEMIOTICS IN HONG KONG ACTION CINEMA
66.	Bastola, Ganesh Kumar	STRUCTURAL ANALYSIS ON A MODERN NEPALI FICTION "SUKARAT KA PAILA"
67.	Ullahkhattak, Zain and Fareed, Nadia	ANALYSIS OF THE METAPHOR "LIFE IS BATTLE" IN URDU LANGUAGE
68.	Childs, Geoff, Craig, Sienna, Dhakal, Dubi Nanda, Donohue, Mark, Gautam, Bhoj Raj and Hildebrandt, Kristine	SPOKEN LANGUAGE WITHOUT WORDS: NOTES ON GESTURE FROM THE CENTRAL NEPAL HIGHLANDS

B: Language Teaching and Language Technology

69.	Dhakal, Kailash	PUNCTUATION ERRORS AMONG STUDENTS LEARNING ENGLISH IN PRIMARY LEVEL
70.	Iqbal, Asif	COMPARISON OF ASSESSMENT TECHNIQUES AND THEIR IMPACT ON ACADEMIC ACHIEVEMENT OF STUDENTS AT M. PHIL LEVEL
71.	Mahato, Satya Kumar	IT'S TIME TO UNDERSTAND AND TEACH: CRITICAL LANGUAGE AWARENESS
72.	Khatiwada, Laxmi Prasad	NEPALI LANGUAGE DOMAIN IN ICT

C: Morphosyntax

73.	Niroula, Nirmal	CROSS-CATEGORICAL AGREEMENT IN DARJEELINGE NEPALI
74.	Pao, H. Dune Antonia	PRONOUNS IN POULA
75.	Rai, Netra Mani	INCLUSIVITY AND EXCLUSIVITY IN DUMI
76.	Anu, Priya	THE HIERARCHY OF HONORIFICS IN BHOJPURI AND MAITHILI IN VARIOUS SOCIAL CONTEXTS

12:50 - 13:35

Lunch

13:35 -15:15 Sixth Session

A: NLP, Computational Linguistics and Language Technology

77.	Chamling, Umesh	NEPALI POS TAGGING LEXICAL AMBIGUITIES
78.	Dwivedi, Satyam and Singh, Mahish	'NYĀYA CHARCHĀ', AN NLP PERSPECTIVE OF INDIAN LOGIC SYSTEM
79.	Kumar, Shishir and other	HINDI MT - A CASE STUDY OF CURRENTLY AVAILABLE HINDI MT SYSTEMS
80.	Singh, Trishna and Basnet, Sanat	FONT CONVERSION SYSTEM IN NEPALI LANGUAGE

B: Language Situation and Mother Tongue Education

81.	Magar, Krishna Maya	LANGUAGE ENDANGERMENT IN SIKKIM
82.	Magar, Bishnu	MULTILINGUALISM: A PARADOXICAL DIMENSION OF MOTHER TONGUE EDUCATION IN NEPAL
83.	Regmi, Dan Raj	IMPACT OF ICT ON THE MOTHER-TONGUE BASED EDUCATION IN THE DEVELOPING COUNTRIES
84.	Swenson, Janel	APPLYING STEPHEN KRASHEN'S LANGUAGE ACQUISITION THEORY TO THE "GROWING PARTICIPATOR APPROACH" TO LEARNING LANGUAGES

C: Ethnolinguistics

85.	Rai, Nikita	LEGACY OF THEIR FOREFATHERS: THE ORAL TRADITION OF THE KIRAT RAI SHAMANS OF SIKKIM
86.	Rai, Tara Mani	TOPONYMES IN THE KIRATI LANGUAGES
87.	Regmi, Ambika	ROLE OF LANGUAGES IN ACHIEVING SOME MAJOR SDGS IN THE ETHNO-LINGUISTIC COMMUNITIES IN NEPAL
88.	Sahu, Smita and Singh, Manish Kumar	TALGAN SPEECH COMMUNITY: A SOCIO-TYPOLOGICAL STUDY

15:20 – 16:35 Seventh Session

A: Language Teaching

89.	Saikia, Shantana	SITUATING ENGLISH LANGUAGE TEACHING METHODOLOGY IN CONTEXT: EXPERIENCES FROM A RURAL CLASSROOM
90.	Rai, Bhabindra Kumar	PRONOMINAL SYSTEM OF THE CHAMLING LANGUAGE
91.	Singh, Smriti	TWICE-FOLD TRANSFORMATION: DEVELOPING LEARNER AUTONOMY AND SPEAKING SKILLS AMONG HIGH SCHOOL STUDENTS

B: Nepalese linguistics (Nepali session)

92.	Shahi, Harka Bahadur	अछामी भाषाका क्रिया विशेषण
93.	Ghimire, Dhruva Kumar	नेपाली र भोजपुरी भाषाका शारीरिक अङ्गयुक्त टुक्राको तुलनात्मक अध्ययन
94.	Mishra, Saraswati	'विपना कतिपय' का केही कथाहरूको समाजभाषिक अध्ययन

16:35-17:00

Closing

TABLE OF CONTENTS

Name of the Author	Title of the Paper	Page
Lava Deo Awasthi	Language for Power and Pedagogy: Redefining Nepal's Linguistic Architecture	1
मुक्तिनाथ अधिकारी	दुरा भाषाको व्युत्पत्तिमूलक अध्ययन	2
Rishiram Adhikari	Issue of Language in Federal Republic Nepal	2
Abdulgaleel Al-Hubaishi	The Syntax of Subject Relativization in Arabic	3
Farheen Anwar	Semantic Change in Language Borrowing: The Case of Arabic Borrowed Words in Urdu	3
Arya. K.S.	Two Geminates in Malayalam	4
Ringu Ann Baby	Information Structure and the Autonomy of Syntax	4
Ganesh Kumar Bastola	Structural Analysis on a Modern Nepali Fiction "Sukarat Ka Paila"	5
Bishnu lal Bhujel	Reviving Bhujel language in Sikkim and Darjeeling	6
Krishna Prasad Chalise	Voicing and Aspiration in Nepali Plosives	6
Umesh Chamling	Nepali POS Tagging: Lexical Ambiguities	7
Yumnam Premila Chanu and Rupesh Rai	A Comparative Study of Kinship Relationship in Manipuri and Bantawa	7
Shrijana Chhetri	Subject Marking in Nepali Perfective and Imperfective	8
Loitongbam Sarankumari Devi	Word Order in Kabonglo	8
W. Pinky Devi	Noun Phrase and its Constituent Order in Inpui	9
Dubi Nanda Dhakal	Language Enumeration in Recent Nepalese Census: A critical perspective	9
Kailash Dhakal	Punctuation Errors Among Students Learning English in Primary Level	10
Ajit Dhimal	Adverbial clauses in Dhimal	10

Geoff Childs, Sienna Craig, Dubi N. Dhakal, Mark Donohue, Bhoj R. Gautam, Kristine Hildebrandt	Spoken language without words: Notes on gesture from the central Nepal highlands	11
Cathryn Donohue and Mark Donohue	On Ergative Case in Himalayan Languages	11
Mark Donohue	Subgrouping and the Tamangic languages	12
Satyam Dwivedi and Manish Singh	‘Nyāya Charchā’, An NLP perspective of Indian Logic system	12
Bhim Lal Gautam	Contact Nepali in Kathmandu Valley: a Study of Language Use and Attitude in Sherpa	13
ध्रुवकुमार घिमिरे	नेपाली र भोजपुरी भाषाकाशारीरिक अङ्गयुक्त टुक्काको तुलनात्मकअध्ययन	13
Shinji Ido	A vowel shift (or lack thereof) in two Indo-Iranian languages	14
Asif Iqbal, Zahida Javaid, Muhammad Safdar Bhatti	Comparison of Assessment Techniques and their Impact on Academic Achievement of Students at M. Phil Level	14
Jessie Johnson	Exploring phonological analyses for tone in Tamang (Risiangku)	15
Dhruba Karki	Mythic Connections, Sports Culture, <i>Shaolin Soccer</i> : Semiotics in Hong Kong Action Cinema	15
Hari Singh Karki	Case Marking in Darchuleli- A language spoken in Far-Western of Nepal	16
शिवराम कासुला (एस.आर. कासुला)	नृत्य विज्ञानको रुपमा नृत्यकलाको विकासको लागि नृत्य भाषाको आवश्यकता, सम्भावना र चुनौती : एक अध्ययन	16
Chakrapani khalal	Negative stress in Nepali	17
Karnakhar Khatiwada	Marking definiteness in Nepali	17
Laxmi Prasad Khatiwada	Nepali Language Domain in ICT	18
Sahib Khattoon	The Impact of Mother Tongue on Students’ Achievement in Functional English Class	18

Ajay Kumar	Language of Russian advertisements and style: Role of shape and colour in formation of an advertisement: An analytical study	19
Prasenjeet Kumar	Role of Diacritical Marks in Transliteration	19
Anurag Purushottam, Shivam Dwivedi, Shishir Kumar and Nishi Pandey	Hindi MT: A case study of currently available Hindi MT systems	20
Laltleipuii	An in depth study on Wh Interrogative Mood structure and system of Mizo	20
Chhing Chippa Bhote Lama (Lhomi)	Issues for Writing Central Bodish Languages of Nepal	21
Bishnu Magar	Multilingualism: A Paradoxical Dimension of Mother Tongue Education in Nepal	21
Krishna Maya Manger	Language Endangerment in Sikkim	22
Shaty Kumar Mahato	It's Time to Understand and Teach: Critical Language Awareness (CLA)	23
Quratul Ain Mirza	Linguistic Imperialism through English Language Teaching in Sindh Pakistan	23
Abhinav Kr. Mishra & Amit Kr. Chandrana	Extreme Contact Leads to Syntactic Convergence: A Case of Aspects in Maithili	24
सरस्वती मिश्र	'विपना कतिपय' -का केही कथाहरूको समाजभाषिक अध्ययन	24
Hilal Modh	How does dialectal variation in Syed family among the young male members create a unique language situation?	25
Michael W Morgan	Take My Word for It: External Histories of Nepali and Indian Sign Languages (NSL and ISL)	25
Yuka Morinaga	The multi-verb sentence construction with <i>-zi</i> suffix in Bumthang	26
Kedar Bilash Nagila	Personal and possessive pronouns: Evidences from the Dura language	27
Albina Narzary	Numeral Classifiers in Boro	28
Harvinder Negi	Case Marking and Alignment in Kinnauri	28

Gobinda Niroula	Using Mobile Phone in Learning Language	29
Nirmal Niroula	Cross-Categorical Agreement in Darjeelinge Nepali	29
Jessica Page and Loren Maggard	Intelligibility Testing and the Recorded Text Test: A Theoretical and Applied Overview	30
Ashish Kumar Pandey and Ajay Kumar Singh	Language Shift: A Case Study of Tharu (With special reference toLakhimpur-Kheri district, Uttar Pradesh, India)	30
H. Dune Antonia Pao	Pronouns in Poula	31
Madhav P Pokharel	Nepali Sanskrit	31
Kamal Kumar Poudel	Functions of Language: A Historical Overview and the Nepalese Context	32
Tikaram Poudel PhD	Suspended Affixation in Nepali	32
Balaram Prasain	Distribution of Nepali phonemes in the head entry: a statistical study	33
Qamar, Tauseef and Juhi Yasmeen	A Sketch of Suprasegmental Features of Modern Angika and Modern Magahi	33
Bhabindra Kumar Rai	Pronominal System of the Chamling Language	33
Bonita Rai	Rai Language in Sikkim: A Contemporary Scenario	34
Netra Mani Dumi Rai	Inclusivity and Exclusivity in Dumi	34
Nikita Rai	Legacy of their Forefathers: The Oral Tradition of the Kirat Rai Shamans of Sikkim	35
नीरज राई	मैथिली र नेपाली कथाका अनुवाद, केही समस्या- केही त्रुटिहरू (सरोकार कथासङ्ग्रहको धारमा)	35
Reena Rai	Phi-feature and Agreement in Kulung	36
Tara Mani Rai	Toponymes in the Kirati Languages	36
Bablu Ray	Linguistic Imperialism: How Far it has Really Changed the Regional Languages of India - Politically, Socially and Linguistically?	37
Reena Rai	Case Marker and Adposition in Kulung	37

Ambika Regmi Banjara	Role of languages in achieving some major SDGs in the ethno-linguistic communities in Nepal	38
Bhim Narayan Regmi	Some issues in language planning and policy in Nepal	39
Dan Raj Regmi	Impact of ICT on the mother-tongue based education in the developing countries	39
Revathi Suresh	Processing of Embedded Complement Clauses and Relative Clauses in Malayalam	40
Smita Sahu and Manish Kumar Singh	Talgar Speech community: a Socio-typological study	41
Shantana Saikia	Situating English Language Teaching Methodology in Context: Experiences from a Rural Classroom	41
Ms Maha Sarfraz	Code Switching in Text Messages among the Students Creating a Third Code at University Level	42
हर्क बहादुर शाही	अछामी भाषाका क्रिया विशेषण	42
भीमकुमार शर्मा	मिडल फिल्ड नेगेसन	43
मुक्तिनाथ शर्मा	सिलगढी क्षेत्रमा नेपाली मातृभाषा नभएका मानिसहरूले गर्ने भाषिक व्यवहार	44
Narayan Sharma	Transitivity alternations in Puma	44
Diwakar Man Shrestha and Netra Mani Dumi Rai	Orthography development in unwritten languages of Nepal	45
Kumar Narayan Shrestha	Role of Local Culture in English Language Teaching	46
Sadeqa Ghazal and Smriti Singh	Twice-fold Transformation: Developing Learner Autonomy and Speaking Skills among High School Students	46
Santa Basnet and Trishna Singh	Font Conversion System in Nepali Language	47
Vishnu kumar singh, Ashish kumar pandey	Contact and Language Shift of Rang Language	48
Samar Sinha	Index and Verb Agreement: Feature Doubling as Interface Requirements	48

Sweta Sinha	Social Status of Women in India: How Hindi accounts for it	49
Janel J. Swenson	Applying Stephen Krashen's Language Acquisition Theory to the "Growing Participator Approach" to Learning Languages	50
Noman Tahir	Different Subject Marking in Standard Urdu and Punjabi Urdu	50
Pem Lhamu Tamang	Sub-lexical Structure of Tamang	51
Hemlata Thapa	A Study of Magar Syllable Structure	51
Pratima Thapa and Sharadha Sapkota	Acoustic Analysis of the Nepali Vowel Sounds	51
Katharina Tupper	The RTT Retelling Method for testing intelligibility	52
Zain Ullah Khattak and Nadia Fareed	Analysis of the Metaphor "Life is battle" in Urdu Language	52

THE KEYNOTE SPEAKER

Dr Lava Deo Awasthi

Born in the district of Baitadi, Dr Lava Deo Awasthi did MA in Humanities and Social Sciences (in English Literature) in 1983 from Tribhuvan University. He did an MA in Applied Linguistics and TESOL in 1989 from Leicester University, England and a PhD on **Exploring Monolingual School Practices in Multilingual Nepal** from the Danish University of Education, Copenhagen, Denmark in 2004.

Dr Awasthi was the Director General of the Department of Education. He worked as a Joint Secretary, heading the Planning Division in the Ministry of Education. Dr Awasthi served as the Secretary of the Government of Nepal. The Government of Nepal has recently appointed him to the post of the Chairperson of the Language Commission, a constitutional body of Nepal.

He has extensive engagements in research and innovation, particularly in the field of language and culture, sociology of language; diversity education; language policy and planning; multilingual education; inclusion and empowerment; language, power and pedagogy; rights and resourcing; equity and social justice, oriental cosmologies and the like.

He has authored a number of books and articles on language and pedagogy; language policy, multilingual education, mother tongue teaching, medium of instruction, research methodologies, oriental and western cosmologies, ethnicity and nation building, indigenous knowledge and so on. Also, he was heavily involved in preparing Nepal's plans and programmes, and national policies on education

KEYNOTE SPEECH

Language for Power and Pedagogy: Redefining Nepal's Linguistic Architecture

Dr Lava Deo Awasthi

<lava.awasthi@gmail.com>

Nepal's multilingual reality manifests our inherent and cohesive constructs about language systems that operate in the country. Recognizing the pedigrees of the nation, the Constitution of Nepal enshrines the richness and wealth of our linguistic diversity and human heritage. The new environment in the country has offered us opportunities and hopes for a clear departure. However, establishing a new order is a daunting task: how we reconstruct our ideologies and (re)indigenize linguistic imperatives. Language has proved to be a visible means of power as well as a known cause of deprivation. For people's empowerment and transformation, languages play a major part in terms of their intrinsic, extrinsic and functional values. It is now known to us that cognitive processes are deeply rooted to the native environment and, of course, language is key to this. Success or sorting of an individual lies in how connected we are between our languages and the world around us.

In order to secure the success, our start has to be with our own language, widening the scope of learning through a complementarity of other languages. Our existing body of knowledge in this regard seems to be absolutely inadequate to help us navigate our missions for the linguistic revival and revitalization envisioned in the Constitution. The wealth of linguistic richness in the country does not seem to match with the work we have done so far for generating evidence based knowledge in the field of language and linguistics.

It is, therefore, imperative for us to (re)engage ourselves in research and innovative activities to move towards an informed decision making process with a clear roadmap for us to follow. Activism and collective wisdom will certainly pave the way for reshaping our linguistic architecture. This also calls for reconstructing our ingrained mindsets, existing values, overt and covert manifestations and practices with a view to creating a responsive linguistic landscape in Nepal.

दुरा भाषाको व्युत्पत्तिमूलक अध्ययन
मुक्तिनाथ अधिकारी
लमजुङ, नेपाल

लमजुङ जिल्लाको पश्चिमी क्षेत्रको दुराडाँडाको सेरोफेरोमा रहेको एक जाति दुरा हो । यो जाति मझौल समुदायभित्र पर्दछ । यसको साइनो तिब्बतसँग जोडिएको छ । आफ्नै भाषा, संस्कृति, रीतिरिवाज र परम्परा हुनु यस जातिका विशेषता हुन् । यिनै तथ्यहरूबाट यस जातिको पहिचान पनि भल्किन्छ । पश्चिमी लमजुङका विभिन्न गाउँमा आफ्नो समुदाय गोलबन्दी भएर यो जाति बसेको छ । तनहुँ जिल्लामा पनि यस जातिको बसोबास छ । तीमध्ये स्याम्घामा घना बस्ती छ। त्यसैगरी चितवनको शरदपुर तथा माडीमा पनि बाक्लो बस्ती छ । कास्कीको पोखरामा निकै बाक्लो बस्ती छ । अन्य जिल्लाहरूमा पनि यस जातिको बस्ती भएको ठाउँमा प्रायजसो एकै ठाउँमा बसोबास भएको पाइन्छ । काठमाडौँ तथा ललितपुरमा भने यिनीहरू छिरलिएर बसेका छन् । यस जातिका पुर्खाहरूले बोल्ने गरेको भाषालाई दुरा भाषा भन्दछन् । यो उनीहरूको मातृभाषा हो । यो भाषा प्रायः लोपोन्मुख अवस्थामा पुगेको छ । तैपनि यसको उत्थानका लागि अनेकौँ प्रयत्नहरू भइरहेका छन् । यस भाषाले तिब्बती भाषासँग साइनो गाँस्र्छ । यस अध्ययनमा दुरा भाषाका व्युत्पत्तिमूलक शब्दहरूको विश्लेषण गर्ने प्रयास गरिएको छ । साथै तिब्बती भाषासँग भएको सामीप्यलाई पनि यहाँ प्रस्तुत गरिने जमर्को गरिएको छ । दुरा भाषाका शब्दहरूलाई व्युत्पत्तिका आधारमा यसरी चिनाइएको छ :

प्रचलित शब्द	व्युत्पत्ति	अर्थ	नेपाली अर्थ
दिँचे	दिँ +चे	दिँ =भुण, चे=थैली	पाठेघर

तिब्बती भाषासँग यस भाषाको नाता देखिन्छ, जसको उदाहरण तल दिइएको छ ।

तिब्बती	दुरा	नेपाली
लाम्	लाम्	बाटो

Issue of Language in Federal Republic Nepal

Dr. Rishiram Adhikari

Nepal Sanskrit University, Nepal

There is nexus between geography, people and their language. Since long time, question of linguistic identity has been raised in Nepal. This paper concentrates at how the constitution addressed the linguistic issue while restructuring the nation and demarking the boundary of the states, what factors play important role to neglect the linguistic issue and why newly formed states seemed to be weak to fulfill the demand of linguistic identity. By nature the study is based on qualitative paradigm of research design and analyzes the issues of language in republic Nepal. For that both primary and secondary source of the data are used to complete the study. Primary data will collect from the personal interview. 10 individual political activists were randomly selected (five from mountain based and five terai based, political parties) and participated an interview, from the unsatisfied political parties who have been raised linguistic issue since long time. Conclusion of this study will be based on the data and perception of the participants who are not satisfied with the linguistic issue that addressed by the constitution of Nepal 2072 BS.

The Syntax of Subject Relativization in Arabic

Abdulgaleel Al-Hubaishi

The English and Foreign Languages University, India

<abdulgaleel1@gmail.com>

This paper is concerned mainly with the structure of subject relative clauses in Arabic within the head-raising analysis proposed in Kayne (1994). The head-raising analysis, also known as the promotion analysis, of relative clauses suggests that the "head" of the relative clause originates within CP and that relative clauses are derived by moving the "head" to Spec CP. I also suggest some important features in the moved position to be checked with the moved element (i.e. $[\pm\text{Def}]$ and $[\pm\text{SPE}]$). The analysis I propose for Arabic also involves movement from within the relative clause but differs from Kayne's argument in some respects. I argue, unlike Kayne's, that the external D is not base-generated in the highest D position. It rather occurs within the relative clause where it heads the DP in the argument position then moves along with its NP complement to Spec CP. This DP will enter into Spec-head agreement with the relative marker which is base-generated in the C position.

References

Kayne, R. (1994), *The Antisymmetry of Syntax*, Cambridge. MIT Press, Cambridge, Mass.

Semantic Change in Language Borrowing: The Case of Arabic Borrowed Words in Urdu

Farheen Anwar

A.M.U, Aligarh, India

<farheen.anwar03@gmail.com>

Both Arabic and Urdu language belong to different language family and their relationship has always been a matter of concern for linguists for a long period of time. It has been an established fact that the Urdu language has borrowed a large number of vocabulary from the Arabic language in almost all the domains. When words have been borrowed from one language to another, lots of changes take place linguistically. One such type of change is semantic change i.e. meaning of the words has either changed or shifted from its original meaning. The main objective of this paper is to examine the semantic change that occurs in the process of borrowing from Arabic to Urdu. The paper has applied descriptive qualitative method. The data has been collected from different sources such as consulting, Arabic and Urdu dictionaries, Arabic and Urdu newspaper, magazines and by interviewing Arabic and Urdu speakers respectively, and analyze to find out the semantic changed Arabic words in Urdu. It is observed that a large number of borrowed words have shown some semantic change such as widening, narrowing, metonymy, amelioration, pejoration or shift in meanings.

Two Gemimates in Malayalam

Arya. K.S.

The EFL University, Hyderabad, India

<aryaks91@gmail.com>

Malayalam forms an interesting case for gemination owing to the presence of both intervocalic and non-intervocalic gemimates. The aim of the study is to measure the duration of intervocalic and non-intervocalic gemimates. Production data from 5 native speakers of Malayalam were collected. The participants were asked to produce disyllabic nonce words of the form: CV: GGV: and CV:CGGV:. The experiment was controlled in such a way that the preceding and following vowels were not short and did not lead to compensatory lengthening of the following geminate consonants. The production data were analyzed on Praat, and subsequently run in R, where an ANOVA statistical test was carried on, with the intervocalic geminate, non-intervocalic geminate, voicing, place and manner of articulation of the gemimates as the variables. The statistical test revealed significant effect of the presence/absence of a consonant preceding the geminate, as well as the voicing status and manner of articulation of the geminated segment on geminate duration.

Information Structure and the Autonomy of Syntax

Ringu Ann Baby

University of Hyderabad, India

<r.annbaby@gmail.com>

To Focus a constituent is to update the information a listener has (regarding the sentence constituent in question) with a new information (Lambrecht, 1994). This new information could just be new with regard to the speaker's assumption about the status of the information the listener has accumulated or it could be both new (referential newness and relational newness) and contrastive. Both these notions presuppose that the listener has a particular information base. This suggests that focus does not limit itself to a sentence; rather it projects out of a sentence, to the information base, to the context, to the mental state etc. Concisely, sentence structure conveys extra structural attributes like the speaker's assumption about the listener's state of knowledge. These relations, Lambrecht (1994) claims is rule governed and he uses the term 'Information structure' to refer to the grammatical component which moderates these rules and conventions. Thus Focus does not seem to be an independent linguistic notion which can be explained just with syntactic rules. Rather it is a cumulative function of sentence structure, context of utterance, and the speakers' intention. Following this logic, any theory of Focus should be a theory of grammatical competence, pragmatic competence and semantic competence. However, this appears to challenge Chomsky's (1957,1975) proposal of 'the autonomy of syntax', the general interpretation of which is that the structure/grammar and function operates separately. This paper attempts to study

the various interpretation of the 'autonomy of syntax' concept and to locate the position of 'Structural Focus' and the notion of 'the autonomy of Syntax' in the theory of meaning.

References

- Lambrecht, Knud. 1994. *Information structure and sentence form: Topic, focus, and the mental representation of discourse referents*. Cambridge: Cambridge University Press.
- Tajsnér, Przemysław. 2008. *Aspects of the grammar of focus: A minimalist view*. Frankfurt: Peter Lang.

Structural Analysis on a Modern Nepali Fiction "Sukarat Ka Paila"

Ganesh Kumar Bastola

Puspapal Memorial College, Nepal

<ganeshkumar.gb@gmail.com>

This paper examines G. R. Bhattarai's novel *Sukarat ka Paila* within the theoretical framework of Structuralism. More specifically, this study uses the procedures of analysis called seek-find-lose grammar (Tyson 2000). The idea is how one character seeks the other, finds him or her and again loses him or her. In Bhattarai's novel *Anants* seeks Purnima, he finds her and loses her as she joins Maoist army and dies. This structuralist approach helps us understanding the text in terms of the characters and the events they are involved in. In doing so, this study signifies the better sign to the readers who really wants to go deeper into the text from seek-find-lose grammar, helps to expand the literary horizon wider. Thus, this paper also discusses structural approach and its relevance in relation to language teaching. Richter (2007) states referring Saussure that structuralism refers to the analysis of a literary text to uncover the underlying principles that are governing the composition of certain genre. Thus, the data will be purposively collected from the secondary sources. The study will be guided by interpretive paradigm where qualitative approach will be considered and its findings will not be generalizable in other assets except than literature.

References

- Bhattarai, G. R. (2008). *Sukarat Ka Paila*. Kathmandu: Oriental Publication.
- Richter, D. H. (2007). *The critical tradition: classic texts and contemporary trends*. New York. Bedford/St.Martin's.
- Tyson, L. (2000). *Critical theory today: a user friendly guide*. New York. Routledge.

Reviving Bhujel language in Sikkim and Darjeeling

Bishnu Lal Bhujel

Sikkim University, India

<20ubhujel85@gmail.com>

Bhujel is an ethnic community belonging to Nepal, India, Bhutan and Myanmar. In India, they are settled in Sikkim, Darjeeling, Assam, Manipur and Uttarakhand. Bhujel language or Phugal Ngur, a Trans-Himalayan language, is one of the endangered languages of Nepal and India. Although Bhujel is spoken in Nepal, but it is extinct in Darjeeling and Sikkim. Grierson (1901) does not provide any information about the language, and other surveys merely mention on the basis of the presence of the community. Bhujel (*in press*) reports that a few lexical items belonging to kinship, edible stuffs, rituals, etc. are in use by the community members in Sikkim. Based on the survey (2014-2015) on the language attitudes among the community members in Sikkim, Bhujel (2016) shows that 90% of the Bhujels have positive attitude towards their own language, and aspire to revive their language which is dead in the region for more than two hundred years.

This paper focuses on the community aspiration to revive the Bhujel language in Sikkim and Darjeeling highlighting the various initiatives like community classes, script development, preparation of primers, dictionary, grammar, etc. taken by the community as a part of language revival.

Voicing and Aspiration in Nepali Plosives

Krishna Prasad Chalise

Tribhuvan University, Nepal

<krishnaprasadchalise@gmail.com>

This paper presents the acoustic analysis of voicing and aspiration in Nepali plosives. Except voicing continuum in the beginning, Nepali voiceless plosives are fully voiceless. Similarly, the voiced unaspirates are almost voiced with modal voicing. The voiced aspirates are mostly partially voiced and sometimes voiceless depending on the environment. In the literature both voicing and aspiration are found to have been analysed based of VOT. But, VOT can't handle the issues in Nepali. The concept of ACT and SA, as suggested by Mikuteit and Reetz (2007) for East Bengali, can handle the issues more satisfactorily. ACT and SA in Nepali can be presented as:

ACT: [voiced unaspirates<voiced aspirates<voiceless unaspirates<voiceless aspirates]

SA: [voiceless unaspirates<voiced unaspirates<voiceless aspirates<voiced aspirates]

ACT and SA clearly distinguish the plosives in terms of voicing and aspiration. As a result, we don't need to use VOT and introduce extra term 'breathy voiced/murmur' to describe the plosives in the four-category languages. Similarly we can redefine aspiration in terms of spread glottis and the noise overlaid on the following vowel which is applicable to both voiceless and voiced plosives.

References

Mikuteit, Simone. & Reetz, Henning. 2007. "Caught in the ACT: The timing of aspiration and voicing in East Bengali". *Language & Speech* 50.2, 249-279.

Nepali POS Tagging: Lexical Ambiguities

Umesh Chamling

LDC-IL, CIIL, Mysore, India

Nepali language and its NLP work both are walking for an ultimate goal *machine translation*. Among the units who are involved with the same, LDC-IL is one of them. LDC-IL has developed POS Tagset for 22 Indian languages. So far, under its guideline all Indian languages have done tremendous work. Though, in Nepali, there are lots of grammatical problem in various level. Which are the core issues and about all we'll discuss here. The main focus of my paper will be on lexical ambiguities and rest. Examples are below:

1. अन्त कहाँ जाने ?
anta kaha jane
so where go-INFT-FUT
'So where do you go?'
2. अन्त कहाँ जाने ?
anta kaha jane
somewhere else where go-INFT-FUT
'Where to go somewhere?'

In sentence number 1, the meaning of word **अन्त 'anta'** is so/than, and it works as a conjunction. But in sentence number 2 **अन्त 'anta'** means else or somewhere else. Constructions between two sentences are same. But meaning has too different. Similarly:

3. तेलमा पानीको **छिटो** 'chito' (Noun) पर्यो।
केटो निकै **छिटो** 'chito' (adjective) छ।
छिटो 'chito' (Adverb MN) **छिटो** 'chito' (Adverb MN) हिँड।
Others will discuss further.

A Comparative Study of Kinship Relationship in Manipuri and Bantawa

Yumnam Premila Chanu and Rupesh Rai

LDC-IL, CIIL-Mysore, India

<premilaciil@gmail.com>, <rupeshrai100@gmail.com>

Kinship is a close connection by marriage or blood relationship of human being. Which we can consider as a family relationship or kinsfolk relationship connected from the common ancestor and spousal relationship connected through couple's **wedlock**. Kinship terminology occupies an important space in every language.

In this paper we are discussing on the comparative study of the kinship relationship of Manipuri which belongs to Tibeto Burman family and Bantawa also belongs to Tibeto Burman Family. Both in Manipuri and Bantawa, kinship relationship is bilateral, means paternal and maternal relationships are equally important. But no. of the terminology which are found in the Manipuri and Bantawa whether they are same or not also we are discussing here.

The kinship terms in Manipuri is found in bound nature. When the native speaker expresses and addresses among them pronominal marker is needed to make the free words. e.g. iche “elder sister” this i is the first person pronominal marker of Manipuri. But the Bantawa Kinship Terms is not bound in nature. Eg. anau “elder sister” which has no person or pronominal marker as Manipuri but its similar to Nepali and Lepcha kinship terms.

Subject Marking in Nepali Perfective and Imperfective

Shrijana Chhetri

Sikkim University, India

<shrijana.chhetri.su@gmail.com>

Nepali, an Eastern Pahari Indo Aryan language is the lingua franca of the Darjeeling Hills, Doars and Sikkim. It is claimed to be a distinct variety of Nepali called Darjeelinge Nepali (Gyewali 1962). Darjeelinge Nepali shows variation in subject marking in perfective and imperfective. The data shows the ergative alignment in the perfective, and differential subject marking (DSM) system in the imperfective domain. The subject of unergative and transitive verbs are optionally marked with [-le] in imperfective whereas, the subjects in perfective are obligatorily marked with [-le]. Otherwise it would not be an acceptable/grammatical. The ditransitive subjects display the same role in perfective as well as with unergative and transitive but. However, the subjects of ditransitive verbs are not optionally marked with [-le] in imperfective.

The Nepali data shows ergative alignment and DSM in term of agreement, TAM, Person, Individual and Stage level predicate, Split ergativity and split intransitivity. I have collected the data from Sikkim and Darjeeling Hills. This paper explores and analyses the subject marking in perfective and imperfective in unergative, transitive and ditransitive verbs in Darjeelinge Nepali.

Word Order in Kabonglo

Loitongbam Sarankumari Devi

Assam University, India

sarankumariloitongbam@gmail.com

Kabonglo is a dialect of Tangkhul, mainly spoken in Kabongram village, Phungyar sub-division of Ukhrul district of Manipur. Presently, the total speakers of Kabonglo for Kabongram village are estimated about 1100. It is also spoken in Leikoiching, Sopleng of Senapati district of Manipur. Kabonglo belongs to the

Kuki-Chin-Naga sub-group of Tibeto-Burman family (*Grierson's LSI, 1903*). Typologically, Kabonglo exhibits many more features of Tibeto-Burman languages namely tonal, mono-syllabic verb root, null relative pronoun, etc and it also shares areal features of South Asian languages like SOV order and reduplication etc. The present paper is an attempt to describe the order of grammatical elements in Kabonglo such as the order of noun and verbs, order of nouns and adjectival, order of nouns and numerals, order of nouns and determiners, order of verbs and question particle, order of verb and negative particle, order of adverbs and verbs and so on. The paper will also examine how far the Kabonglo word order conforms to the language universals proposed by Greenberg (1963). The data are collected from Kabongram village of Ukhrul district of Manipur through questionnaire and interview method.

References

Greenberg, Joseph H. 1963. 'Some universals of grammar with particular reference to the order of meaningful elements', in Joseph Greenberg (ed.), *Universals of Language*, Cambridge, MA: MIT Press. Pp. 73–113.

Noun Phrase and its Constituent Order in Inpui

Dr. W. Pinky Devi

Nagaland University, India

<waikhompinky91@gmail.com>

This present paper is an attempt to describe the structure of noun phrase and its constituent order in Inpui belongs to the Zeliangrong sub-group of Southern Naga of Kuki-Chin-Naga of Tibeto-Burman family (Bradley 1997). The data for present study have been collected from Haochong sub division of Tamenglong district of Manipur. The study is purely a descriptive approach which will be consisting of two sections. The first section highlights the structure of Noun in the language while the second section describes the phrasal components which constitute noun phrase and its constituent order within the phrase. The modifying element such as adjective, demonstratives, numerals, ordinals, classifiers and intensifiers constitutes the phrasal components of noun where adjective, demonstrative and ordinal can act as pre nominal and post nominal while classifiers, intensifiers always occur as post nominal.

Language Enumeration in Recent Nepalese Census: A critical perspective

Dubi Nanda Dhakal

Tribhuvan University, Nepal

<dubidhakal@yahoo.com>

The number of languages spoken in Nepal varies in different sources because of a number of reasons. Although scholars cite ONLY the number of languages, the reasons why the estimates of the languages differ in various sources have not been explained in detail. To begin with, there are not clear explanations whether specific

languages (and language varieties) are dialects, and whether these dialects stand as independent languages. For example a single language enumerated in the census includes more than a dozen of 'languages' in some sources. Secondly, some languages listed as national languages are close to the names of ethnic groups rather than independent languages. Thirdly, some 'foreign' languages are also listed as 'mother tongues' in the recent census. Fourthly, the varieties of Nepali spoken in specific zones are also listed as independent languages. On the other hand, some native languages spoken in the remote corners of the countries, such as Tsum, and Nubri are not 'listed' as distinct languages. Therefore, we need to look at the estimates of languages carefully before we actually talk about the language planning in Nepal.

Punctuation Errors Among Students Learning English in Primary Level

Kailash Dhakal

Kathmandu University, Nepal

<kailashdhakal26@gmail.com>

This paper attempts to understand the factors that cause learners of English language in primary level in Nepalese schools to errors in punctuation while writing in English. More specifically this study concentrates on the most used punctuation such as full stop, comma, question mark, exclamation mark, quotation and apostrophe. Due to the globalization in technology and cyber language, most of students fail to write well punctuated and grammatically correct sentences. The purpose of study is to find out the areas of difficulty in using these punctuation marks and find out the possible ways to address the difficulties. The findings of the study show that students commit punctuation error due to two reasons i.e., they are: lack of attention while writing and in the pressure of accomplishing the given work.

Adverbial clauses in Dhimial

Ajit Dhimial

<dhimialajit4@gmail.com>

The purpose of this study is an attempt to describe the adverbial clause in the Dhimial language. The Dhimial language belongs to the Tibeto-Burman group of Sino-Tibetan language spoken in Nepal. According to the census report of Nepal 2011, the total number of speakers is about 19,300. Most of the speakers are found in Jhapa and Morang district. The Dhimial people are also found in West Bengal and Assam of India (Hodgson, 1880)

The data are collected from the native speakers of the Dhimial language. Some of the data in this research are based on the intuition of the researcher, being a native speaker of Dhimial. The data are also collected from some other villages of the Jhapa district. The adverbial clauses found in Dhimial are: time, location, manner, purpose, reason and conditional. The adverbial clauses in Dhimial are formed

through the subordinating morphemes attached to the dependent clause or through special non-finite verbs.

Spoken language without words: Notes on gesture from the central Nepal highlands

Geoff Childs^a, Sienna Craig^b, Dubi Nanda Dhakal^c, Mark Donohue^d, Bhoj Raj Gautam^c, Kristine Hildebrandt^e

^aWashington University, St. Louis, ^bDartmouth College, ^cTribhuvan University, ^dThe Australian National University, ^eSouthern Illinois University Edwardsville
<mark@donohue.cc>

Most languages of Nepal are spoken languages, and we have at least some description available for most of these languages, in the form of lexical, phonological or morphosyntactic material. In most cases relevant ethnographic work is also available, allowing us to understand not just aspects of the linguistic landscape, but also aspects of the anthropological geography. One aspect of communication that shows variation from group to group in the same way as linguistic and cultural traits is the use, and frequency, of gesture. Examining a video corpus of interviews arising from a project assessing the effects of the 2015 earthquakes, we present preliminary notes on the type and the frequency of different gestures used in monologues narrated by persons from Upper Gorkha, Mustang and Manang. This work spans the gap between linguistic and ethnographic research, examining as it does elements of communication that are not strictly linguistic, and yet which are intrinsically tied to communication and which show local variation in the same manner as dialectal or language subgroup variation.

On Ergative Case in Himalayan Languages

Cathryn Donohue and Mark Donohue

The University of Hong Kong, The Australian National University
<cdonohue@gmail.com>, <mark@donohue.cc>

In this talk we discuss variation in the appearance of the ‘ergative’ case in Himalayan languages, illustrating the talk mainly by reference to Bumthang, an East Bodish language of central Bhutan (described in van Driem 1995/2015, Donohue and Donohue 2016). We focus on a multi-dimensional ‘decision tree’ analysis of the ergative case to determine its usage (Donohue & Donohue 2016). We discuss how the findings bear on other Himalayan languages and situate the analysis in the literature discussing other languages that show variability in the use of the ergative case, not uncommon in the Himalayas (e.g. Chelliah & Hyslop 2011), but in contrast to reports from further afield (eg., Dixon 1997).

We discuss how the variation in ergative marking varies due to information

structure differences (topic, or anti-topic), as well as differences in tense/aspect, lexical aspect, and animacy. While each of these factors have been shown to be important in determining the use of ergative case in other languages described as showing split ergativity, Bumthang shows us that at least in some languages, *all* these factors are important in understanding the use of the ergative case marker. We discuss these results in a typological context with a focus on south Asian languages.

Subgrouping and the Tamangic languages

Mark Donohue

The Australian National University, Australia

<mark@donohue.cc>

The Tamangic languages (also known as TGTM languages) are a wide-spread and populous language group of central-east Nepal. Because of their (generally) accessible locations and their relatively large populations, they have attracted considerable attention from linguists, with descriptions and analysis of phonetics, phonology, morphology, syntax and lexicography all available, as well as text collections and sociolinguistic surveys. Despite this, the question of the subgrouping of the languages has not been systematically addressed. This talk takes a conservative approach to linguistic subgrouping, examining lexical and morphological data for formal contrast and subgrouping by shared innovations. This requires making some first steps towards a reconstruction of proto-Tamangic, and requires us to examine the evidence that suggests that Tamangic should be subgrouped in a Bodic node within Tibeto-Burman. Methodological considerations arising from attempts to reconcile the data that are of general interest will be highlighted, including the non-congruence of different kinds of evidence (lexical cognacy, sound change, case-marking, verbal inflection).

‘Nyāya Charchā’, An NLP perspective of Indian Logic system

Satyam Dwivedi and Manish Singh

Banaras Hindu University, India

<satyamd.rs.hss15@itbhu.ac.in>, <maneeshhsingh100@gmail.com>

Nyāya, the Indian logic system, dates back to the 6th century BC, and is one of the three independent ancient logic systems, which are- Indian, Greek and Chinese. From Prāchya to Navya nyāyaik tradition, Nyāya is the longest practiced tradition of logic in the world. There are many core differences amongst these systems but one prime difference which is inevitable for formalization of language is- Variable system. As Indian logic has not introduced any variable system, it is being seen as handicapped and incapable of logical representation of language by western scholars for centuries.

This paper is an attempt to shed light on unnoticed aspects of Indian logic system and to present its credibility and relevance for various applications in Computational Linguistics and Artificial Intelligence with a focus on Indian languages.

Contact Nepali in Kathmandu Valley: a Study of Language Use and Attitude in Sherpa

Bhim Lal Gautam

Tribhuvan University, Nepal

<gautambhim@rocketmail.com>

This paper aims to explore the status of language use and attitude among the Sherpa speaking community in the Kathmandu valley, the multilingual capital city of Nepal. The research focuses on language contact situations in different domains viz. social, cultural, personal, and official as well as media related activities where the informants are asked to use different languages along with the use of their own mother tongue.

In order to carry this research, people with various economic, social and academic backgrounds(i.e. housewives, business people, teachers, students, governments officials, politicians and social activists) were asked about their views on language use and attitudes in Sherpa, Nepali, English, Hindi and other languages they use in different domains and contexts. The study is based on 45 questionnaires which were collected in different informants, and analyzed taking into account different parameters such as age, gender, profession and the location they live in the Kathmandu valley. Existing political, social and economic factors contribute to language use and attitudes for different perspectives. Nepali and English languages have been widely used among the migrated Sherpa people rather than their mother tongue and other languages.

नेपाली र भोजपुरी भाषाकाशारीरिक अङ्गयुक्त टुक्काको तुलनात्मकअध्ययन

डा. ध्रुवकुमार घिमिरे

<ghimiredhruva@gmail.com>

प्रभावकारी अभिव्यक्तिकालागिभाषामा टुक्काको प्रयोग हुँदै आएको पाइन्छ । यसकालागि लोकले आफू वरपरका मूर्त वस्तुहरूका विशेषतालाई विशिष्ट अमूर्त अर्थ द्योतनका निम्ति एक घटकका रूपमा टुक्कामा प्रयोग गर्ने गरेको देखिन्छ । यस क्रममा नेपाली भाषामा शरीरका सय भन्दा बढी अङ्गहरू घटकका रूपमा प्रयुक्त भई बनेका पाँच सय भन्दा बढी टुक्काहरू प्रचलनमा रहेका छन् । यो क्रम नेपालको तेस्रो भाषा भोजपुरीमा पनि रहेको पाइन्छ । यस आलेखमा नेपालमा बोलिने भोजपुरी भाषाको छोटो परिचय दिँदै निकटवर्ती भाषाहरूमा टुक्काको आवागमनका कारण सहित नेपाली र भोजपुरी भाषामा शारीरिक अङ्गहरू घटकका रूपमा प्रयोग भएका टुक्काहरूको तुलनात्मक अध्ययन गरिएको छ ।

A vowel shift (or lack thereof) in two Indo-Iranian languages

Shinji Ido

Nagoya University, Japan

<ido@nagoya-u.jp>

The oral monophthongal vowel system of Nepali is commonly described as a 6-member vowel system that has lost the \bar{i} - i and \bar{u} - u contrasts of Sanskrit while qualitatively retaining its \bar{a} - a contrast (e.g. Turner 1961: xvii, Masica 1991: 109, Verma 1992: 77, Ishii 1986: 14, Khatiwada 2009: 377-378). Similarly, the vowel system of Tajik, a variety of New Persian, has lost the \bar{i} - i and \bar{u} - u contrasts of Early New Persian while qualitatively retaining its \bar{a} - a contrast. However, unlike Nepali, in which \bar{a} is more open (and perhaps also more back) than a , Tajik has preserved the \bar{a} - a contrast by raising \bar{a} above a . Despite this, data exist that suggest that, in the late 19th to early 20th century, Tajik had a 6-vowel triangular system very similar to that of present-day Nepali. This presentation contrasts the vowel systems of Nepali and Tajik as well as those of the languages with which the two languages have been in intensive contact, and discusses the implications their parallel and differential developments may have for the typology of vowel systems and Labov's (1994: 116) supposedly universal principles of vowel shifting.

References

- Ishii, Hiroshi. 1986. *Kiso nepāruḡo*. Tokyo: Daigaku Shorin. 14-15.
- Khatiwada, Rajesh. 2009. Nepali. *Journal of the International Phonetic Association* 39 (3). 373-380.
- Labov, William. 1994. *Principles of linguistic change, volume 1*. Oxford: Blackwell.
- Masica, Colin P. 1991. *The Indo-Aryan languages*. Cambridge: Cambridge University Press.
- Turner, Ralph Lilley. 1961. *A comparative and etymological dictionary of the Nepali language*. London: Routledge.
- Verma, Manindra K. 1992. Nepali. In Bright, William (ed.). *International encyclopedia of linguistics, volume 3*. Oxford: Oxford University Press. 76-79.

Comparison of Assessment Techniques and their Impact on Academic Achievement of Students at M. Phil Level

*Dr Asif Iqbal**, *Miss Zahida Javaid***, *Muhammad Safdar Bhatti****

*Assistant Professor of Education, GC University Faisalabad

**Lecturer in Education, GC University Faisalabad

***TEFL Coordinator, Allama Iqbal Open University, Bahawalpur

Assessment is the act of judging the quality of something. In the field of education, the term assessment generally refers to test and examinations. The current paper was planned to explore the impact of different assessment techniques on the academic achievement scores of university students. All the students enrolled in M.

Phil level in GC University Faisalabad were the population of the study. Thirty students belonging to second semester class (Application of Statistics in Education) were selected as sample. They were taught and assessed for the whole semester. The assessment skills used were: class tests, quizzes, theoretical and numerical tests, homework assignments, viva voce exam and practical. Data were analyzed quantitatively. Mean, standard deviation, t-test and ANOVA were employed to answer the research hypotheses. The results revealed that there was a strong and significant impact of assessment techniques on the academic achievement scores of the students. The male students performed better in numerical concepts as well in viva voce exam while the female students performed better in theoretical reasoning. The mean achievement score revealed a highest performance in theoretical reasoning and lowest in viva voce exam. It is recommended that communication courses should be planned to reduce hesitation among the students regarding face to face interaction as a significant academic barrier.

Exploring phonological analyses for tone in Tamang (Risiangku)

Jessie Johnson

Australian National University

<jessicamichelejohnson@gmail.com>

This phonological analysis of the Risiangku Tamang tones posits three possible versions, in which each tone is also specified for upper and lower register, in addition to pitch height, moracity, and breathiness; other varieties may offer more insight. Tamang is a Tibeto-Burman language spoken in central Nepal. When its various dialects are taken into account, Tamang is the fifth most-spoken language spoken in Nepal, out of over one hundred languages. Working off the rich tradition of phonetic work Martine Mazaudon has established in her publications spanning 40+ years, my focus is on Risiangku variety of Tamang, whose tones have been well-described, complete with pitch traces in Mazaudon (2003). My work builds on this analysis, by discussing the representation of the phonological contrasts that Mazaudon has described phonetically. The results are preliminary, and show that with the wealth of data available on languages in the Himalayas, advanced phonological descriptions are indeed possible.

Mythic Connections, Sports Culture, *Shaolin Soccer*: Semiotics in Hong Kong Action Cinema

Dr Dhruba Karki

Tribhuvan University, Nepal

Sports stars in Stephen Chow-directed *Shaolin Soccer*, in their marked connections between religion and science, and mythology and technology, enact geometric circular structures. In this Hong Kong action cinema, athletes trained in line with the Shaolin Buddhist philosophy demonstrate their incredible performances in the football ground, ultimately leading to the Shaolin team's victory. When empowered with the Shaolin Buddhist spirituality, athletes succeed to heighten

their sports leading to victory, and their true sportsmanship connects the profane and sacred, body and spirit, and time and space. Chow's Hong Kong action movie reworks the geometric circles and straight lines visually represented not only in the Western Buddhist temple (gumba) but also in the Western Christian gothic cathedral. Circular structures of mandala in temple and labyrinth of cathedral reworked in the football ground in their resonance of underlying mythological connections between science and religion, graphic and print, and nature and culture, reveal kinesthetics of performances and architectural spaces.

Case Marking in Darchuleli- A language spoken in Far-Western of Nepal

Hari Singh Karki CDL, T.U.

<haryskarki41@gmail.com>

This paper attempts a brief discussion on different cases and the case marking system in the Darchuleli- a language mainly used in Darchula district. It is one of the undocumented languages belonging to the Indo- Aryan family of language. The cases are post-position marked in the language. The nominals in this language involve a rich case system. The following cases are identified and discussed along with the markers in the language in this paper. Nominative and accusative cases are marked by zero-marker and other, cases are marked by certain post-position markers such as ergative by -le, genitive by -ko, -ki, or -ka, dative by -la/i, ablative by -baṭ^he, allative by -tir, locative by -mai, muṇḷ, commutative /associative by -siṭḷ, saṅḷ and instrumental by -le .

नृत्य विज्ञानको रुपमा नृत्यकलाको विकासको लागि नृत्य भाषाको आवश्यकता, सम्भावना र चुनौती : एक अध्ययन

शिवराम कासुला (एस.आर. कासुला)

सिने डान्स एकेडेमि, अनामनगर, काठमाडौं

<dancescience123@gmail.com>

नृत्यकलाद्वारा हाम्रा भाषा, भेषभुषा, सिप, कला, संस्कृतिको संरक्षण, सम्बर्द्धन र विकास हुँदै आएको देखिन्छ । तर अन्य विषय वा क्षेत्रमा भैं यस विषयमा समय अनुसार वैज्ञानिक वा अर्थपूर्ण सैद्धान्तिक तरीकाले लिपिवद्ध गरी नृत्यकला अध्ययन अध्यापनको लागि सुहाउँदो विकास भएको देखिदैन । यही चुनौतीपूर्ण अवस्थालाई केलाएर विश्व शान्ति, उन्नती, स्वास्थ्य, शिक्षा, एकता र आनन्दमय पक्षमा रोजगारीको अवसर बृद्धि विकास गर्न नृत्य विज्ञानको रुपमा नृत्यकला विषयलाई भाषागत रुपमा विकास गर्ने लक्ष्य र कक्ष तय भएको छ । विभिन्न प्रकारका लोक, आधुनिक, शास्त्रीय, अर्ध-शास्त्रीय, आधुनिक, अत्याधुनिक नृत्यकला विषयलाई एउटै नृत्यात्मक लिपि र नृत्याङ्गनाको अर्थपूर्ण सैद्धान्तिक पद्धतिबाट भाषागत रुपमा विकास गरी नृत्य विज्ञानमा रुपान्तरण गर्नुपर्ने आजको आवश्यकतालाई पूरा गर्न लामो समयको अध्ययन अध्यापन र अनुसन्धानको अनुभव बटुलेर नृत्य विज्ञानको संरचना तयार पारेको छु । विभिन्न डान्स सेन्टरहरूमा लगभग दुई दशक लामो अध्ययन अध्यापन अनुभवबाट नृत्य विज्ञान सृजना गर्न सफल भएको जानकारी गराउन चाहन्छु । हाल म शिराका नेपाल डान्स एकेडेमिमा प्रशिक्षकको रुपमा कार्यरत छु । यसै क्रममा नृत्य प्रोभिजन प्रशिक्षक प्रशिक्षार्थीहरूलाई कुनै पनि प्रकारका नृत्यकला सरल तरीकाले

अध्ययन अध्यापन गर्न गराउन सकुन् भन्ने हेतुले नृत्यलिपि सृजना गरिएको छ । यस लिपी र नृत्याङ्गना अनुसार नृत्यका मुद्रा मुद्रांश सञ्चालन गर्ने विधि विधान वा सिद्धान्तको आधारमा नृत्यकलालाई भाषागत रुपमा विकास गरि यो क्षेत्रमा भएका कमि कमजोरी र अपारदर्शितालाई अन्त्य गरी बैज्ञानिक तवर तरीकाले अध्ययन अध्यापनको व्यवस्था मिलाउनको निमित्त शिक्षा क्षेत्रमा नृत्य विज्ञान (श्रीअङ्गीत) को आवश्यकता र सम्भावना देखेको छु ।

Negative stress in Nepali

Dr.Chakrapani khalal

There is a negative stress in oral expression of Nepali verbal phenomenon. We can find such types of expression mostly continuous flow of utterances in colloquial behavior. Writers were unnoticed about this because they investigated through written texts only.

चाखलास: *Chaxla: 's*

Taste IMMEDIATE-PRT-2SG, M-Hon

“You taste something”.

But the real verbal functional meaning is ‘Don’t taste something’.

The traditional grammarians suggest that ‘la:s’ / ‘li:’s’ denotes probabilistic future. But, here is additional verbal function with such negative suffixes. Similarly double negation produces affirmation as it is double minus is equal to plus in mathematics.

नजालिस: *najaali: 's*

Not go IMMEDIATE-PRT-2SG, M-Hon

“You may not go”.

But the real verbal functional meaning is →you must go. The suffix with “na-Verb root ‘la:s’/li:’s”” denotes certain immediate present tense with force order. It is certain these actions will happen.

Marking definiteness in Nepali

Karnakhar Khatiwada

Tribhuvan University, Nepal

<karnakhatiwada@gmail.com>

Different strategies are employed to mark the definiteness of the referents in Nepali. The numeral *euTa* ‘one.CLF’ mainly functions as an indefinite reference marker. It marks the fact that the referent is being introduced into the discourse for the first time, with the speaker making no assumption about familiarity or accessibility of the referent to the hearer (Givón 2001). The definite referent, on the other hand, is marked by the demonstrative *jo/ji* ‘this/these’, *tjo/ti* (those). In this case, demonstrative pronouns modify the noun with deictic type features rather than modifying the noun attributively (Watters 2002: 202). Accusative/dative case marker is also employed to signal the definite reference of nouns. Comrie (1975, as cited in Givón 2001a: 470) notes that many languages have a special accusative case marker coding only definite direct objects. In Nepali, definite animate nouns

are dative case marked. This paper discusses different strategies of definite/indefinite reference marking in Nepali. The data used are based on the insight of the presenter as a native speaker of the language.

References

- Givón, T. 2001. *Syntax: An Introduction*, Vol. I. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Watters, David E. 2002. *A Grammar of Kham*. Cambridge: Cambridge University Press.
- Comrie, B. 1975. Definite direct object and referent identifiability. University of Southern California, Los Angeles, ms.

Nepali Language Domain in ICT

Dr. Laxmi Prasad Khatiwada,

Society for Information Technology and Language Study, Nepal

<lkhatiwada@gmail.com>

Information and Communication Technology (ICT) policy is the vital component of digital competence. For digital competence, digital content in local language is the most. Nepali digital content is relatively small or equivalent to null. Language digitization requires close coordination between linguistics and computer science which ensures the interoperability of lingual components and the availability of necessary linguistic database such as Character set, collation sequence, morph analyzer, lexica, terminologies, corpora.

ICT policy of Nepal has to address the importance of the role of local content. Intense of Nepali language domain in ICT would be a sharp tool for Nepali language in digital world. To achieve the goal, government must follow some concrete set of language domain guidelines for ICT. Government of Nepal has to address local languages computing policy and such policy must address the development of relevant content that is applicable to Nepali society.

The Impact of Mother Tongue on Students' Achievement in Functional English Class

Sahib Khatoon

Mehran University of Engineering and technology Jamshoro

<sahib.khatoon@faculty.muett.edu.pk>

The research is intended to study the influence of mother tongue on Students performance in English language Class. Following study looked into the matter that if mother tongue is exclusively the source of the students' doleful performance in English Language class or if there are other factors involved and they go together or not. The respondents for the study were one hundred male and female students drawn from various departments of the university. Using simple percentage descriptive statistic, the research questions were analyzed. The

outcomes revealed the very different ideas and exposed the different factors which are complementing in the students' poor performance in English language. These other factors are poor method of teaching, lack of textbooks, language background and lack of professional growth and development of teachers. Measures that could be taken to enhance students' achievement in every aspect of English language are suggested also. The respondents' age ranged between 19 and 20. The participants were those who have sat in first semester examination in functional English class. They were randomly selected across diverse private / public schooling and socio-economic background.

Language of Russian advertisements and style: Role of shape and colour in formation of an advertisement: An analytical study

Ajay Kumar

Jawaharlal Nehru University, India

<ajay.rati@gmail.com>

Advertisements are considered as the reflection of our society. It is in a true sense that information about the new ideas, products, services and enterprises. Advertisements have their own **language and style**, and the specific elements, which include some simple and complex rules, based on the society of a common person. The language and style of advertisements also reflects the types of advertisements and every type has its own significance in formation of advertisements. Different kinds of elements make advertisements stylistic and better one. These elements can be drawn in the form of heading, slogan and logo or all of them. **Colour and shape** need a very attentive role in forming advertisements as they have their psychological effects on the mind of a person who purchases any product or service.

For the present paper, we will include data from selected Russian newspapers as well as from internet sources. We will choose related examples of different types of advertisements and will try to analyse them on the basis of their colour, size, type and category. We will examine the psychology of advertisements. Thus, the said article will try to show the importance of studying the language and style of advertisements.

Role of Diacritical Marks in Transliteration

Prasenjeet Kumar

JNU, New Delhi, India

<prasenjeet.shubh@gmail.com>

This paper studies as regular or general issue of translating 'Diacritics' in languages. As all we know that each language has a particular set of symbols to represent 'letters' but due to different forms or pronunciations, sometimes they posed a problem or become as challenge for language researchers. Such issues normally encountered when we try to transliterate a script from L1 into L2. In this

paper, with two kinds of divisions, first we also present here a similar kind of problem with using some instances (e.g. Dosa- डोसा, दोसा ; Data- डाटा, डेटा) that are very common in a regular based communication. Bhera (2011) has discussed this problem in his work. Similarly, Bharal (2011) on the other hand, has also tried to seek out of this problem with implementing diacritical marks technique. Secondly, we can try to reduce a problem at certain level with knowledge of dot (.) below a letter, which is an identification of cerebrals and it helps to differentiate from (t or T groups). During this analysis of these instances, we used previous work as resource to handle this problem with some modificational manner.

Hindi MT: A case study of currently available Hindi MT systems
Anurag Purushottam, Shivam Dwivedi, Shishir Kumar and Nishi Pandey
Banaras Hindu University, India
<writer1anurag@gmail.com>, <admin@shivamdwivedi.com>
<shishir2594@gmail.com>, <nishiepandey@gmail.com>

Machine translation is one of the major applications of NLP in which translation is automatically done by the machines. Due to recent advancements in the field of NLP & AI various MNCs and Research institutions are taking great interest in this application. Today there are different tools available for Machine translation. Based on the core needs these MT systems follow various approaches like- Rule based translation, Statistical translation, Direct translation, Transfer and Interlingua. Every method has its own benefits and drawbacks. This paper is an attempt to give a better idea of current Hindi MT scenario by evaluating available Hindi MT systems and suggesting possible reforms.

An in depth study on Wh Interrogative Mood structure and system of Mizo
Lalileipuii
English and Foreign Languages University, India
<tleipuiilal@gmail.com>

Mizo is spoken natively by the people of Mizoram, a state in North-Eastern part of India. It is a tone language and belongs to the Kuki-Chin branch of the Sino-Tibetan language family. Only a handful of research has been done on the language and none with relation to functional linguistic study.

The framework used for analyzing data in this study is the trinocular perspective of Halliday (1970) Systemic Functional Linguistics theory. The interpersonal function of Halliday highlights the basic category of MOOD - indicative type and interrogative type. The main focus of this study is on the Wh interrogative Mood of Mizo. The first objective is to study the Mood structure i.e. the Subject-Finite relationship specific to the language by looking into the lexicogrammar stratum. The data for this study is obtained by formulating several simple clauses for analysis considering all the possible structures of Mood elements (Subject and Finite) in Mizo. The analysis of the various Wh mood elements in Mizo reveals

that there are 8 types of Wh elements most of which has their own other varieties. The objective of this paper is to find all the possible and the neutral clausal structural classification of Wh Interrogative Mood. The ultimate goal after clarifying the structure is to set up the Wh Interrogative Mood system specific to the language. This research shall act as a torch light for other researchers to investigate not only simple clauses but discourse using the Systemic Functional theory.

Reference:

Halliday, M. A. K. (1970). *A Course in Spoken English: Intonation*, London. New York. Oxford, University Press Inc.

Issues for Writing Central Bodish Languages of Nepal

Chhing Chhipa Bhote Lama (Lhomi)

Tribhuvan University, Nepal

Indigenous people of Nepal are aware to preserve and promote their languages after political change in 2062/2063. Most of the language communities started to write their languages. It is transition period to their language from oral to written form. There are always many issues linguistics, social and political etc. and those are playing vital role for acceptance and using the developed writing system widely in their language community. This Paper will present the different issues related to develop writing system for the Central Bodish languages of Nepal. According to Ethnologue 2012 there are 16 Central Bodish languages in Nepal and 8 languages have developed writing system. I am very excited to present those issues by observing the developed writing system and interact with the community members and discussion with the people who involved developing writing system with set of questionnaire. It will also present the opportunity and challenges to develop writing system for those languages.

Multilingualism: A Paradoxical Dimension of Mother Tongue Education in Nepal

Bishnu Magar

Kathmandu, Nepal

<bishnumagar666@gmail.com>

This paper highlights rather subtle educational issue of mother tongue education in primary level in Nepali government schools. The main argument is if higher education is not appropriately designed as per the requirement of the local communities, the implementation of mother tongue education in primary level is worthless. It seems ridiculous to implement mother tongue education, in a sense that it carries no value at all if required skilled human resource is not produced.

Multilingual characteristic of Nepal is being recognized constitutionally but it has remained latent and impractical in Nepal due to feeble and reluctant policy

implementation (Upadhyaya, 2011) implanted with induced political culture of our society. However, early school going children from ethnic communities who use mother tongue as a daily communication failed to achieve academic success (Tamang, 2009) because language difference as that of home and school made them difficult to grasp subject matter instructed in the classroom.

Methodologically, I made a three cluster of participants in order to dig out the actual propensity of practicing mother tongue instruction in primary classrooms. I conducted focused group discussion with students and teachers and conducted in-depth interviews with principals and parents of five primary schools located in Pathari-Sanischare Municipality, Morang, Nepal.

References

- Tamang, Y. A. (2009). In the view of mother tongue users: multilingual education. (trans.). School sector reform plan: selected nine issues. Rajan Sharma. Ed. Concern for Social Affairs- Nepal.
- Upadhyaya, P. K. (2011). Multi-cultural and Multi-lingual Issues: Hegemony and Denial in the Constitution of Nepal since 1990. Critical Approaches to Discourse Analysis across Disciplines. Vol. 5. No. 1. Retrieved from: http://www.cadaad.net/files/journal/CADAAD%202011_Upadhyaya.pdf

Language Endangerment in Sikkim

Krishna Maya Manger

University of Hyderabad, India

<krishnamanger@gmail.com>

This paper is an attempt to find out the factors and degree of language endangerment which persists out of the multilingual linguistic setting in one of the Indian states, Sikkim. More than fifteen languages belonging to mostly Tibeto-Burman and Indo-Aryan language families are spoken by around seven lac population here. The Nepali is the *lingua franca* of Sikkim with more than 60% of native speakers and the other indigenous languages spoken here are Bhutia, Lepcha, Limbu, Tamang, Sherpa, Magar, Gurung, Rai, Bhujel and Sunuwar. The Linguistic Survey of Sikkim (Part I and II) shows that almost all the indigenous languages in Sikkim are endangered where the factors responsible and degree of the endangerment vary language to language. The UNESCO's Language Vitality and Endangerment Framework has point out the nine important factors of language endangerment out of which intergenerational transmission is one of the most important factors. Accordingly, the same framework has categorized the level of endangerment on the basis of those factors into six types: safe, vulnerable, definitely endangered, severely endangered, critically endangered and extinct. In this paper, attempt has been made to examine the factors and level of language endangerment for the above mentioned eleven indigenous languages of Sikkim.

It's Time to Understand and Teach: Critical Language Awareness (CLA)

Shaty Kumar Mahato
Kathmandu University
<satyanews.org@gmail.com>

This presentation aims to present some useful understanding of CLA and its approaches. With reference to my teaching in different level of students, I believe it is necessary to understand and teach CLA. It refers to the understanding of social, political and ideological aspects of language, linguistics variation and discourse. Of course language is determined by power but how it serves and dominates the society and culture. Why language gives an identity and serves to power exercising in society? The presentation is based on descriptive study of Norman Fairclough theory. The methodology used in the study is qualitative research on critical paradigm that why the use of language has variation in discourse. The findings are based on the theoretical study of the Fairclough that why languages are power dominant. Similarly, it varies place to place and person to person. It brings the notions of social justice in society and tries to address the social inequality. The presentation is helpful to the researcher, learners and teachers in language field. It makes people aware that language is determined by society and its discourse. It opens the door for the people in society to understand the linguistic variation and its real meaning discourse.

Linguistic Imperialism through English Language Teaching in Sindh Pakistan

Quratul Ain Mirza
Mehran University of Engineering & Technology, Pakistan
<quratulain.mirza@faculty.muett.edu.pk>

Over the years, language has been considered to be very innocent activity which does not embody any cultural values and beliefs. Moreover, English is generally perceived to be a lingua franca which connects people to the global communities. This position has been questioned in recent developments in Applied Linguistics. Language is now seen as ideologically loaded entity which carries the cultural values of the dominant and target group. This in turn, goes to propagates false consciousness among the language learners. Language learning is not equated with learning a set of grammatical rules but more than grammar is being transmitted through curricula. This paper attempts to investigate the perceptions of English language teachers regarding the English language curriculum taught at government and elitist private schools in Sindh Pakistan. The study is qualitative in nature. Semi-structured interviews have been employed to investigate the responses of the participants. The participants of the study ($n=10$) were selected using purposive sampling. The interviews were analyzed using content analysis method. The study found that English language promotes the western culture to the young generation in private schools. Apart from curriculum, students are highly encouraged to use English in schools and their surroundings which is done at the expense of students'

mother tongue. Students are fined if they failed to converse in English language in school premises. This highlights the role of English language as imperialistic in nature. The study suggests that English though plays an important role in international terms, should not dominate the indigenous languages and culture. There must be a respect for local culture and languages in the country along with English language which may be learnt as a foreign language.

Extreme Contact Leads to Syntactic Convergence: A Case of Aspects in Maithili

Dr. Abhinav Kr. Mishra & Amit Kr. Chandrana

Banaras Hindu University, India

<abhinavkr@yahoo.com> & <amitbhu29@gmail.com>

Maithili, an Indo-Aryan and scheduled language of India, is spoken mostly in the north-eastern part of Bihar, India and in the Madhesi region of Nepal. It is the 16th most spoken language of India and 40th most spoken language of the world (Barbara F. Grimes, U. Jha). Maithili, has been in contact with Hindi for a long period, as a result of which it has acquired a number of syntactic features that were not originally present in Maithili. This type of syntactic change is generally labeled as convergence. The purpose of this paper is to show the syntactic phenomena that Maithili has acquired over the years under the super stratum influence of the surrounding language i.e. Hindi which has facilitated not only these changes but also these changes are now a natural imprint in the minds of present day native speakers of Maithili.

One of such features is Aspect System; present day Maithili speakers frequently use '*rahal*' and '*cukal*' as Aspect markers for **progressive** and **perfective** respectively. In this paper, we will prove that Maithili did not have any marker for Aspect originally; it has been a borrowed concept from Hindi to Maithili.

'विपना कतिपय' -का केही कथाहरूको समाजभाषिक अध्ययन

सरस्वती मिश्र

सिक्किम विश्वविद्यालय, भारत

<saraswatimishra473@gmail.com>

दार्जिलिङ र सिक्किममा बोलिने नेपालीलाई दार्जिलिङ्गो नेपाली भनि एउटा छुट्टै भाषिकाको रूप मानिएको छ (जवाली, १९६२)। विशेष रूपमा यस भाषिकामा लिङ्ग, वचन, आदर आदि व्याकरणिक कोटिहरूमा प्रशस्त विविधता पाइन्छ। इन्द्रबहादुर राईद्वारा लिखित 'विपना कतिपय' सङ्ग्रहका कथाहरूमा दार्जिलिङ्गे नेपालीको प्रयोग भएको पाइन्छ। यसका साथै उनका कथाहरूमा विभिन्न जात, धर्म, व्यवसाय, बसोबासको स्थिति, शैक्षिक स्तर आदिका पात्रहरूको प्रविष्टि भएको छ, जसले गर्दा तिनीहरूले प्रयोग गरेको नेपाली भाषामा समाजभाषिक विविधता

प्रशस्त मात्रामा देखा परेको छ। कथामा प्रयुक्त पात्रहरूको संवादले दार्जिलिङको समाजको चित्रण पनि गरेको छ। उदाहरणार्थ

(१) टश ल्याऊ टश (रातभरि हुरी चल्यो, पृ. ३)

(२)तपाईंले भाभीको भगाएर ल्याएको सबसे पहला इस गाँवमे मलाई मालूम भएको थियो (भागी, पृ. ११७)

यस कार्यपत्रमा 'विपना कतिपय' कथा सङ्ग्रहबाट चयन गरिएको केही कथाहरूको निगमनात्मक शोधपद्धतिका आधारमा समाजभाषिक अध्ययन एवम् विश्लेषण गरिने छ र भाषिक चिन्हारी र परिवर्तनीयताको शाब्दिक अनि वाक्यात्मक विशेषतालाई पनि प्रस्तुत गरिने छ। शोधकार्यको सिद्धान्तका रूपमा क्रिटिकल डिसकोर्स एनालिसिसलाई मानिने छ।

How does dialectal variation in Syed family among the young male members create a unique language situation?

Hilal Modh

Lucknow University, India
<mohdhilal349@gmail.com>

In this paper the main on syed family that how they shift their language from one to another in “syed speech community” to create a new linguistic situation which is to be known as “DIGLOSSIA”. Both the languages are in complementary distribution. Sixty years ago the Syed family which is being migrated from Lucknow to Chandauli for the better livelihood of their family but now they are permanently settled in Chandauli district in Uttar Pradesh (U.P).

Young male members of Syed family acquired Bhojpuri from the environment but they learned Urdu through the formal training, both the languages are functionally demarcated. Young male members of Syed family considered Bhojpuri as low (L) variety and Urdu as High (H), both the varieties have a different specific domain. There is also Oral-literary mismatch of young male members in syed family create a unique language situation. High variety is acquired consciously in a predetermined setting where as Low variety is acquired unconsciously in a causal way. Data was collected from the syed family and was analyzed on the basis of Ferguson's (1959) and Fishman's (1967) concept of diglossia.

Take My Word for It: External Histories of Nepali and Indian Sign Languages (NSL and ISL)

Michael W Morgan

Independent Researcher, Osaka, JAPAN,
<MWMKdu@gmail.com>

Sign language historical linguistic studies have overwhelmingly focused on the lexicon and used lexico-statistical methods. Yet (or perhaps, therefore), despite over four decades of work on various sign languages, we have yet to work out what

a theory of lexical relatedness would really look like for sign languages, nor develop methodologies and tools even remotely as rigorous as those used by historical linguists working with spoken languages.

Here in South Asia this has led to the conclusion that NSL is a sister (or daughter) of ISL (Woodward 1993, Zeshan 2000 and elsewhere), a conclusion which I have contested (Morgan 2012).

This paper will present a more complete picture of the external histories of NSL and ISL (plural because the histories of NSL and ISL are largely separate and independent). Along the way we will ask (and at least partially answer) some of those questions as to what Sign Language Historical Reconstruction might look like. For only once we have stripped away the many layers of external history can we undertake the basic task of historical linguistics, the reconstruction and determining of affiliation based on the internal (i.e., genetic) history of each of these languages.

References

- Morgan, M. (2012) Through and Beyond the Lexicon: A Semiotic Look at Nepa; Sign Language Affiliation. Presented at 18th Himalayan Symposium, Benares Hindu University, Varanasi, India, 10-12 September 2012.
- Woodward, J. (1993) The Relationship of Sign Language Varieties in India, Pakistan, and Nepal. *Sign Language Studies* 78: 15–22.
- Zeshan, U. (2000). *Sign Language of Indo-Pakistan: A description of a Signed Language*. Philadelphia, Amsterdam: John Benjamins.

The multi-verb sentence construction with –zi suffix in Bumthang

Yuka Morinaga

Australian National University

<u5259748@anu.edu.au>

Bumthang is a Tibeto-Burman language spoken in north central Bhutan, by approximately 30,000 speakers. In this talk the multi-verb sentence construction with the -zi suffix is examined. In Bumthang multi-verb sentences two verbs are syntactically and semantically combined by the -zi suffix, which is attached to V1, and describe a single event involving two sequenced actions, such as gar cong-zi gay ‘go running’ = ‘run (away)’. Analysing Bumthang sentences, while referring to analyses on serial verb construction and converb by Aikhenvald (2006), Coupe (2006), and Shibatani (2009), the functions of -zi is discussed. My analysis shows that a wide range of different semantic relationships are expressed in Bumthang using the –zi construction, including benefactive, causative, and manner of verb predicates. Further, argument-sharing among verb predicates inside the construction is restricted in interesting ways. This suggests that the Bumthang –zi forms a converb with characteristics similar to serial verb constructions, implying that this is in fact a multi-verb clause, not multi-clause sentence. The Bumthang

data was collected in elicitation sessions with a Bumthang informant from Ura village, Bhutan, but the patterns I described are relevant for a wider range of languages.

References

- Aikhenvald, A. Y., 2006. Serial verb constructions in typological perspective. In: A. Y. Aikhenvald & R. M. W. Dixon, eds. *Serial Verb Constructions*. Oxford: Oxford University Press, pp. 1-60.
- Coupe, A. R., 2006. Converbs. In: K. Brown, ed. *Encyclopaedia of Languages and Linguistics*. second edition ed. Oxford: Elsevier, pp. 145-152.
- Shibatani, M., 2009. On the form of complex predicates: Toward demystifying serial verbs. In: J. Helmbrecht, ed. *Form and Function in Language Research*. Berlin: Mouton de Gruyter, pp. 309-336.

Personal and possessive pronouns: Evidences from the Dura language

Kedar Bilash Nagila

Tribhuvan University

<kedarnagila@yahoo.com>

This paper describes personal pronouns *ni*, *njaro-domo*, *hui*, *hui-domo*, *no*, *naro-domo*, *hui*, *hui-domo*, *i-domo*, *hyr o-domō* and possessive pronoun inflected by genitive marker *-ni* of the Dura language (ISO 639-3drq) spoken by minority Dura people living in Lamjung in west Nepal. In terms of sub grouping Dura shows similar innovation like Tamangic (Noonan 2003:315) then to the West Himalayan group. van Driem (2003:811) has hypothesized Dura in Burman group and mentioned that the Dura language is originally highest and purest among the elderly Gurung of Pokhari Thok and Aam Danda of Lamjung. However, the population census of GON claims that the Dura language is spoken by 5,169 (CBS 2001:170); 2,156 (CBS 2010). Data were collected at Pokharithok in Swami Bhanjyang VDC in the southern belt of Lamjung in Gandaki zone in west Nepal. The informants are Gurung and Magar, some Dalit too who are in dispersed villages named Aam Danda and Pokhari Thok. The first one is reported to be lately settled and the second is the oldest villages comprising 37 houses in the past and now has been left by people in search of better life in Damauli, Pokhara, and Kathmandu. There are no number person and person agreement to the verb. The main findings are that that Dura has eleven pronouns, three persons, and two numbers and syncretism in between personal and possessive pronouns. Data were collected with the elderly multilingual informants of Pokharai Thok and Amdanda.

Numeral Classifiers in Boro

Albina Narzary

University of Hyderabad, India

<narzary.albi@gmail.com>

This paper is concerned to give a descriptive analysis of numeral classifiers, its types, and functions in Boro, a Tibeto-Burman language of Northeast India. Classifiers in Boro obligatorily precede numerals while counting. Boro classifiers always come in a unit of [CL + NUM] as common nouns do not directly combine with numerals and form the syntactic constituent order [N+CL+NUM] reversed can be seen as numeral classifiers usually precede or follows the head noun. Boro as a classifier language has a rich set of numeral classifiers, consisting of, sortal classifiers and mensural classifiers. This paper also gives a brief explanation of the functions of Boro numeral classifiers, consisting of classification, individualisation, and referentialization. This data is collected from two main sources primary and secondary. Primary data is collected in the form of conversation, questionnaire with the native speakers of Boro living in Assam and secondary data is collected through written materials in the form of books, journal, articles etc.

Case Marking and Alignment in Kinnauri

Harvinder Negi

University of Delhi, India

<negi.harvinder@gmail.com>

Kinnauri is a Tibeto Burman language spoken in the tribal region of Himachal Pradesh, India. UNESCO lists the language as a 'definitely endangered language.' It is a SOV language and attests all features of a verb final language.

This paper analyzes the case marking in the select Kinnauri varieties in an attempt to account for the phenomenon of ergativity with the aim to give a complete structural description of the alignment in different varieties of Kinnauri and thus show the kind of diversity that exists even within a language with very few speakers such as Kinnauri. Like most of the languages of Tibeto-Burman family, Kinnauri language varieties also exhibit split ergative pattern in which the subject of transitive verbs are case marked as ergative in perfective aspect. Data to be discussed in this paper is from three kinnauri languages- standard kinnauri, sunnam kinnauri and bhote kinnauri. Except the standard kinnauri, there is no available work on other two varieties.

Using Mobile Phone in Learning Language

Gobinda Niroula

Kathmandu University, Nepal

<niroulag2016@gmail.com>

Most people believe that mobile phone is the cheapest digital device compared to laptop, desktop computer with almost similar function. It has been widely used in teaching and learning in the world to acquire innovative ideas at any time and place. Moreover developing countries like Nepal, which has the poorest technological access, could be blessing. However, it is strictly banned to students in schools and colleges to use considering a disruptive tool in Nepal. The research was carried out to explore how a student could utilize mobile phone in acquiring new knowledge and English language as English as foreign language (EFL) context in Nepal. Using interview and observation as techniques for data collection, information was collected from the students studying in plus-two level. An analysis and interpretation of the data discovered that use of mobile phone could be better source of learning for both academic and non academic learning. Prohibiting the use of mobile phone is slowing the rate and route of acquiring language.

Cross-Categorical Agreement in Darjeeling Nepali

Nirmal Niroula

Sikkim University, India

<nirmalniroula60@gmail.com>

Nepali is the lingua franca in Nepal, Darjeeling, Sikkim, Bhutan, and in several regions of NE India. Nepali spoken in the Darjeeling Hills and Sikkim are claimed to be a distinct variety called *Darjeeling Nepali* (Gyewali 1962). Although there is no detailed linguistic study of this variety, Dahal (1974) observes variation among the social groups. A preliminary study based on the fieldwork 2013-14 (Niroula 2015) in the region shows that there are two distinct patterns of agreement which is labeled as “K-class” and “Kh-class.” The former shows correspondence to the situational, regional and caste variables, and aligns with the standard written Nepali in terms of phi-features agreement. The latter shows variation in the phi-feature inventory viz. gender, number and respect and their values, and in the agreement pattern.

Darjeeling Nepali shows two patterns of agreement with respect to the “K-class” and the “Kh-class.” The latter class shows a bleaching of morphological agreement in terms of gender, number, respect and the classifier. In this paper, an inventory of cross-categorical agreement viz. adjective-noun, subject-verb, classifier-noun, and participial forms are analyzed to provide an account of agreement & disagreement pattern. The paper also explores the feature doubling in *Darjeeling Nepali*.

Intelligibility Testing and the Recorded Text Test: A Theoretical and Applied Overview

Jessica Page and Loren Maggard

SIL International

<jessica_page@sil.org>, <loren_maggard@sil.org>

Languages are characterized by variation within the community that speaks it. Speech varieties found within the language will be less or more related to one another. Some of these speech varieties will be sufficiently distinct to be considered dialects of the language. One particular concern in the field of sociolinguistics is the delineation of languages and dialects.

In considering the relatedness of different speech varieties, various approaches can be utilized. Intelligibility, which looks into the approximate understanding of natural speech, is one factor used by sociolinguists to assess the degree of relatedness. Intelligibility testing evaluates how well speakers of a particular speech variety comprehend another variety, and is therefore an important component of sociolinguistic research.

This paper will provide an overview of the theory behind intelligibility testing, discuss different methods that have been used historically to test intelligibility, evaluate the level of effectiveness these methods have had in field research situations, and highlight a particular tool used by field linguists today: The Recorded Text Test (RTT).

Language Shift: A Case Study of Tharu (With special reference to Lakhimpur-Kheri district, Uttar Pradesh, India)

Ashish Kumar Pandey and Ajay Kumar Singh

University of Lucknow, India

<kumar16pandey@gmail.com>, <ajay.linguistics@gmail.com>

India has multilingual, multi-cultural, ethnic, religious, and diverse socio-cultural contexts co-existing together. So many tribes are placed in different region and are sub grouped into a variety of communities, they are culturally well heeled, devoted to nature and eco-friendly, because of that, still most of them are depended upon natural resources of forest area. One of the sub groups of Tharu tribe are living in the lower Himalayan region at Lakhimpur district of Uttar Pradesh. Tharu is one of the tribe which is still economically, socially educationally and politically weak.

In this area, Tharu is majorly surrounded by three standard dialects of Hindi like-Awadhi, Kanauji and Bhojpuri; however, herewith only the Tharu speakers are significantly influenced by the Awadhi speakers because of their long lasting relationship. The present paper makes a candid attempt to explore how Tharu language is exhibiting trends of language shift towards Hindi and English languages amidst global pressure.

Pronouns in Poula
H. Dune Antonia Pao
Manipur University, India
<paodune11@gmail.com>

The aim of this paper is to describe the pronouns of Poula. Poula is the language of the Poumai Naga tribe inhabiting the Senapati district of Manipur and Phek district of Nagaland and also in some other adjoining areas. In Poula, pronouns can be divided into 7(seven) classes namely: (i)Personal Pronouns (ii)Possessive Pronouns (iii)Reflexive Pronouns (iv)Demonstrative Pronouns (v)Interrogative Pronouns (vi)Reciprocal Pronouns and (vii) Indefinite pronouns. All these takes case suffixes , but gender is not marked. The personal pronominal system in Poula distinguishes three persons-first, second and third- and three numbers-singular, dual and plural. All singular forms are monosyllabic and plural forms are disyllabic words. The second person singular pronouns are reflexes of the PTB form *nəŋ (Benedict, 1972).Possessive pronouns are formed through the suffixation of genitive suffix – **vəi** to the personal pronouns or pronominal prefixes. A reflexive pronoun consists of a personal pronoun/pronominal prefix followed by a bound root-**la** ‘self’. Two demonstrative pronouns are found i.e. –**hai-ne** ‘this’ and –**ho-ne** ‘that’. The interrogative pronouns are **dai** ‘what’, **thao** ‘who’ and **kaine** ‘which’ etc.The reciprocal pronoun –**linilije** ‘with each other/with one another’ is used to make the reciprocal meaning. Indefinite pronoun markers in Poula are **maili** ‘someone’, **maitaoli** ‘some person’, etc.

Nepali Sanskrit
Madhav P Pokharel
Tribhuvan University, Nepal
<madappokhrel@gmail.com>

This paper presents the different aspects that Nepali has adopted from Sanskrit and nativized them in terms of its own native syste. Sanskrit phones have been replaced by Nepali phonemes and Sanskrit is read and spoken with Nepali phonology. Such adaptation is found in graphology, too. The Devanagari characters that represent the phonemes available in Sanskrit but not in Nepali are being used in Neplai. In word formation, the proportion of non-standard Sanskrit words has been gradually increasing day-by-day in Nepali discourse. eg. सङ्गठन-साङ्गठनिक ,राजनैतिक , गणतान्त्रिक, etc. Sanskrit syntax is found to have gradually influenced. Sanskrit past tense formally contrasts for SAME DAY and DIFFERENT DAY aspects. In vocabulary, several vocabulary items have undergone change and have been changing the original meanings. Similarly, Sanskrit has been targeted as a political emblem and been implied with the language associated with historical power and similar political connotations. Although, Sanskrit has been regularly and systematically nativized and Nepalized by Nepali phonological, morphological, syntactic, semantic, sociolinguistic and psycholinguistic regularizations.

Functions of Language: A Historical Overview and the Nepalese Context

Kamal Kumar Poudel
Tribhuvan University, Nepal

Language is rarely used purposelessly. Linguistic functionalism is based on the assumption that every utterance (and the scripted form) we use has a purpose of some kind. This reality was first realized by Malonowsky in 1923 when he talked about the “context of situation”. Long after that, in the 1970s, linguistic functionalism reached its theoretical culmination. As the by-product of this theory, several linguistic as well as pedagogic issues have come into fore. The communicative language teaching (CLT) methodology is an instance of this. Language functions have been a significant component of sociolinguistics. This paper is an attempt to make a brief review of the major models of language functions and their implications and applications to practicalities. Moreover, beside a part of sociolinguistic research, this paper indicates the potentials of language functions to be a curricular component and materials writing in the Nepalese context.

Suspended Affixation in Nepali

Tikaram Poudel PhD
Kathmandu University, Nepal
<trpoudels@yahoo.com>

The term affix suspension was first used in Turkish linguistics (Lewis, 1967). In some Turkish co-coordinated conjuncts, both verbal and nonverbal, the identical suffixes on all but the last of the consecutive coordinated constituents can be deleted, e.g.,

- (1) [dere ve _____ irmak]-lar-da
Stream and river-PL-LOC
'in streams and (in) river[s]

While some affixes resist suspension. Consider the following example from Hindi-Urdu:

- (2) *bahano aur bhaiyo*
sister=OBL.PI.F and brother=OBL.PI.M
'Sisters and brothers' (oblique).

The suspension or retention of affixes from the left conjuncts of coordinated constructions is quite prevalent in New Indo-Aryan (NIA) languages. Using both primary and secondary data from Nepali, this paper examines various structural conditions on the well-formedness of coordinate constructions with regard to suspension and retention of affixes. The findings of this study suggests that figuring out the factors that contribute for suspension or retention of affixes from the left conjuncts of coordinated construction help us explain the path of grammaticalization of affixes.

Distribution of Nepali phonemes in the head entry: a statistical study

Balaram Prasain

Central Department of Linguistics, TU

<prasain2003@yahoo.com>

This paper attempts to identify the distribution of Nepali phonemes in the Head Entry taken from Brihat Nepali Sabdakosh. The paper will first examine the distribution of vowels and consonants at the word initial, medial and final positions of the head entry. And secondly the distribution of the consonants at onset and coda position of the syllable will also be examined.

A Sketch of Suprasegmental Features of Modern Angika and Modern Magahi

Qamar, Tauseef and Juhi Yasmeen

Aligarh Muslim University

<tauseefqamar007@gmail.com>

Angika and Magahi are currently not included in the 8th schedule languages of India. Angika and Magahi are considered under the 'Bihari language' mostly spoken in the southern region of Bihar, besides it both the languages are spoken in the terai districts of Nepal (Indian Census report, 2001). Angika is spoken by around 740,000 speakers whereas Magahi has around 18 million speakers (According to census 2001). Magahi and Angika touch the boundary of Bhojpuri, Maithili, Bengali, etc. at different regions of Bihar.

This paper deals with the descriptive study of supra-segmental phonology of modern Angika and Magahi. To investigate the juncture especially apart from supra-segmental features of both the languages because many studies has been conducted but non of them covered the '*juncture*' like- (Jha, S. K. 2001. Maithili), Magahi Phonology: A Descriptive Study (Prasad, Saryoo 2002 & 2008). For the present study, data are collected from the native speakers of Angika and Magahi. Some secondary data are also used. Analysis of supra-segmental features is fundamentally based on segments and also on the experimental phonetics.

Pronominal System of the Chamling Language

Bhabindra Kumar Rai

Tribhuvan University, Nepal

<bhabindrakrai@gmail.com>

This paper is to present the pronominal system of Chamling language. First the presentation of the study has been made in the paradigm. Chamling pronouns can be classified into personal, possessive, demonstrative, interrogative, anaphoric and reflexive pronouns (see, Rai 2012 : 35). After the presentation of the paradigm, there are citations of some data. There occur three persons, three numbers, exclusive and inclusive first person dual and plural, second person and third person dual and plural and honorific and non-honorific in the second person. The reflexive

forms do not restrict any constituent in a sentence. The same pronoun *oko/uko* can be used as *it* and *this* for both humans and non-humans. They distinguish between the proximity and the distal in terms of singularity and plurality. The *-mo* is the possessive marker in Chamling. Interrogative forms occur in two ways: generic and specific.

The paper has been divided into four sections. The first section deals with the introduction to Chamling pronouns, the second includes the personal, reflexive and possessive pronouns, the third has demonstrative, interrogative and honorific and non-honorific pronouns and the last section mentions the findings.

Rai Language in Sikkim: A Contemporary Scenario

Bonita Rai

Sikkim University, India

<bonita.raii25@gmail.com>

Rai being a vast community have various clans and sub-clans. These clans and sub-clans have their own distinct dialect. This diversity sometimes affects the unity of the community. To overcome the problem of language Bantawa language was officially adopted as Rai language as majority of people from the community were speaking the said language. Government of Sikkim has also taken initiative to promote Rai language by adopting it as one of the languages of the state in the year 1997-98.

To reach out to the masses and to the young upcoming generation text books are being printed. From the year 2005, Rai language is being taught in various schools in Sikkim. Today 74 schools are offering Rai language as a subject for young students. Apart from government initiatives learned people from Rai community are coming forward to spread awareness by giving Rai classes to the interested masses. This has helped create a new generation of second class Rai language speakers. There is also an ongoing plan to introduce Rai language in the curriculum of CBSE framework, through which the language will gain a national exposure.

Inclusivity and Exclusivity in Dumi

Dr Netra Mani Dumi Rai

SIL International (Nepal)

<lang-dev_nepal@sil.org>

Dumi is a Kirati language spoken in northern Khotang district in the eastern part of Nepal. The minority language Dumi is a lesser known language of the Tibeto-Burman branch of Sino-Tibetan family. It is found that Dumi is classified as the language of western Kirati sub-group of east Himalayish group. After the early descriptive grammar published in Dumi from the Baksila-Halkhum area in 1993, it has been paid very little attention from researchers (or linguists) and the Dumi speech community. This language is still less described and inadequately documented vis-à-vis the modern descriptive framework. In the background of

these facts, the focus of this paper is an attempt to provide the inclusivity and exclusivity in Dumi within the descriptive morphological framework. Dumi marks the inclusivity with the suffix -i and the exclusivity with the suffix -u (the allomorph -i; van Driem 1993). This language exhibits a two-way affixes: pronominal and tense. The data for the present study will be elicited from the native speakers of Dumi in the Makpa area by means of questionnaire focused on different parts of speech.

Legacy of their Forefathers: The Oral Tradition of the Kirat Rai Shamans of Sikkim

Nikita Rai

Sikkim University, India

<ikin36@gmail.com>

Since the spoken word predates the written word, records of human history, their tales, deeds, laws and customs were all passed from generation to generation orally. In this sense, orality has served as a tool to carry forward the traditions. Down the ages, some of them, who bore the onus to preserve and perpetuate the religious beliefs, customs and traditions orally and then through recit, were the shamans. Juggling multiple roles as healer, oracle, psychopomp, ceremonialist, storyteller and counsellor, the shamans have served as living monuments of indigenous cultures and traditions that are gradually on the verge of decline.

The Kirat Khambu Rais of Sikkim, owing to contemporary issues such as anglicisation, language shift and various religious belief systems, find their customs and traditions are slowly vanishing. In the midst of this reality, the Rai shamans or *Bijuwas*, still carry on with the oral traditions, and their practices are highly endangered.

In the course of this research, it has been found that while the *Bijuwas* sustain a diminishing culture, the need to record their oral practice must be addressed. Attempts have been made to put the oral into recit but it has proven an arduous task given that many such shamans have given up the practice or are illiterate. Based on interviews, documentation and a series of interactions with members of the participating community, this paper aims to understand the oral tradition of the Rai *Bijuwas* and is also an attempt to understand the roles they play as keepers of the Rai culture in Sikkim even as their position is under constant flux.

मैथिली र नेपाली कथाका अनुवाद, केही समस्या- केही त्रुटिहरू (सरोकार कथासङ्ग्रहको धारमा)

नीरज राई

सिक्किम विश्वविद्यालय

<bantniraj@gmail.com>

वास्तवमा अनुवाद प्रक्रिया एक जटिल र संवेदनशील विषय हो। अनुवाद गर्ने अनुवादक आफ्नो कार्यक्षमताको साथै दुई वा त्यस भन्दा बेसी भाषा ज्ञान भएको हुन आवश्यक छ भनेर विद्वानहरू

आफ्नो विचार प्रकट गर्दछन्। अनुवाद कार्य गर्नुको निम्ती अनुवादकले पाठमा निहित विषय, प्रेषकको लक्ष्य, सम्प्रेषणको स्थितीलाई बुझेर अनुवाद गर्दछ। अर्थात अनुवाद केवल पाठको संरचनामा मात्र सिमित नभएर भाषा चयन र भाषाको विभिन्नता र शैली पक्षलाई समेत समेटेको हुन्छ। मैथिली भाषाको प्रतिष्ठित कथाकार प्रदीप बिहारीकृत सरोकार कथासङ्ग्रहले भारतको साहित्य अकादमीबाट २००७मा पुरस्कार प्राप्त गरेको हो। पुरस्कार प्राप्त कृतिहरूको संविधान प्रदत्त भाषाहरूमा अनुवाद गरिन्छ, यसैको फलस्वरूप यस कृतिलाई नेपाली भाषामा रेमिका थापाले अनुवाद गरेका छन्। अनुवाद गर्दा स्रोत भाषा र लक्ष्य भाषामा के कस्ता समस्याहरू देखापरेको छ, कहाँनिर त्रुटीहरू भएका छन् त्यसको अध्ययन विश्लेषण गर्ने कार्य यस संगोष्ठी पत्रमा गरिनेछ।

Phi-feature and Agreement in Kulung

Reena Rai

Sikkim University, India

<reenar60@gmail.com>

Kulung belongs to the central Kiranti group in the Himalayan branch of Tibeto-Burman language family (van Driem 2001). It is spoken in the eastern region of Nepal and in east and south Sikkim, India. It is a 'pronominalising' language with person, number and clusivity marking on verb; and ergative-absolutive case marking system. Kulung is one of the endangered languages both in Nepal and India. Based on the fieldworks in Assam Lingzey, east Sikkim, Rai (2012, 2015) finds that the gender difference is maintained lexically, but there is no morphological marker to indicate gender of nouns, and in the agreement system of the Kulung language. It makes three way distinction in person and in number.

Kulung shows morphological clusivity. It has inclusive vs. exclusive distinction marked by [∅] and [ka], respectively. Similarly, Kulung has low honorific and non-low honorific distinction. It is morphologically marked by [-e] and [-ni] as in the examples below. Note that the Kulung suffix [-ni] is a homophonous morph that marks respect and plurality contextually. This paper provides a descriptive account of the person-number marking system/subject-verb agreement in Kulung.

Toponymes in the Kirati Languages

Tara Mani Rai, PhD

<raitaramani@yahoo.com>

This paper attempts to present a preliminary analysis of the toponymes (place names) prevalent in the Kirati languages from linguistic archeological perspective. Historically, the homeland of the Kirat covered from Likhu or Dudhkoshi to Arun River or beyond it (Chemjong, 2003). This territory was supposed to be divided into three: Ollo Kirat or Near Kirat (Ramechhap, Solukhumbu, Okhaldhunga) Majh Kirat or Central Kirat (Khotang, Bhojpur) and Pallo Kirat (beyond the Arun

River, namely Terhathum, Taplejung and Panchthar. In these territories, mostly the names of the place exist in the local Kirati languages. If the data are intensively observed, the names around the traditional homeland of the Kirat people are found to be shifting to the non-Kirati languages. However, there are still so many toponymes or place names which retain the Kirati languages in the dense populated Kirati area. In addition to the toponymes, the study may be focused on the hydronymes of the the Kirati homeland as well.

References

Chemjong, Imansingh. 2003. *Kirat Itihas* [Kirat History], 5th edn. Kathmandu: Kirat Yakthung Chumlung.

Linguistic Imperialism: How Far it has Really Changed the Regional Languages of India -Politically, Socially and Linguistically?

Dr. Bablu Ray

Doctor Harisingh Gour Central University

<babluray@gmail.com>

The spread and development of English language in the world is not accidental rather it is the result of the British colonialism or imperialism. The British through colonialism or imperialism not only wanted to have political, social and economical domination but they also wanted to bring about change in the culture, religion and language of the indigenous people and this was possible only through the means of transplantation of English language into the colonies as they knew (the colonizers) that language is closely linked with culture and world view and hence English language was used as one of the major means of colonization. Ultimately, the implantation of English as a powerful language changed the entire linguistic scenario in the colonies. This idea of implantation of English as a powerful language as a means of colonization is known as linguistic imperialism. Linguistic Imperialism greatly affected the regional languages of the colonies/countries where it was transplanted as a colonial language. The paper discussing linguistic imperialism at large tries to highlight the impact of linguistic imperialism especially in the Indian context. It, further, argues how far linguistic imperialism has really changed the regional languages of India- politically, socially and linguistically.

Case Marker and Adposition in Kulung

Reena Rai

Sikkim University

<reenar60@gmail.com>

Kulung is a sept belonging to the Rai community with a distinct linguistic and socio-cultural practices. Kulung is both the name of the community and its language which belongs to the central Kiranti group in the Himalayan branch of Trans-Himalayan language family (van Driem 2001). It is spoken in the eastern

region of Nepal and in east and south Sikkim, India. Kulung is one of the endangered languages both in Nepal and India.

Kulung is a 'pronominalising' language with person, number and clusivity marking on verb; and has ergative-absolutive case marking system. Based on the fieldworks in Assam Lingzey, east Sikkim shows that Kulung has fifteen different case markers. This paper provides a descriptive account of the Case marking system in Kulung.

Role of languages in achieving some major SDGs in the ethno-linguistic communities in Nepal

Dr. Ambika Regmi Banjara
Tribhuvan University, Nepal
<ambikaregmi@gmail.com>

This paper examines strategic roles of languages in achieving some major SDGs especially in ethno-linguistic communities in Nepal and suggests some strategies based on experiences gained in LinSuN for meeting challenges and barriers in those communities for achieving the goals.

Nepal has almost achieved the MDGs (NPC/N, 2013). However, Nepal has to strive further to address, through education, some cross-cutting issues such as poverty reduction, quality education, gender equality, reduced inequalities, climate action, etc, especially in ethno-linguistic communities. Due to lack of equal access to education in mother-tongue with textbooks in mother-tongue containing respective cultural content, most of such communities are marginalized and excluded from most of development process of the nation. Despite constitutional right to mother-tongue education, in practice, children of such communities are compelled to learn unfamiliar content instructed in an unfamiliar language (Sheldon, 2007). Language is crucial for a successful education. Multilingual education promotes life-crucial knowledge and cognitive development which are basic for quality education. The cross-cutting issues need to be integrated into the overall process of teaching in mother-tongue. Above all, a promising multilingual education policy should be framed taking linguistic diversity into account to maintain retention rate and to ensure inclusive and equitable quality education.

References

- Central Bureau of Statistics (CBS). 2012. *National Population and Housing Census 2011: National Report*. Kathmandu: National Planning Commission, Nepal.
- Shaeffer, Sheldon. 2007. 'Foreword.' *Advocacy Kit for Promoting Multilingual Education: Including the Excluded (Overview of the Kit)*. Bangkok: UNESCO
- Bangkok.

National Planning Commission (NPC/N), 2013. *Nepal Millennium Development Goals: Progress Report 2013*. Kathmandu: National Planning Commission, Nepal.

Some issues in language planning and policy in Nepal

Bhim Narayan Regmi
Tribhuvan University, Nepal
<bhimregmi@gmail.com>

Nepal has followed multilingual language policy with the constitutional provision of official use of more than one language at province level. This provision leads to the following issues:

- number of languages to be the official languages of Nepal
- number of languages to be the official languages in a province, the criterion for a language to be selected as an official language-number of speakers or capability of the language for this function
- getting a language ready for the official use
- options for the languages which will not have official function
- the official languages for original/authentic record in the legal ground
- the number of language related human resources in government services
- developing technological infrastructure to assist in handling the language issues such as orthography, encoding, Keyboards, fonts, rendering engines, multilingual platforms for prevailing official forms and documents, and databases

This paper presents the facts and figures on the number of languages and speakers in each language in each of the provinces, and the capability of languages for official and other functional domains. On the basis of these facts and figures, some recommendations are suggested.

Impact of ICT on the mother-tongue based education in the developing countries

Prof. Dr. Dan Raj Regmi
Tribhuvan University, Nepal
<danrajregmi8@gmail.com>

This paper discusses impact of Information and Communication Technology (ICT) on the mother tongue-based education (MTBE) in the developing countries. It also highlights some of prospects and challenges of use of ICT and suggests some strategies for the effective use of ICT to improve learning outcomes through the mother tongue based education in such developing countries. ICT enhances academic experience, ensures students achievement, facilitates education stakeholder's engagement and manages resources and operations efficiency. ICTs

impact positively on educational performances in primary education. However, we require to analyze the impact of ICTs in MTBE, prospects and challenges for the effective use of ICTs in MTBE and to formulate pragmatically effective policy for the maximum use of ICTs in minimum expenditure in developing countries. Teacher preparation, a key factor for quality education, is possible only when their confidence and competence is promoted by providing efficient training in the appropriate use of ICTs. The digital divide should be narrowed down without delay and quality basic education should be ensured by improving the learning outcomes with the effective use of ICTs in MTBE. We have to make every community “Digital Community” and every school equipped with modern ICTs and every student capable of accessing them.

Processing of Embedded Complement Clauses and Relative Clauses in Malayalam

Revathi Suresh

The English and Foreign Languages University, India
<s.revathi130@gmail.com>

The paper aims to investigate the difference in the processing complexity of singly embedded complement clauses (1a) as opposed to singly embedded relative clauses (1b, 1c) in Malayalam by using self-paced reading tasks. The paper examines: (1) garden path effects in the processing of head final structures, (2) bias towards a simple clause or a complement clause prediction and (3) cues independent of information carried by verb or the relative heads. It is hypothesised that: (1) the parser prefers a complement clause prediction and (2) processing of embedded structures would utilize morphological Case as a constraint in the processing of embedded head-final structures.

(1) Embedded Complement Clause

Jack Jillin -o:də [[[Wendy cinimakəṇḍ] -a] ka:rjam]
 Jack NOM Jill DAT Wendy NOM cinema ACC see +P REL
 matter paran -ju.
 tell +P
 ‘Jack told Jill the matter that Wendy watched the movie.’

(b) Embedded Subject- extracted RC

Maḍ^hu Soman-u [[[Ummar-ineṭallij] -a] a:l] e kanicc-u
 Madhu NOM Soman-DAT Ummar-ACC hit +P REL man ACC show +P
 kodutt -u.
 give +P
 ‘Madhu showed Soman the man who had hit Ummar.’

(c) Embedded Object - extracted RC

Jessie Georgin-ə [[[ʃnankəŋd] a] ki[avan] -e kaanicc -u
Jessie NOM George DAT I NOM see +P REL old man ACC show +P
kodutt -u.
give +P
'Jessie showed John the old I saw.'

Talgaṅ Speech community: a Socio-typological study

Smita Sahu and Manish Kumar Singh

Banaras Hindu University, India

<annesmita93@gmail.com>, <maneeshhsingh100@gmail.com>

The aim of this paper is to explore the effect of language contact on less explored language Talgaṅ language is in contact with Bangla and Oriya language but it has some vocabulary which completely distinct from Bangla and Oriya so we are working on this language and try to find out some new linguistic feature of this language. The Talgaṅ spoken area is in the East Singhbhum district of Jharkhand which is bounded on the east by Midnapore district, on the north by Purulia district, both of West Bengal, on the south by Mayurbhanj district of Odisha. Study will illustrate the sociolinguistics aspect. It will illuminate the usage of language in different domains of society and what languages can be preferred for use in different domains. This language is dominated by Bangla, Odia and Hindi language. This paper deals with sociolinguistics setting, the attitude of speech community towards their language as well as others language?

This is the first attempt to analyze less explored *Talgaṅ* language linguistically. We have collected data through the fieldwork, observed *Talgaṅ*. The paper deals with the *Talgaṅ words* phenomenon and this language how much distinct from its regional and compares it with *Bangla, Odia and Hindi*.

Situating English Language Teaching Methodology in Context: Experiences from a Rural Classroom

Dr. Shantana Saikia

Bahona College, Assam, India

<shantana_saikia@rediffmail.com>

Since the last decade of the 20th century, teaching of English as L2 has broken new grounds in India. Emphasis has been laid on CPD of teachers, discourses of new methodology that can be applied in classrooms to optimise language learning. Despite such endeavours it is seen that the process of English teaching/ learning has not really made much progress in the state of Assam in the North Eastern part of India. Institutions of Higher Education face brickbats for not being able to produce competent graduates. This paper looks at some of the transactional hiccups faced by college teachers in teaching ESL. The paper is based on teaching experience of twenty five years in a rural college. Although I offer no solution,

certain practical measures can be adopted while setting of goals of ESL and which may negotiate some of the problems faced by students and teachers alike.

Code Switching in Text Messages among the Students Creating a Third Code at University Level

Ms Maha Sarfraz

Government College Women University, Pakistan

<mahasarfaraz@ymail.com>

This research aims at investigating the phenomenon of “Text Messages Code-Switching” and choice of lexical features among the university students. It examines the most frequently used words and phrases in code-switched text messages and the reasons behind switching either to Urdu or English while texting. It focuses on how the language of texting is shaped by the students to achieve the interpersonal goals. It also aims at exploring the factors that help in the spread of the use of code-switched text messages along with adults’ attitudes toward this phenomenon. The study examines the different aspects that help in the excessive use of code-switched mobile messages. It studies the phenomenon of code-switching between English and Urdu in “**Computer-mediated Communication**”. A sample of 200 students was selected from different Universities. A questionnaire was designed and handed to the subjects along with an interview form that was designed to fulfill the objectives of the study. The collected data were categorized according to Yule’s classification of lexical words. Major findings of the current study disclose major reasons behind code-switching while texting. It proved various factors that help in the spread of the use of code-switched text messages. It also shed light on the emergence of Roman Urdu while texting and reason behind switching to English rather than Urdu and Urdu with Roman script.

अछामी भाषाका क्रिया विशेषण

डा. हर्क बहादुर शाही

सुर्खेत क्याम्पस शिक्षा

<Shahiharka432070@gmail.com>

प्रस्तुत लेखको उद्देश्य अछामी भाषा र अछामी क्रिया विशेषणको संक्षिप्त परिचय, वर्गीकरण र विशेषता पत्ता लगाउनु रहेको छ । यो अध्ययन वर्णनात्मक ढाँचामा आधारित गुणात्मक प्रकृतिको रहेको छ । उद्देश्यमूलक नमुना छनोटका आधारमा अछाम जिल्ला नाडा गाविसका विभिन्न उमेर, लिङ्ग, साक्षर र निरक्षर अछामी भाषी वक्ता छनौट गरी तिनीहरूसँग प्रश्नोत्तर छलफल गरेर अछामी भाषाका क्रिया विशेषणको सङ्कलन गरिएको छ । सङ्कलित सामग्रीलाई व्याकरण सिद्धान्तका आधारमा व्याख्या र विश्लेषण गरिएको छ । अछाम जिल्लामा बोलिने यो भाषालाई पहिले नेपाली भाषाको एक उपभाषिका मानिएको थियो । नेपालको जनगणना २०६८ र शाही (२०७०) ले अछामीलाई छुट्टै भाषाको रूपमा चिनाएको पाइन्छ । यस भाषाका क्रिया विशेषणको लिङ्ग, वचन अनुसार रूपावली हुन्छ । यस प्रकारको व्याकरणिक व्यवस्था अछामी बाहेक जुम्ली, बाजुरेली, दैलेखी, कालिकोटे भाषामा पनि पाइन्छ।

अछामी भाषाका क्रिया विशेषणलाई समयवाचक, स्थानवाचक, रीतिवाचक, परिमाणवाचक, कारणवाचक, परिणामवाचक, आवृत्तिवाचक र वाक्यात्मक गरी जम्मा नौ प्रकारमा विभाजन गरिएको छ । सयका साथै यस भाषाका क्रिया विशेषणलाई वनोटका आधारमा मूल क्रिया विशेषण र व्युत्पन्न विशेषण गरी दुई उपभेदमा वर्गीकरण गरिएको छ ।

मिडल फिल्ड नेगेसन

भीमकुमार शर्मा

नेपाली विभाग, सिक्किम विश्वविद्यालय, भारत

<bhimsapkota90@gmail.com>

नेपाली भाषा भारोपेली भाषा परिवारभित्रको सतम् वर्गभित्र पर्ने एक आधुनिक आर्य भाषा हो । यो भाषा नेपाल तथा भारतमा सिक्किम, दार्जिलिङ, आसाम, देहरादुन, आदि क्षेत्रमा व्यापक रूपमा बोलिन्छ । सिक्किम र दार्जिलिङको सम्पर्क भाषाको रूपमा बोलिने नेपालीलाई दार्जिलिङे नेपाली भनि भाषिका मानिएको छ (जंवाली सन् १९६२) । नेपालीमा मुख्यतः दुई थरीका अकरण पाइन्छ- सर्ग र निपात । सर्गमा उपसर्ग र परसर्गका रूपमा अकरण बोधक सूचक [-ne] र [ne-] को प्रयोग पाइन्छ । निपातका रूपमा [nai], [netre] र [neki] -को प्रयोगले अकरण जनाउँछ । नेपाली वाक्यमा विशेषण र क्रियामा उपसर्गका रूपमा अकरण सूचक प्रयोग भएर मिडल फिल्ड नेगेसन (Middle Field Negation) हुन्छ । मिडल फिल्ड नेगेसनले वक्ताको भनाइको सत्यार्थलाई आंशिक रूपमा निषेध गर्छ । विशेष यसले विशेषणको अर्थलाई विपरीत गर्छ ।

- jo kēi ramri ts^he
this girl beautiful be.NPST.3SG.FEM.NHON
'This girl is beautiful.'
- jo kēi nḡramri ts^he
this girl NEG-beautiful be.NPST.3SG.FEM.NHON
'This girl is not beautiful.' (Note: does not mean 'ugly')
- jo kēi ramri ts^heḡ ne
this girl beautiful be.NPST.3SG.FEM.NHON-NEG
'this girl is not beautiful'
- jo kēi nḡramri ts^heḡ ne
this girl NEG-beautiful be.NPST.3SG.FEM.NHON-NEG
'A girl isn't not beautiful.' (Note: does not mean 'ugly' or 'beautiful')

उक्त उदाहरणमा उदाहरण (a) करण वाक्य हो । उदाहरण (b) र (c) मा क्रमश विशेषण र क्रियामा अकरण सूचक लागेर अकरण वाक्य बनिएको छ जसले वक्ताको भनाइको सत्यार्थलाई पूर्ण निषेध गरेको छ । उदाहरण (d) मिडल फिल्ड नेगेसनको हो जसमा विशेषण र क्रिया दुवैमा अकरण सूचक प्रयोग भएको

छ। उक्त उदाहरणमा वक्ताको भनाइको सत्यार्थलाई आंशिक रूपमा निषेध गरेको पाइन्छ। नेपालीमा मिडल फिल्ड नेगेसन स्केलर एडजेक्टिभ (scaler adjective) सँग सम्बन्धित छ।

सिलगढी क्षेत्रमा नेपाली मातृभाषा नभएका मानिसहरूले गर्ने भाषिक व्यवहार

मुक्तिनाथ शर्मा

उत्तर बङ्ग विश्वविद्यालय, भारत

<muktibhai50@gmail.com>

सिलगढी क्षेत्र बहुभाषिक समाज भएको क्षेत्र होलको प्रवेशद्वार भनिन्छ। विभिन्न यस क्षेत्रलाई पूर्वाञ्च , राष्ट्रिय एवम् अन्तर्राष्ट्रिय सिमाहरूका नजिक रहेको सिलगढी सहरको आफ्नो छुट्टै भाषिक महत्त्व रहेको छ। यहाँ विभिन्न क्षेत्रबाट आएका मानिसहरू स्थायी ,हिन्दी ,अस्थायी रूपमा बसोबास गर्छन्। नेपाली-बङ्गाली र राजवंशी भाषी मानिसहरू यहाँ बहुल रूपमा बस्छन् यसैले यस क्षेत्रका मानिसहरू द्विभाषिक वा बहुभाषिक प्रवृत्तिका देखिन्छन्। नेपालसितको सिमानापूर्वसँगको -दार्जिलिङको पहाडी भेक र उत्तर , अधिकांश मानिसहरूले नै नेपाली भाषा बोल्ने गर्छन्। यहाँ नेपाली सोझो सम्बन्धले गर्दा यस क्षेत्रमा बस्ने मातृभाषीहरूमा अरू भाषाको प्रभाव परेको पाइन्छ भने अनेपाली भाषीद्वारा बोलिने नेपाली भाषामा विभिन्न भाषाका कोड अथवा आ पाइन्छ। उदाहरणार्थआफ्नो भाषा बोल्ने शैलीको मिश्रण रहेको देख्न-

भोली लक्खीपूजा छ(बङ्गला)सबै जना आउनुहोस् है । ,

मोइले बोइनीलाई भोनेको छ कि भरे अजोय आउँछ सामान लिन। (बङ्गला)

तपाई धेरै मजाक न गर्नुहोस् ।(अरबी)

भाभी बजार गाको मैले पैलाई देखी हाल्यो।(भोजपुरी)

आज अलिक टेन्सन भएको छ ।(अङ्ग्रेजी)

प्रस्तुत कार्यपत्रमा सिलगढी क्षेत्रमा अनेपालीहरूद्वारा बोलिने नेपाली भाषाको स्वरूप अनि त्यसमा अन्य भाषाको कोड मिश्रण र परिवर्तनको मुख्य रूपमा अध्ययन एवं विश्लेषण गरिने छ। यसका साथै यस कार्यपत्रका लागि प्रश्नावली अनि अन्तर्वाता जस्ता सामाग्री सङ्कलन पद्धतिको प्रयोग गरी सिलगढी नगरनिगममा सामाग्री सङ्कलन गरिएको छ।

Transitivity alternations in Puma

Dr. Narayan Sharma

University of Vienna

<narayan.sharma57@gmail.com>

This paper investigates syntactic and semantic properties of verb classes for Puma that Levin (1993) discusses for English. Verb behaviour can be used to explore different aspects of verb meaning which is properly associated with syntactic expressions of their arguments. Certain predicates are more likely to be transitive than others, depending on semantic factors. Cross-linguistically argument alternations involve multiple argument realisation in which verbs can appear in a variety of syntactic contexts. In Puma we employ parameters such as, pro-drop, antipassive, middle, inchoative, body-part ascension, reflexive, reciprocal, and locative, as in examples (1-5) from Sharma (2014):

- (1) PRO-DROP ALTERNATION
(khokku-a) (ŋa-lai) pA-ɕher-ŋ
 3SG-ERG 1SG-DAT 3S/A-beat-1SG.S/P.PST
 ‘He beat me.’
- (2) ANTIPASSIVE ALTERNATION WITH *kha-* (3) CAUSATIVE CONSTRUCTION
ŋa kha-tAŋ-ŋa khim bhuks-a
 1SG.ABS ANTIP-chase-1SG.S/P.NPST house.ABS destroy-PST
 ‘I chase (people).’ ‘The house was destroyed.’
- (4) REFLEXIVE ALTERNATION
mala-a dadari-do dhuŋ-nen-cen
 Mala-ERG wall-GEN.LOC collide-2/3SG.REFL.PST-REFL
 ‘Mala collided with the wall.’
- (5) LOCATIVE ALTERNATION
munima sAŋpwa waŋ-a
 cat.ABS tree.ABS climb-PST
 ‘The cat climbed the tree.’

This paper reveals that in Puma twenty-four verb classes are distinguished, which show a distinct pattern of behaviour to encode different transitivity parameters pertaining to P-individuation.

References

- Levin, Beth. 1993. *English Verb Classes and Alternations*. Chicago & London: The University of Chicago Press.
- Sharma, Narayan P. 2014. *Morphosyntax of Puma, a Tibeto-Burman language of Nepal*. London: University of London PhD dissertation.

Orthography development in unwritten languages of Nepal

Divakar Man Shrestha and Dr. Netra Mani Dumi Rai

SIL International (Nepal)

<lang-tech_nepal@sil.org>, <lang-dev_nepal@sil.org>

The latest CBS 2011 report shows that there are 123 languages in Nepal. Among them, majority of these languages are less described and unwritten till the date. In this presentation we will share the module for the beginners to write as the first step or the early attempts to write one's own language in the process of language development. Finding the consonant and deciding tentative ideas how to write each one, identifying consonant clusters, writing nasal syllable structure and consonant distribution, finding the vowels and deciding how to write each one, syllable structure and vowel distribution, word building issues: jointly or separately, combining syllables; halanta; gemination, writing sounds and words from other

languages, punctuation, different issues of word break rules, possessives (even plurals vs. singulars), noun suffixes (both simple and compound nouns), verb constructions, compound verbs, spacing rules for particles. The choice of appropriate scripts and using Devanagari script in the writing system of individual languages. Testing and revision of the proposed orthography for the goal of Developing Writing Systems. Publication and distribution of the Writers' Guide booklet are the crucial steps of orthography development in unwritten languages.

Role of Local Culture in English Language Teaching

Kumar Narayan Shrestha

Tribhuvan University, Nepal

<knkathajor@hotmail.com>

This presentation aims to present some techniques of integrating local culture while teaching foreign language based on my own experience. Among many affecting factors of foreign language learning, culture is the most influencing one. Since foreign language and culture co-occur, learning foreign culture is inevitable. In the first phase of presentation, I will discuss about culture, language and their interrelation. In doing so, I will present vivid examples of Nepalese culture based on my experience e.g. Dashain festival, Tihar festival, Tika, Jamara etc. and their representation in English.

In the second phase of presentation, I will move towards the localization of English language. Since English language is no more the sole asset of native speakers now, the learners of English need it for local purposes too. Therefore, I will try to enumerate some of the local purposes of English in the context of Nepal, for example, as a lingua franca in multilingual context, protection and promotion of local culture and languages and so on.

Lastly, I will discuss some approaches and techniques of integrating local culture that I am using to teach English in Nepal. In addition to it, I shall be eliciting responses from the participants about their understanding and experience of integrating local culture in foreign language classroom. I shall also be eliciting their responses regarding the ways to tackle the challenges of inserting local culture in their own context.

Twice-fold Transformation: Developing Learner Autonomy and Speaking Skills among High School Students

Sadeqa Ghazal and Dr. Smriti Singh

IIT Patna, India

<smritichotu@gmail.com>

Developing learner autonomy through a focus on learner reflection is a central concern in teaching English as a second language. However, promoting learner autonomy can be challenging in traditional teacher-centered classes. Also in such ESL classes speaking skills of students are often neglected. This problem is

enhanced in those large classes where focus of the instruction is strictly limited to learning through a pre-selected course book and practicing grammar lessons. This paper is based on an action research study conducted for over nine months in a similar context in a high school in Bihar (India). The purpose of this study was to develop students' speaking skills and promote learner autonomy. Employing the Dogme approach for teaching English, learners were trained to speak English in class and be active participants in their own learning process. The data was collected using students' feedback, recordings of their spoken language, and the principal investigator's observational notes. The study shows that learners speaking skills and language learning skills improve significantly when they are allowed to debate and discuss on self-chosen topics, to reflect upon their use of language and to correct their own mistakes. In this paper, while tracing this journey of transformation, we explain not only why but how to achieve this dual goal for those teaching in similar contexts. This paper describes how class discussions and debate could be used as powerful tools for improving speaking skills and for promoting learner autonomy.

Font Conversion System in Nepali Language

Santa Basnet and Trishna Singh

Integrate ICT Pvt. Ltd, Nepal

Digital texts written in Nepali language are difficult to use in computational task. This is because there are large numbers of font formats available for typing and these font encodings are not mutually compatible. Nepali language writing system uses Devanagari script (lipi), which is also used in many Indian languages. With the development of multi-byte Unicode encoding technology, it becomes very straight forward to encode variety range of characters that falls under the Devanagari writing system. This makes promising to the computational task i.e. to understand and process languages written in Devanagari script. Unicode encoding technology makes the computational task easier so it is essential to unify different font formats that is written in true type font into Unicode and vice versa. We look most of the available writing system present currently in Nepali language expressed in true type fonts and build a computational processing algorithm that understands the written character sequences.

We devise a character mapping system that converts the writing system encoding among true type fonts and to the equivalent writing system of the Unicode. It incorporates finite state approach to understand text encoding of true type writing system through the single and the multiple group of characters. The group of characters than map to the equivalent group of characters from one writing system to another which utilizes the mapping templates of words exists in currently available writing styles. The outcome of this work is the template based font mapping system of Nepali text written in true type encoding to the Unicode and also from the Unicode to the true type encoding text in Devanagari script.

Contact and Language Shift of Rang Language

Vishnu kumar singh, Ashish kumar pandey

University Of Lucknow, India

<singhishnu7@gmail.com>

India is a multi-religious and multi-cultural country where many languages exist. According to UNESCO report it is estimated that half of 6000 plus languages spoken today will disappear by the end of the 21th century. The disappearance of unwritten (oral) and undocumented languages, we would lose not only a cultural wealth but also important ancestral knowledge embedded in particular language. In the rapidly globalizing-world all ethno-linguistic communities struggle with challenges. These communities face breakdown of cultural transmission between generations. Language loss is the death of cultural and linguistic diversity. Language loss in its turn has a negative effect on bio-diversity conservation. There is a link between language and traditional knowledge inter-connected to bio-diversity. Language communities have elaborated multifaceted classification system for the natural world, reflecting a deep understanding of their surrounding environment. This environmental knowledge, indigenous names, oral traditions can be lost when a speech community shifts to another language.

This research paper through interviews and questionnaire method to ascertain what is the attitude of people towards their language and current language shift position in darma, chaudans and byans valley of rang community.

Index and Verb Agreement: Feature Doubling as Interface Requirements

Samar Sinha

Sikkim University, India

<samarsinha@gmail.com>

The centrality of feature in syntax upholds the view that features or feature bundles drive the syntactic computations (Chomsky 1995); suggests that the syntactic projections are drawn identifying each head with a single feature (Kayne 1994), and eventually attaining the size of a morpheme, a word and a phrase (Starke 2009). Barbiers (2008: 2) shows that in syntactic doubling, a constituent is expressed two or more times within a clause without contributing to the semantic interpretation of that clause. Further, the syntactic doubling phenomena is claimed to be a central property of syntax as the result of interaction between syntactic principles and extra syntactic domains.

In Indian Sign Language (ISL), an inventory of syntactic properties shows that a sub-set of d-features of INDEX, a type of pointing gesture used to refer to an object, referents, spatial location, or events around the signer and the addressee in a common observable space is expressed on the onset and/or the offset of the verb's

path movement, traditionally labelled as '*verb agreement*' in the sign language literature.

This paper aims to address the syntactic dependency between these two known sign language universals. It argues that feature doubling between INDEX and '*verb agreement*' in ISL is an instance of configurational property, and the variations arise due to the realisation of different features within the configuration. Further, the paper argues that the manifestations of '*verb agreement*' are added in the PF component primarily driven by the interface requirements.

Social Status of Women in India: How Hindi accounts for it

Dr. Sweta Sinha

Indian Institute of Technology, Patna, India

<apna1982@gmail.com>

Language has always played an important function as power determinant. Language shapes our cognition and perception of society [4]. Since the 1960 Sociolinguists [1, 3 and 6] have been exploring gender dimension of language that catapulted work on language and gender. Countries where citizens speak gendered languages display a higher rate of gender inequality than countries with languages that do not ascribe gender to nouns [2]. In Indian society with magnified patriarchy, the role of language becomes manifold crucial especially in determining gender relation with power. Hindi is rampant with idioms and phrases that reflect gender biasness in the crudest sense. The power differential in favor of men may explain why stereotypical male traits are more valued than female traits. [5] The investigation of the current study has been processed through both primary and secondary sources, where primary observation comprised of interactions with native speakers between the age group of (20- 60) years for both males and females various text books, internet and movies have been used as secondary sources. The paper attempts to highlight many such social issues rampant in Hindu society which adversely affect the power relation between genders in the society through the lens of Hindi.

References

- [1] Cameron D., Verbal Hygiene. Routledge, 1995.
- [2] Frelino, J. L., The Gendering of Language: A Comparison of Gender Equality in Countries. Springer, 2012.
- [3] Labov W., Principles of Linguistic Change. Volume I, Oxford, Blackwell, 1994
- [4] Sapir E. & Whorf B.L., The Status Linguistics as a Science, Language, 1929.
- [5] Sinha, S and Sharma, S. (2016) " The Reflection of Language Linked to Gender Inequality in Discourse Behavior" in Dr. G.C. Mishra and Dr. S.K. Jha (Ed.) World Congress on Interrelationship among Arts, Culture, Humanities, Religion, Education, Ethics, Philosophy, Spirituality, science and Society for

Holistic Humane Development”; Pp 31- 38; New Delhi: Krishi sanskriti Publications.

[6] Trudgill P. Accent, Dialect and the School. Edward Arnold, 1975.

Applying Stephen Krashen's Language Acquisition Theory to the "Growing Participator Approach" to Learning Languages

Janel J. Swenson

SIL International

<janel_swenson@sil.org>

There are many contributors to the modern field of language acquisition. A key voice among these is that of Stephen Krashen and his Language Acquisition Theory. This paper will examine some of Krashen's foundational concepts regarding how we learn language and will look at how it can be practically applied to learning a second language, particularly through Greg Thomson's Growing Participator Approach. A wide variety of language learning theories have been proposed by researchers and language learners all over the world; however, when learning a minority language which may not have resources available or even an existing orthography, the range of usable theories significantly narrows. This paper explains how Greg Thomson's Growing Participator Approach may be effectively used for learning minority languages or even communicative skills in a majority language. This introduction to Stephen Krashen's Language Acquisition Theory and a practical application of it in the Growing Participator Approach will point language learners in the right direction should they be interested in utilizing these language learning principles in their studies of minority languages.

Different Subject Marking in Standard Urdu and Punjabi Urdu

Noman Tahir

Aligarh Muslim University, India

<nomantahir91@gmail.com>

This paper examines the difference between subject marking in standard Urdu and Punjabi Urdu. According to general rule of split ergativity the subject of imperfective tense/aspect receives the nominative case. But the Punjabi Urdu speaker use ergative subject with imperfective mood/tense. This difference happened due to agentivity of subject. Punjabi speakers generally use subject as agent in most of sentences due to mother tongue influence. Further support comes from the split ergativity where subject receives different cases with imperfective and perfective tense/aspect. Whether it is influence of mother tongue or not is critiqued. For this study, we collect the data from the native speaker of standard Urdu and Punjabi Urdu speaker and to find out differences between subjects marking of both languages with the help of the previous theories of the case marking.

Sub-lexical Structure of Tamang

Pem Lhamu Tamang
Sikkim University, India
<lhamutamang12@gmail.com>

Tamang is an ethnic community as well as indigenous language belonging to the Trans-Himalayan Language family. It is one of the endangered languages both in Nepal and India. Tamang language is spoken in west Sikkim, Darjeeling district and in few other regions of India. In the context of Sikkim, although the Tamang language is one of the state recognised languages, it is a critically endangered language of Sikkim, India. Tamang is also one of the lesser described languages whose modern descriptive study of the language spoken in India is hardly available. Based on the data collected from the fieldwork in 2016, a sub-lexical study of the Tamang language is explored in this paper. Basically, this paper provides an inventory of segmental and suprasegmental speech sounds, and the syllable structure of the Tamang language spoken in Sikkim in detail.

A Study of Magar Syllable Structure

Hemlata Thapa
Sikkim University, India
<hemlatathapa08@gmail.com>

Magar is an ethnic community as well as indigenous language belonging to the Trans-Himalayan Language family. It is one of the endangered languages both in Nepal and India. Although the anthropological/sociological study of the Magars in Sikkim has been carried out by the various scholars, the linguistic study of the Magar language spoken in Sikkim is very scant. Magar, a critically endangered language of Sikkim, is spoken by the members of the Magar community in Kamling and Suldong, west Sikkim. Based on the data collected from the fieldwork in 2016, the Magar syllable structure is found to be $C^2_0VC^2_0$.

Acoustic Analysis of the Nepali Vowel Sounds

Pratima Thapa and Sharadha Sapkota
Tribhuvan University
<write2pratimathapa@gmail.com>

This paper represents the results of acoustic study of vowels in Nepali, the official language of Nepal. According to 2011 census of Nepal, the total population of speakers was 11,826,953. While analyzing the vowels we look into their spectral features, and the first three formants are extracted for the study. The number and types of vowels are examined with the help of phonetic analysis software PRAAT. The data sets of minimal pairs are recorded three times in isolation and three times in utterance frame from one male and one female who are native speakers. There are six vowels in this language. Waveforms are taken into account for the identification of them. The duration of the preceding and following consonants are

also examined. The results have been calculated by averaging the findings got from both the male and female voice data.

The RTT Retelling Method for testing intelligibility

Katharina Tupper

SIL International

<katharina_tupper@sil.org>

Nepal has a rich cultural and linguistic heritage with over 120 identified languages. Many of these languages are not homogenous, but comprise different varieties. In order to determine whether these varieties are dialects of the same language or different languages, sociolinguists assess how well speakers of each variety understand each other. If intercomprehension is due to the relatedness of the varieties, intelligibility is inherent and not due to contact between speakers. For the assessment of intelligibility different tools have been developed.

The most widely used method for assessing intelligibility is the Recorded Text Test (RTT) (Casad 1974). In this paper I present the Retelling Method which was developed to avoid some of the difficulties with the more traditional RTT (Kluge 2010). After a description of the method, the scoring and interpretation of the results, its application will be demonstrated by case studies from Chad and China (Marti 2012, Jackson et al. 2012).

Analysis of the Metaphor “Life is battle” in Urdu Language

Zain Ullah Khattak and Nadia Fareed

University of Peshawar and University of Management and Technology, Pakistan

<zainkhattak@gmail.com>, <nadiafareed1111@gmail.com>

This paper concentrates on the metaphors of life in the Urdu language. The aim of the current study is the analysis of the metaphors “life is battle” and its conceptualization in the society. Kenneth (1969), communicates that to see or say something in terms of some else is termed as metaphors. This research will examine the concept of life metaphors while implanting the Conceptual metaphor theory (CMT) as a theoretical frame work. This theory is designed by George Lakoff and Mark Johnson in 1880. According to this theory, metaphors are not only used in languages but, they also found in human thinking and actions as well. It is stated that there are two domains in human mind, according to conceptual theory: target domain and source domain. For example in “life is battle”, *life* is a source domain while *battle* is a target domain. The data was collected from personal observations in the society.