

Course Curriculum & Syllabi-2021
P.G. DEPARTMENT OF LINGUISTICS
BERHAMPUR UNIVERSITY

Introduction

About the P.G. Department of Linguistics

The Post Graduate Department of Linguistics at Berhampur University since 1983 focuses on study of language and its use in society. Each of the world's 6000 languages is a scientifically structured and valued system with its own sounds, its own grammar, its own identity and style. Language is one of the most valuable and characteristic assets of human beings and linguistics studies complex social and psychological behaviours and interactions. People use language to think with, to share our feelings and emotions, to collect information, to plan our activities, to make computers work for us, to gossip and ultimately to structure our societies. As a linguist, you will learn to make connections between theoretical, descriptive and applied issues in human communication. We offer a wide range of Linguistics program on campus such as MA Linguistics, Ph.D. and D.Litt.in Linguistics, and Diploma in Russian Language. Linguistics at Berhampur University since 1983 focuses on study of language and its use in society.

The course curriculum is prepared in tune with the UGC Model Curriculum (CBCT Pattern). Our MA and Ph.D. degree can lead to careers in Speech Pathology, Audiology, Computational Linguistics, Neurolinguistics, Language Documentation, Language Policy Planning, Language teaching, Publishing, Journalism, Adult and Child Literacy to name a few.

Faculty Members

1. Dr. Anup Kumar Kujur, Assistant Professor & Co-Ordinator
M.A, M.Phil. & Ph.D. (Linguistics).
2. Dr. Mendem Bapuji, Assistant Professor
M.A. (English) M.A. (Linguistics) M.Phil & Ph.D. (Applied Linguistics).
3. Dr. Bobita Sarangthem, Assistant Professor
M.A. & Ph.D. (Linguistics).

Facilities in P.G. Department of Linguistics:

The P.G. Department of Linguistics has a wide range of books and also these can be found in the R.P. Padhi Library. The central library of the university has access to e-resources like ProQuest, J-Gate database, Oxford University Journals, Cambridge University Journals etc.

Endangered Language Research Project

The Title of the UGC Project is “Documentation and Development of Indigenous Languages of South Odisha” which is sanctioned under the UGC Scheme Promotion and Preservation of Indigenous and Endangered Languages during XII Plan. The thrust areas of research are Applied Linguistics, Sociolinguistics, and Indigenous and Endangered Languages Documentation.

Language Laboratory

Language Laboratory of Berhampur University is situated in the Department of Linguistics to cater to the needs of the students of the department and the bona-fide students of other departments. It is designed to provide the students with wholistic growth and development. The main focus is laid on inculcating soft-skills and language skills (listening, speaking, reading and writing) required for getting an employment.

About the Syllabus

The course is meant for advanced readers in the field of Linguistics in general with a view to helping them acquire the following: (a) Greater flexibility in understanding the scientific study of Language, (b) ability to develop a understanding of how the Languages have developed, related, structured, and used in the society, (c) ability to use the theoretical and applied Linguistics at different inter disciplinary spheres such as Sociolinguistics, Anthropological Linguistics Computational Linguistics, Neurolinguistics etc., and (d) ability to understand, develop and document Grammar, Lexicon and other language and cultural elements of any Language of the world.

With an enhanced knowledge of universal properties of languages, the students can shape the world in promoting equal respects to all languages—major or minor, oral or written as cultural ambassadors. The course with its multi discipline approach will help the students to specialize in variety of fields. This will help the students find placement in different sectors with expertise in Linguistics.

General Course Framework and Structure (M.A. in Linguistics)

Semester	Core Course		Credits	Marks
1 st Semester	LINGC101 Introduction to Linguistics		4 credits for each paper =20 Credits	500 (100 Marks each Course/Paper)
	LING C102 Phonetics			
	LING C103 Phonology I			
	LING C104 Morphology			
	LING C105 Transformational Generative Syntax			
2 nd Semester	LING C201Phonology II		4 credits for each paper =20 Credits	500 (100 Marks each Course/Paper)
	LING C202Morphosyntax			
	LING C203Semantics & Pragmatics			
	LING C204Sociolinguistics			
	LING C205Applied Linguistics			
	Core Course	Core Elective / Allied Elective		
3 rd Semester	LING C301 Languages of South-Asia	LINGE303 Language Typology	4 credits for each paper =20 Credits	500 (100 Marks each Course/Paper)
		LING E304 Psycholinguistics		
		LING E305 Stylistics		
		LING E306 Neurolinguistics		
	LING C302 Anthropological Linguistics	LING E307 Computational Linguistics		
		LING E308 Language and Education		
		LING E309 Language and Media		
		LING E310 Second Language Acquisition		
4 th Semester	LING C401 Historical Linguistics	LING E404 Lexicography	4 credits for each paper =20 Credits	500 (100 Marks each Course/Paper)
		LING E405 Language Testing		
	LING C402 History of Linguistics	LING E406 Multilingualism		
		LING E407 Translation Studies		
	LING C403 Field Linguistics/ Dissertation	LING E408 Advanced Historical Linguistics		

(LING: Linguistics; C: Core Course (1400 Marks); E: Core Elective (500 Marks); E: Allied Elective (100 Marks)

- ✚ The students of M.A. in Linguistics are allowed to opt for any two Core Electives in a group of (LING-E303, 304, 305, 306, 307 & 308) in the 3rd Semester, provided sufficient numbers of students opt for the same course & experts are available.
- ✚ The students of other P.G. Departments can opt for any one Allied Elective out of two (LING-E309 & 310) in the 3rd Semester.
- ✚ The students of M.A. in Linguistics are allowed to opt for any two Core Electives in a group of (LING-E404, 405, 406, 407 & 408) in the 4th Semester, provided sufficient numbers of students opt for the same course and subject experts are available.

- Total Number of Semesters – 04
- Total Papers of all Semesters – 20 (including Dissertation)
- Total marks per paper - 100 marks.
- Each paper comprise of -04 credits
- Total number of credit- 80 credits
- Core Courses are Mandatory.
- Core Electives in each semester are meant for specialization.
- Any one Allied Elective can be chosen by Interdepartmental candidates.
- Each of the theory paper shall have mid-semester examination carrying 20 marks and end-semester examination of 80 marks.
- The duration of mid-semester examination is One hour for each paper and the Duration of End Semester examination for each paper shall be of Three hours.
- Passing of Mid-semester examination is mandatory for fill-up of form for the final semester.

Course No.: **LINGC101**

Course Name: **INTRODUCTION TO LINGUISTICS**

Semester: **I** Credit: **4** Course: **Core**

Objectives of the Course:

This is to give general introduction to Linguistics and to place language in the context of sign, mind, society and culture. It will provide an introduction to analysis of language at the level of sound organization.

Unit 1. Language and Communication

(Hours: 12)

Linguistics-what it is and what it is not; (Linguistics and Grammar); the scientific study of human language. Definitions of language; characteristics of human language; design features of human language; functions of human language (Jakobsonian and Hallidayan). Language and communication: Human and non-human communication; verbal and non-verbal communication; sign language; language-independent systems. Communication: a biological perspective.

Unit 2. Approaches to the study of language

(Hours: 12)

Three major research traditions in 20th century Linguistics: Structuralism, Formalism / Generative linguistics, Functionalism. Saussure's concept of language and Saussure's dichotomies; -etic, -emic; type, token. The concept of linguistic sign; syntagmatic and paradigmatic relation; langue and parole; competence and performance; form and substance.

Unit 3. Language, mind and brain

(Hours: 12)

Cognition (behaviourist, rationalist and relativist perspectives) as seen in Bloomfield, Chomsky, and Sapir and others). Innateness hypothesis. Language acquisition, Bi-/Multilingualism, critical period hypothesis. The modularity of brain, lateralisation and contralateralisation, Broca's and Wernicke's area; language disorders: Aphasia.

Unit 4. Linguistic Analysis I

(Hours: 12)

Basic concepts in phonetics and phonology Phonetics vs. phonology, phoneme and archiphoneme; basic concepts in morphology; morpheme and morphemic processes; inflectional and derivational processes. Grammatical categories; form-classes, gender, person, number, case, tense, aspect, mood; three models of linguistic description.

Suggested Reading

Akmajian A., R.A. Demers and R.M. Harnish, 1984. Second revised edition. Linguistics: An Introduction to Language and Communication. Cambridge, Mass: MIT Press. (Indian ed. 1991. Prentice Hall.)

Asher, R. (ed.). 1994. Encyclopedia of Language and Linguistics. Elsevier-Pargamon.

Bloomfield. L. 1933. Language, New York, Henry Holt. (Indian Edition, Delhi: Motilal Banarsidas).

Bright, W. (ed.) 1992. International Encyclopedia of Linguistics. New York: OUP.

Crystal, D. 1980. First Dictionary of Linguistics and Phonetics. London: Andre Deutsch.

Coulmas, F. 1989. Writing System of the World. Oxford: Black Well.

Daniels, P.T., and W. Bright. 1996. The World's Writing Systems. New York: Oup.

Fromkin, V., and R. Rodman. 1974. An Introduction to Language. New York: Holt, Rinehart and Winston. (2nd Edition).

Hockett, C.F. 1958. A Course in Modern Linguistics. New York: Macmillan. Indian Edition, New Delhi: Oxford and IBH Publishing Co.

Lyons, J. 1968. Introduction to Theoretical Linguistics. Cambridge (UK): CUP.

_____. 1981. Language and Linguistics. Cambridge (UK): CUP.

Redford, A. 1988. Transformational Grammar: A First Course. Cambridge (UK): CUP.

Sapir, E. 1949. Language. New York: Harcourt, Brace & World.

Saussure, F. de. 1966. A Course in General Linguistics: New York: McGraw-Hill.

Smith, N. and D. Wilson. 1979. Modern Linguistics. The Results of Chomsky's Revolution. Harmondsworth: Penguin Books.

Verma, S.K., and N. Krishnaswamy. 1993. Introduction to Modern Linguistics. Delhi: OUP.

Course No.: **LINGC102**

Course Name: **PHONETICS**

Semester: **I** Credit: **4** Course: **Core**

Objectives of the Course:

It aims to identify the parts of the vocal tract and their roles in speech production and articulate and learn the physical features of consonants and vowels. It enables to understand syllables, suprasegmental features, and acoustic properties of speech using acoustic analysis software.

UNIT-I: THE ORGANS OF SPEECH (Hours: 12)

Phonetics as a study of speech sounds; aims and scope of Phonetics, Branches of Phonetics, Speech Organs and their functions, Mechanisms of speech production, Airstream mechanism, oro-nasal process, Phonation process and articulation (place and manner); Classification of sounds into vocalic and consonantal sounds.

UNIT-II: ARTICULATION OF CONSONANTS (Hours: 12)

The process of articulation: Manner and place of articulation. Places: Upper articulators and lower articulators (passive and active articulators, articulators and points of articulation). Combinations of articulators, their nomenclature, restrictions. Manners of articulation: stops, fricatives, trills, flaps or taps, approximants, affricates, laterals. Co-articulation: Double articulation, secondary articulation, labialization, palatalization, velarization, and pharyngealization. Vowels: Basic Parameters for describing vowels (Three axes: Degree of opening, tongue stricture, lips position). Tense, lax. Cardinal Vowels (primary and secondary).

UNIT-III: SUPRASEGMENTALS (Hours: 12)

Consonant and vowel length (quantity and duration); Stress (accent); pitch, tone, intonation and juncture; voice quality and Rhythm.

UNIT-IV: PHONETIC TRANSCRIPTION (IPA)

(Hours: 12)

Principles and types of transcription, The IPA and other standard notations, Suprasegmental transcription. Three-term labels for describing speech sounds, Problems involving phonetic transcription, Use of computers in transcription and analysis of speech/ language data.

READING LIST:

1. Abercrombie, D.1967. Elements of General Phonetics. Edinburgh: EUP.
2. Ball, M. 1996. Phonetics for speech Pathology. London, Whurr Publications.
3. Catford, J.C. 1988. Practical Introduction to Phonetics. Oxford: Oxford University Press.
4. Catford, J.C. 1977. Fundamental Problems in Phonetics. Edinburgh: Edinburgh Univ.Press. Ch. 12.
5. Collins, B. and I.M.Mees. 2005. Practical Phonetics & Phonology: A Resource book for students. London: Routledge.
6. Davenport, M. & Hannans, S.J. 1998. Introducing Phonetics and Phonology. London: Arnold.
7. Handbook of the International Phonetic Association: A Guide to use of International Phonetic Alphabet. 1999. Cambridge University Press.
8. John Arister Dry (ed.).1998. Using Computers in Linguistics-A practical guide pp.69-73.
9. Kostic, D.J., Mitter, A. and Krishnamurthi, Bh. 1977. A short outline of Telugu Phonetics, Calcutta: Indian Statistical Institute.
10. Ladefoged, P.1982. A course in Phonetics. II Edition. New York: Harcourt Brace Jovanovich. (ch.1, 2,6,7,9 and 10).
211. Ladefoged, P. 2005. Vowels and Consonants. II Ed. Oxford, UK: Blackwell.
12. Laver, J. 1994. Principles of Phonetics. Cambridge: Cambridge University Press. Ch.14, 15,16,17,18.

Course No.: **LINGC103**

Course Name:**PHONOLOGY I**

Semester: **I** Credit: **4** Course: **Core**

Objectives of the Course:

It highlights the various concepts related to phonology. It acquaints the students with different types of phonology and the approaches to phonology.

UNIT-I

(Hours: 12)

Relationship between Phonetics and Phonology; The concept of Phoneme; Different Perspectives on the notion of phoneme. Principles of Phonemic analysis; contrast, complementation, minimal pairs, distribution; Phonetic similarity. Neatness of pattern and economy. Distinction between Phone, Phoneme and allophone. The requirement of grammatical information in Phonology (Morphological and Syntactic).

UNIT-II

(Hours: 12)

Basic units and segments in Phonology; Phonemic premises and discovery procedures; Phoneme combinations; Phonotactic constraints; concept of syllable, Syllable structure, setting up syllables and problems of syllabification; types of phonological systems-consonant systems and vowel systems; systems based on suprasegmental features.

UNIT-III

(Hours: 12)

Prague school phonology; Trubetzkoy's distinctive oppositions; neutralizations and archi-phoneme. Markedness, distinctive features theory; binary v/s non-binary Features; acoustic and Perceptual features; Applications of distinctive features; Universal Phonetic Features; Salient Features of generative Phonology; Phonological representations-the abstractness problem. Types of Phonological rules and constraints on rules; rule ordering.

UNIT-IV

(Hours: 12)

Problems in Phonology (based on the theory discussed in Unit-I). Problems in Phonology (based on the theory discussed in Unit-III).

READING LIST:

1. Bloomfield, L. 1933. Language. New York: Holt, Reinhart & Winston.
2. Carr, O. 1993. Phonology. NY: Palgrave.
3. Clark, J. & Yallop, C. 1995. An Introduction to Phonetics and Phonology. New York: Harper & Row.
4. Fromkin, V. & Rodaman, R. 1993. An Introduction to Language. New York: Harcourt Brace College Publishers.
5. Gleason, B.A. 1955. Workbook in Descriptive Linguistics. London: Holt, Rinehart & Winston.
6. Gussmann, E. 2002. Phonology: Analysis and Theory. Cambridge, UK: CUP
7. Halle, M. 1984. Problem book in Phonology. Massachusetts: M.I.T press.
8. Hockett, C.F. 1960. A Course in Modern Linguistics. New York: The Macmillan & Co. Ch.2, 3, 10 & 13.
9. Hyman, L.M. 1975. Phonology; Theory and Analysis. New York: Holt, Rinehart and Winston.
10. Lass, R. 1984. Phonology: An Introduction to basic concepts. London: Cambridge University Press.
11. Odden, D. 2005. Introducing Phonology. CUP. Ch.1, 2, 3, 4 and 7.
12. Roco, I & Johnson, W. 1999. A Course in Phonology. Oxford, UK: Blackwell
13. Sastry, J.V. 1994. Regional and Social Dialects of Telugu- a Prosodic analysis. Ch. 3 & 4. Mysore: Central Institute of Indian Languages.

Course No.: **LINGC104**

Course Name: **MORPHOLOGY**

Semester: I Credit: 4 Course: Core

Objectives of the Course:

It introduces the basic concepts in Morphology. It focuses on the system of morphological and morphophonemic structures in language.

Unit 1. Basic Concepts (Hours: 12)

Simple and complex words; root, stem, word; free and bound morphemes; prefixes, suffixes and infixes, zero morpheme; invariant words; open versus closed class words. Models: morpheme-based: morph (types of morph), morpheme (types of morpheme), allomorph (conditioning), identification of morphemes (Nida's principles); item and arrangement and item and process models; word-based: word and paradigm; morphological typology (classification of languages into synthetic: agglutinating, inflecting and polysynthetic, and analytic: isolating types), morphological universals.

Unit 2. Compounds (Hours: 12)

Type of compounds; formal vs. semantic classification; rules of compound formation.

Unit 3. Morphological Processes (Hours: 12)

Morphological processes (affixation, compounding, reduplication, suppletion, echo-formation, reduplication), morphological productivity; inflection and derivation (inflection categories of nouns, verbal inflection categories).

Unit 4. Morphophonemic Processes (Hours: 12)

Phonological changes; intra and inter categorical morphology; backformation; item and arrangement; word and paradigm; item and process; concatenation; cliticization. Morphophonemic processes (assimilation, dissimilation, metathesis, etc.), alternations and types of alternation, sandhi (internal and external).

Suggested Readings

Aronoff, M. 1976. *Word formation in generative grammar*. Cambridge, Mass: MIT Press.

Aitchison, J. 1987. *Words in the Mind*. Oxford: Basil Blackwell.

Disciullo, A.M. and Williams E. 1987. *On the definition of word*. Cambridge, Mass.: MIT Press.

_____.1994. *Morphology by itself: Stems and Inflectional classes*. Cambridge, Mass: MIT Press.

Mathews, P.H. 1972. *Inflectional Morphology*. Cambridge, Cambridge University Press.

- _____. 1974. Morphology: An introduction to the theory of word-structure. Cambridge, Cambridge University Press.
- Spencer, A. 1991. Morphological Theory. Oxford: Basil Blackwell.
- Singh, R. and Agnihotri, R.K. 1997. Hindi Morphology: A word based description. Delhi : MotilalBanarsidas

Course No.: **LINGC105**

Course Name: **TRANSFORMATIONAL GENERATIVE SYNTAX**

Semester: **I** Credit: **4** Course: **Core**

Objectives of the Course:

This introduces the basic assumptions and goals of syntax. It focuses on syntactic structures of language. It develops an understanding on the relationships different constituents of a sentence or a phrase.

Unit 1. Assumptions and goals of a syntactic theory (Hours: 12)

Concepts of competence and performance; universal grammar and language specific grammar; grammar as a theory of language acquisition; descriptively and explanatorily adequate grammar, evaluation and expressive power of a syntactic theory.

Unit 2. Syntactic structure (Hours: 12)

Basic lexical categories in terms of distinctive features + / -N, + / -V, advantage and limitation of such an approach. Basic phrasal categories: syntactic tests to identify lexical and phrasal categories of a language. Discontinuous constituents and the concept of deep structure. Overt and non-overt categories, functional categories and the role of auxiliary verbs, empty categories and constituents. Relation between structures: command, c-command, m-command and government.

Unit 3. X-bar syntax (Hours: 12)

Why x-bar syntax? Concepts of head, specifier and complements. Difference between complements and adjuncts. Projection and extended projection principles. Maximal projections of lexical and functional categories.

Unit 4. Lexicon (Hours: 12)

C-selection and s-selection properties of lexical items, combinatory factors and generation of constituents. Thematic relations between predicate and arguments in a sentence. Theta roles and theta grid of predicates of various types. Why move Alpha: types of movements, motivation for movement and case theory; condition on movement (e.g. subjacency/ barrier); consequences of movements and interpretation of traces.

Suggested Readings:

Cowper, Elizabeth A. 1992. A Concise introduction to syntactic theory : The Government and binding approach. Chicago: The University of Chicago Press.

Freidin, R. 1992. Foundations of Generative Syntax. Cambridge. Mass: MIT Press

Haegeman, L. 1991. (rev. Ed.). Introduction to Government and Binding Theory. Oxford: Blackwell.

Radford Andrew. 1981. Transformational Syntax. (Chapter 1-4 only). Cambridge. CUP
_____.1988. Transformational Grammar (Chapter 4- 10 only). Cambridge. CUP

Redford Andrew, 1997. Syntax. A minimal introduction. Cambridge. CUP

Van Riemsdijk, Hank and E. Williams. 1986. Introduction to the theory of grammar. Cambridge. Mass. MIT Press.

Course No.: **LINGC201**

Course Name:**PHONOLOGY II**

Semester: **II** Credit: **4** Course: **Core**

Objectives of the Course:

This paper discusses different features and models of phonology. It provides various distinctive oppositions.

Unit 1. Distinctive Feature Theory (Hours: 12)

Phoneme vs. feature; Prague school on distinctive oppositions binary principle, Trubetzkoy and Jakobson's theory of distinctive features; the distinctive features in Sound Pattern of English (Chomsky and Halle), diacritic features.

Unit 2. Post SPE linear models (Hours: 12)

Natural generative phonology; ban on absolute neutralization, true generation condition; no ordering condition; rule types; p-rules, MP-rules, well-formedness rules. Natural Phonology.

Unit 3. Non-Linear models (Hours: 12)

Phonological representations, advantage of non-linear models over linear models; Autosegmental and CV Phonology- skeletal tier (timing tier, CV tier); syllable and word, syllable weight. Metrical phonology; Syllable structure, word stress and prosodic levels, metrical trees; notation and interpretation; metrical grids; trees and grids.

Unit 4. Lexical phonology

(Hours: 12)

Lexical phonology: Interaction of phonology and morphology; concept of strict cyclicity in lexical phonology – irregular inflection, class I derivation, class II derivation, compounding, regular inflection; lexical and post-lexical rules. prosodic hierarchy.

Suggested Readings

- Chomsky, Noam. and Halle, M. 1968. The Sound Pattern of English. New York: Harper.
- Durand, Jacques. 1990. Generative and Non-linear Phonology. Longman.
- Fischer - Jorgensen, E. 1975. Trends in Phonological Theory. Copenhagen; AkdedemiskForlog.
- Goldsmith, J. (Ed.) 1999. Phonological Theory: The Essential Readings. Cambridge: Blackwell
- Goldsmith, J. (Ed.) 1995. The Handbook of Phonological Theory. Cambridge: Blackwell.
- Goldsmith, J. A. 1990. Autosegmental and Metrical Phonology. Blackwell.
- Hyman, Larry. 1975. Phonology: theory and analysis. New York: Holt, Rinehart and Winston.
- Jensen, John T. 2004. Principles of Generative Phonology. Amsterdam: JohnBenjamins.
- Kager, R. 1999. Optimality Theory. Cambridge University Press
- Kenstowicz, M. 1994. Phonology in Generative Grammar. Cambridge. Blackwell.
- Lass, R. 1984. Phonology. Cambridge University Press.
- Rocca, I. and Johanson, W. 1999. A course in Phonology. Oxford: Blackwell.
- Trubetzkoy, N.S. 1939. English Trans. C Baltaxe (1969). Principles of Phonology. Berkeley University of California Press.

Course No.: **LINGC202**

Course Name: **MORPHOSYNTAX**

Semester: **II** Credit: **4** Course: **Core**

Objectives of the Course:

The focus is on the correlation between morphology and syntax. It aims to highlight the morphosyntactic interfaces with respect to various phrases and relations.

Unit 1. Noun and noun-phrase operations (Hours: 12)

Compounding, Denominalization, Number, Case, Articles, determiners, and demonstratives, Possessors, Class (including gender), Diminution/augmentation.

Unit 2. Predicate nominals and related constructions (Hours: 12)

Predicate nominals, Predicate adjectives (attributive clauses), Predicate locatives, Existentials, Possessive clauses, predicate nominal and EPL relationships.

Unit 3. Grammatical relations (Hours: 12)

Systems for grouping S, A, and P, Functional explanations for groupings of S, A, and P, Split systems, "Syntactic" ergativity.

Unit 4. Verb and verb-phrase operations (Hours: 12)

Voice and valence adjusting operations: Valence and predicate calculus, Valence increasing operations, Valence decreasing operations. Nominalization, Compounding (including incorporation) Tense/aspect/mode, Location/direction, Participant reference, evidentiality, validationality, and mirativity.

Suggested Readings

Baker, Mark C. (2008). *The Syntax of Agreement and Concord*. Cambridge: CUP.

Chomsky, Noam (1982). *Some Concepts and Consequences of the Theory of Government and Binding*. Linguistic Inquiry Monograph 6. Cambridge, MA: MIT Press.

Corbett, Greville (2006). *Agreement*. Cambridge: CUP

Croft, William (1991) *Syntactic Categories and Grammatical Relations*. Chicago: University of Chicago Press.

Farrell, Patrick (2005). *Grammatical relations*. Oxford: Oxford University Press.

Fischer, Olga (2007). *Morphosyntactic Change: Functional and Formal Perspectives*. Oxford: Oxford University Press.

Foley, William and Robert Van Valin. (1984). *Functional Syntax and Universal Grammar*. Cambridge University Press.

Katamba, Francis (1993) *Morphology*. The Macmillan Press Ltd.

Kramer, Ruth (2015). *The Morphosyntax of Gender*. Oxford: Oxford University Press.

Givon, T. (1979). *On Understanding Grammar*. New York: Academic Press.

Payne, T. E. (1997). *Describing morphosyntax: A guide for field linguists*. Cambridge, U.K: Cambridge University Press.

Rauh, Gisa (2010). *Syntactic Categories: Their Identification and Description in Linguistic Theories*. Oxford: Oxford University Press.

Course No.: **LINGC203**

Course Name: **SEMANTICS & PRAGMATICS**

Semester: **II** Credit: **4** Course: **Core**

Objectives of the Course:

The basic concepts and methods are discussed for the analysis of natural language meaning through a survey of major current approaches and their findings.

Unit 1. Approaches and basic concepts (Hours: 12)

Semantics and pragmatics: definitions and scope; Literalist and contextualist approaches. Meaning, use and mention, type and token; form and expression; symbol, icon and index; sense and reference; denotation and connotation; deixis and definiteness, words and lexeme.

Unit 2. Sense relations (Hours: 12)

Paradigmatic relations in lexical semantic; synonymy, hyponymy; anatomy; gradable, nongradable (i.e. complementary) and converse relations; incompatibility and contradiction; homonymy, polysemy and ambiguity; extension of meaning, prototype theory and metaphors.

Unit 3. Semantic components of the lexicon (Hours: 12)

Structural semantics and field semantics; organization of lexemes into fields of meaning; hierarchical structure in the vocabulary and lexical gaps; componential analysis and the concept of semantic primes in transformational grammar, lexical decomposition and conceptual structure.

Unit 4. Sentence meaning (Hours: 12)

Sentence and proposition, predicates, arguments and their participant roles, connectiveness, statements, contradictions, questions and variables, presupposition and focus, logical presupposition and entailment, truth value of propositions, paraphrase relations, analytical meaning of sentences.

Suggested Readings:

- Austin, J.L. 1962. (2nd ed. 1975). How to do things with words. Oxford: Clarendon Press.
- Ariel, Mira (2008). Pragmatics and Grammar. Cambridge: Cambridge University Press.
- _____ (2010). Defining Pragmatics. Cambridge University Press.
- Berlin, and Paul Kay. 1969. Basic colour terms: Their Universality and Evolution. Berkeley University of California Press
- .Chierchia, G. and S. McConnell-Ginet 1990. Meaning and Grammar: An introduction to semantics. Cambridge, Mass: MIT Press.
- Davidson, Donald, 1984. Inquiries into truth and interpretation. Oxford: OUP.
- Grice, H.P. 1975. "Logic and Conversation" in Peter Cole and Jerry Morgan (ed.) Syntax and Semantics Vol 3. Speech Acts 43-58, New York: Academic Press.
- Grice, H.P. 1978. "Further Notes on Logic and Conversation", in Peter Cole and Jerry Morgan (eds.) Syntax and Semantics, Vol. 9: Pragmatics, 113-28. New York: Academic Press.
- Hurford, James R. and Brendan Heasley. 1983. Semantics: A Course Book. CUP
- Jackendoff, Ray. 1990. Semantic Structure. Cambridge, Mass: MIT Press.
- Lakoff, George and Mark Johnson, 1980. Metaphors we live by. Chicago: University Press of Chicago Press.
- Leech, Geoffrey N. 1981. (rev. ed. 1994). Semantics. Penguin.
- _____ (1983) Principles of Pragmatics. London: Longman.
- Levinson, Stephen C. (1983) Pragmatics. Cambridge University Press.
- Levinson, Stephen C. (2000). Presumptive meanings: The theory of generalized conversational implicature. MIT Press
- Lyons, J. 1997. Semantics Vol 1 & 2. Cambridge University Press.
- Pustejovsky, James (ed.) 1993. Semantics and the Lexicon. Dordrecht: Kluwer.
- Saeed, John I. 1997. Semantics. London: Blackwell.
- Searle, John. 1969. Speech Acts. Cambridge University Press.
- Silverstein, Michael. 1976. "Shifters, Linguistic Categories, and Cultural Description," in Meaning and Anthropology, Basso and Selby, eds. New York: Harper & Row
- Verschueren, Jef. (1999) Understanding Pragmatics. London, New York: Arnold Publishers
- Verschueren, Jef, Jan-Ola Östman, Jan Blommaert, eds. (1995) Handbook of Pragmatics. Amsterdam: Benjamins.
- Yule, George (1996) Pragmatics (Oxford Introductions to Language Study). Oxford University Press.

Course No.: **LINGC204**

Course Name: **SOCIOLINGUISTICS**

Semester: **II** Credit: **4** Course: **Core**

Objectives of the Course:

It highlights the relationship between language and society, and methods for analyzing variation in language use. It also enables the students to analyze language from the societal perspective.

Unit 1. Language in society (Hours: 12)

Sociolinguistics and sociology of language; social dialectology. Dialects (standard vs. vernacular), Language and social inequality, written and spoken modes, mutual intelligibility, speech community and its types; verbal repertoire, linguistic and sociolinguistic competence; restricted and elaborated codes; registers and styles, taboo, slang and jargon, lingua francas, languages of wider communication; national and international languages; diglossia.

Unit 2. Sociolinguistic methodology and Sociological theories (Hours: 12)

Sampling and tools; identification of socio-linguistic variables and their variants; data processing and interpretation; quantitative analysis, variable rules; ethnomethodology; participant observation. Real time and apparent time. The deficit hypothesis; empirical validation of the deficit hypothesis and its consequences; sociological basis of Labovian sociolinguistics; sociology of language and theories about society; Bloomfield, Sapir, Whort, Hymes, Labov and Fisherman etc.

Unit 3. Language, variation and choice (Hours: 12)

Principles and methods, the linguistic variable, stylistic and social categories (co-variation between language traits and social roles, social class, ethnicity, caste, age, sex differences); overt and covert prestige; social networks and language variation, case studies in variationism; the limits of variation theory. Three waves of variationism Approaches to language variation and change: social class and language variation; social networks and communities of practice; the need for integration. Language attitudes and language choices. Interpretations of speakers' variable language use: the 'accommodation theory', the 'audience design' model, the 'acts of identity' model.

Unit 4. Sociolinguistic methodology (Hours: 12)

Sampling and tools; identification of socio-linguistic variables and their variants; data processing and interpretation; quantitative analysis, variable rules; ethnomethodology; participant observation. Real time and apparent time. Use of present to explain past; study of language change in progress; mergers and splits; the regularity controversy.

Suggested Reading

Cameron, D. et al. 1992. Researching language: issues of power and method. London: Routledg.

- Chambers, J. 1995. Sociolinguistic Theory. Oxford: Blackwell.
- Labov, W. 1994. Principles of Linguistic Change, Vol. 1, Internal Factors. Wiley.
- Labov, W. 2001. Principles of Linguistic Change, Vol. 2, Social Factors. Blackwell.
- Dittmar, N. 1976. Foundations in sociolinguistics. London: Edward Arnold.
- Hymes, D. 1974. Foundations in sociolinguistics: An ethnographic approach. Philadelphia: University of Pennsylvania Press.
- Mesthrie, R. et al. (eds.). 2000. Introducing Sociolinguistics. Edinburgh University Press.
- Meyerhof, M. 2006. Introducing Sociolinguistics. London: Routledge.
- Trudgill, P. 1976. Sociolinguistics. Penguin Books.
- Wardhaugh, R. 1992. An Introduction to Sociolinguistics. Oxford: Blackwell Inc. New York.

Course No.: **LINGC205**

Course Name: **APPLIED LINGUISTICS**

Semester: **II** Credit: **4** Course: **Core**

Objectives of the Course:

The students are introduced to the broad areas in the field of Applied Linguistics including language structure and language use in relation to language acquisition, brain, culture, society, communication and computation.

Unit 1. Theoretical and applied linguistics (Hours: 12)

History and growth of applied linguistics as a discipline. Relation between theoretical Linguistics and Applied Linguistics. Scope of applied Linguistics (including translation studies and stylistics).

Unit 2. Language teaching (Hours: 12)

The status of the ‘native speaker’ in language teaching; behaviouristic and mentalistic approaches; contrastive analysis and error analysis; language learning vs. language acquisition; first and second language teaching; language skills; learner variables: motivation, attitude and aptitude for learning a second language; language teaching at primary and secondary levels; social, cultural and linguistic settings for language teaching

Unit 3. Models and methods (Hours: 12)

Grammar translation method; Reading method; direct method; the audio-lingual approach; programmed instruction; the communicative approach; the notional syllabus; the silent way; suggestology, TPR ; the natural way; the monitor model; the acculturation model.

Unit 4. Syllabus-design

(Hours: 12)

The grammatical syllabus, the situational syllabus, the notional syllabus; strategies of intervention; problem of grading, interaction with other disciplines, syllabus-based discourse; teaching aids; interaction between theory, method, materials and evaluation techniques.

Suggested Readings:

Bell, R.T. 1981. An Introduction to applied linguistics. London: Batsford Academic and Educational Limited.

Cook, V. 2011. Second Language Learning and Language Teaching. UK, Benedetta Bassetti Psychology Press.

Cook, G. 2003. Applied Linguistics. UK: Oxford University Press.

Davies, A. 1999. An Introduction to Applied Linguistics: From Practice to Theory. Edinburgh: Edinburgh University Press.

Dulay, H.; M. Butt and S. Krashen, 1982. Language two. OUP.

Gass, S.M. and J. Sachachter, ed. 1989. Linguistic perspective on second language acquisition. Cambridge University Press.

Halliday, M.A.K.. et al. 1964. The linguistic science and language teaching. London: Longman.

Sridhar, S. N. 1993. What are applied linguistics? International Journal of Applied Linguistics, 3: 3-16, Wiley.

Stern, H. H. 2001 (11th impression). Fundamental Concepts of Language Teaching. UK: Oxford University Press.

Tomic, O. M. and R.W. Shuy (eds.). 1987. Relations of Theoretical and Applied Linguistics. New York: Plenum

Wilkins, D.A. 1980. Linguistic in Language teaching. London, Edward Arnold Ltd.

Course No.: **LINGC301**

Course Name: **LANGUAGES OF SOUTH-ASIA**

Semester: **III** Credit: **4** Course: **Core**

Objectives of the Course:

It introduces the history of language families and their present day geographic distribution in South Asia. It highlights the characteristics of each language family in South Asia. It discusses the writing systems prevalent in the regions.

Unit 1. South Asia as a Linguistic and Sociolinguistic Area, and Writing systems(Hours: 12)

Concept of Linguistic area, major characteristic features of South Asia as a linguistic area. The concept of sociolinguistic area: major characteristic features of the sociolinguistics area. The development of writing systems in South Asia. The development of Brahmi and Kharosti Script. The major writing systems of South Asia: characteristics and development from early stages to the modern stage in south Asia.

Unit 2. Indo-Aryan languages (Hours: 12)

Survey of Classical and modern Indo-Aryan languages in and outside India, Dravidian languages in India, their external history and broad grouping. Their main characteristic features.

Unit 3. Dravidian and Austro-Asiatic languages (Hours: 12)

Survey of Dravidian and Austro-Asiatic languages in India, their external history and broad grouping and place within Austro-Asiatic; their main characteristic features.

Unit 4. Tibeto Burman, Andamanese language families and Other languages of South – Asia (Hours: 12)

Survey of Tibeto Burman, Andamanese in India, their external history and broad grouping and place within Tibeto Burman; their main characteristic features. Language isolates, Burushaski, Nihali- salient characteristic features.

Suggested Readings:

- Abbi, A. (2006). *Endangered Languages of the Andaman Islands*. Germany: Lincom GmbH.
- Anderson, G. D.S. 2001. "A New Classification of South Munda: Evidence from Comparative Verb Morphology." *Indian Linguistics* 62:21-36
- _____ 2003. "Dravidian influence on Munda." *International Journal of Dravidian Linguistics* 32/1:27-48.
- _____ 2004. "Advances in proto-Munda reconstruction." *Mon-Khmer Studies* 34:159-184.
- _____ 2006. *The Munda Verb. Typological Perspectives*. Berlin: Mouton de Gruyter (Trends in Linguistics, Studies and Monographs, 174).
- _____ 2008. "Introduction to the Munda languages." In: Gregory D.S. Anderson (ed.), *The Munda Languages*. London / New York: Routledge. [Routledge Language Family Series]. 1-10.

- Andronov, M. S. 2003. *A Comparative Grammar of the Dravidian Languages*. München: Lincom Europa (LINCOM Language Research 03)
- Benedict, P. K. 1972. *Sino-Tibetan: a conspectus*. (Contributing editor: James A. Matisoff) Cambridge University Press.
- Bhattacharya, S. 1972. "Dravidian and Munda: A Good Field for Areal and Typological Studies." III Seminar on Dravidian Linguistics, Annamalai University, 241-65
- _____ 1975. "Linguistic convergence in the Dravidian-Munda culture area" *International Journal of Dravidian Linguistics* 4:199-214
- Bloch, J. 1954. *The Grammatical Structure of Dravidian Languages*. Poona
- Bradley, D. (ed.). 1997. *Tibeto-Burman Languages of the Himalayas*. Canberra: Australian National University (Pacific Linguistics)
- Cardona, G., D. Jain, (eds.). 2003. *The Indo-Aryan Languages*. Routledge.
- Chatterji, S. K. 1963. *Languages and Literatures of Modern India*, Section A.
- _____ 1950. *Kirata - Jana - Kriti*, Journal of the RASB, Letter's Census of India. 1971. *Grammatical sketches of Indian Languages with comparative vocabulary*. (Part I).
- Diffloth, G. & N. Zide. 1992. "Austro-Asiatic languages." In: William Bright (ed.): *International Encyclopedia of Linguistics*. New York: Oxford University Press. Vol. I:137-42
- Donegan, P. J. 1993. "Rhythm and Vocalic Drift in Munda and Mon-Khmer" *Linguistics of the Tibeto-Burman Area* 16/1.
- Emeneau, M.B. 1980. *Language and Linguistic area. Essays selected by A. S. Dil*. Stanford University Press.
- Ghatage, A.M. 1962. *Historical Linguistics and Indo - Aryan Languages*, Bombay University Publication.
- Hale, A. 1982. *Research on Tibeto-Burman Languages*. Mouton. Trends In Linguistics - state - of art report - 14.
- Jensen, H. 1970. *Sign, symbol and script*. London: George Allen & Unwin Ltd.
- Jenner, P. N., L. C. Thompson, and S. Starosta (eds.). *Austroasiatic Studies*, Two Volumes. Honolulu: University of Hawaii (Oceanic Linguistics, Special Publication, No. 13)
- Grierson, G.A. 1903-28. *Linguistic Survey of India* (11 vols.).
- Krishnamurti, Bh. 2003. *The Dravidian Languages*. Cambridge University Press.
- Kuiper, F. B. J. 1962. *Nihali, a Comparative Study*. Amsterdam,
- Lorimer, D.L.R. 1935-38. *The Burushaski Language*, 3 vols. Oslo.
- LaPolla, R. J. 2001. "The role of migration and language contact in the development of the Sino-Tibetan language family." R. M. W. Dixon and A. Y. Aikhenvald (eds.). *Areal Diffusion and Genetic Inheritance*. Oxford: Oxford University Press: 225-254
- Masica, C.P. 1976. *Defining a Linguistic area: South Asia*. Chicago: Uni. of Chicago Press.
- _____ 1991. *The Indo-Aryan Languages*. Cambridge University Press.
- Matisoff, J. A. 1991. "Sino-Tibetan linguistics: present state and future prospects." *Annual Review of Anthropology* 20: 469-504.
- Matisoff, J. A., S. P. Baron & J. Lowe. 1996. *Language and dialects of Tibeto-Burman*, Center for Southeast Asia Studies: University of California, Berkeley.

- Meritt, R. 1977. *Guide to Languages of the World*. Stanford: Stanford Uni. Press
- Munshi, S. 2006. *Jammu and Kashmir Burushaski: Language, language contact, and change*. Unpublished Ph.D. Dissertation. Austin: University of Texas at Austin, Department of Linguistics.
- Nagaraja, K.S. 1989. *Austroasiatic Languages. A Linguistic Bibliography*. Pune: Deccan College, Post-Graduate & Research Institute
- Parkin, R. 1991. *A Guide to Austroasiatic Speakers and their Languages*. Honolulu: University of Hawaii Press (Oceanic Linguistics Special Publication, 23)
- Sidwell, P. 2009. *Classifying the Austroasiatic languages: history and state of the art*. LINCOS studies in Asian linguistics, 76. Munich: Lincom Europa.
- Subrahmanyam, P. S. 1983. *Dravidian Comparative Phonology*. Annamalai University.
- van Driem, G. 2001. *Languages of the Himalayas: An Ethnolinguistic Handbook of the Greater Himalayan Region*. BRILL
- Zvelebil, K. 1990. *Dravidian Linguistics: An Introduction*. Pondicherry Institute of Linguistics and Culture.
- Zide, N. H. (ed.). 1966. *Studies in Comparative Austroasiatic Linguistics*. (Indo-Iranian Monographs, V). The Hague: Mouton
- Zograph, G. A. 1982. *Languages of South Asia* (translated by G. L. Campbell). London: Routledge and Kegan Paul.

Course No.: **LINGC302**

Course Name: **ANTHROPOLOGICAL LINGUISTICS**

Semester: **III** Credit: **4** Course: **Core**

Objectives of the Course:

This course intends to introduce the students to the field of anthropological linguistics as an interdisciplinary field to study interrelationships between language and culture.

Unit 1. Introduction

(Hours: 12)

Scope of Anthropological Linguistics- interrelationships between language and culture (other terms: linguistic anthropology and ethnolinguistics); definitions of culture, ethnicity, race, language, meaning, cognition; cultural practices, meaning in cultural practices, linguistic practices; anthropological linguistics and sociolinguistics.

Unit 2. Methodology in Anthropological Linguistics

(Hours: 12)

Linguistic descriptions, especially meanings of grammatical structures (cognitive grammar (Langacker), semantic approach to grammar (Wierzbicka), construction grammar (Fillmore));

ethnography; issues in correlating morpho-syntactic structures of a language with cultural aspects of a community, cross-linguistic studies.

Unit 3. Relativism and Universalism

(Hours: 12)

Relativism- cultural and linguistic constraints on mind, linguistic relativity: Boas, Sapir, Whorf, world view: Whorf, Hale; universalism- innate constraints on mind; kinship, colour, space, time, classifiers from the points of view of relativism and universalism. Linguistic Relativity Revisited: Lucy, Gumperz and Levinson. The case of Piranha.

Unit 4. Language and Ethnicity

(Hours: 12)

Language and ethnic identity; linguistic features and individual ethnic identity (case studies mentioned in Fought, 2006), linguistic features and ethnic identity in groups- case studies like African American Vernacular English, Ebonics debate, ethnic identity in South and Southeast Asia in terms of linguistic cultures (Schiffman, 1999).

Suggested Readings:

Ahearn, Laura M. (2017). *Living Language: An Introduction to Linguistic Anthropology* (2nd edn.). Malden, MA: Wiley-Blackwell.

Boas, F. 1911. Introduction in F. Boas (ed.) *Handbook of American Indian languages*. Smithsonian Institution Bureau of American Ethnology Bulletin 40. Washington: Government Printing Office: 5-83.

Danesi, Marcel (2004). *A Basic Course in Anthropological Linguistics*. Toronto: Canadian Scholars' Press Inc.

Dorain, N. C. 1999. Linguistic and ethnographic fieldwork. In J. A. Fisham (ed.) *Handbook of language and ethnic identity*. New York: Oxford University Press: 25-41.

Duranti, A. 1997. *Linguistic Anthropology*. Cambridge University Press.

Enfield, N. J., Kockelman, Paul, & Jack Sidnell (eds). (2014). *The Cambridge Handbook of Linguistic Anthropology*. Cambridge: Cambridge University Press.

Foley, W. 1997. *Anthropological Linguistics: An Introduction*. Blackwell.

Ottenheimer, Harriet Joseph and Pine, Judith M. S. (2018). *The Anthropology of Language: An Introduction to Linguistic Anthropology* (4th edn.). Cengage Learning, Inc.

Sapir, E. 1912. Language and environment. *The American Anthropologist* Vol. 14: 226-242.

Whorf, B. L. 1956a (1939). The Relation of habitual thought and behaviour to language. In J. B. Carroll (ed.) *Language, thought and reality: selected writings of Benjamin Lee Whorf*. Cambridge: MIT Press: 134-159.

Whorf, B. L. 1956d (1941). Language, mind and reality. In J. B. Carroll (ed.) Language, thought and reality: selected writings of Benjamin Lee Whorf. Cambridge: MIT Press: 246-270.

Course No.: **LINGE303**

Course Name: **LANGUAGE TYPOLOGY**

Semester: **III** Credit: **4** Course: **Core Elective**

Objectives of the Course:

It gives an introduction to the principles and practices of linguistic typology, i.e. the cross-linguistic comparison of languages independent of their historical and geographical connections. It examines similarities and variation between languages in terms of their structural characteristics. It provides explanations for the patterns found in the distribution of these variation and similarities.

Unit 1. Language Universal and universal grammar (Hours: 12)

Language universal; inductive vs. deductive approaches; types of universals; genetic, areal and typological classification; contributions of typological researches to linguistic theory; Chomsky's concept of language universals and of parametric variation; word order universals; formal vs. substantive universals statistical universals.

Unit 2. Phonological and morphological typology (Hours: 12)

Aspiration, nasalization; retroflexion; trubetzkoy's typology of the vowel system; person; number, gender, case, aspect and tense.

Unit 3. Syntactic Typology (Hours: 12)

Word order typology (Lehman's Hawkin's and Vennemann's approaches); typology of externally and internally headed relative clause; complements; causatives; participial and genitival constructions with special reference to South Asian languages; word order within a sentence and a noun phrase, anaphora; monomorphemic vs. polymorphemic anaphors, verbal reflexives and reciprocal; long distance binding; conjunctive participant; identical subject constraints on CP formation; lexical subjects in CPs; scope of the negative, emphatics and inclusive.

Unit 4. Convergence and typology (Hours: 12)

Linguistic area, a critical evaluation of the evidence in support of India as a linguistic area; the verb say construction; synchronic evidence for diachronic problems' convergence of Dakkhini Hindi-Urdu, Konkani and Marathi syntax with Dravidian languages, Convergence; constraints on convergence; constraints in syntactic change in language contact situation.

Suggested Readings:

- Arora, H. and K.V. Subbarao., 1989. 'Convergence and Syntactic Reanalysis: The case of so in Dakkhini' Studies in Linguistic Science. Vol. 19.
- Bazell, E.1958. Linguistic Typology. London: School of Oriental and African Studies.
- Comrie, B. 1981. Language Universal and Linguistic Typology. Oxford: Basil Blackwell.
- Croft, W. 1990. Typology and Universals. Cambridge: Cambridge University Press.
- Gair, J. , B. Lust, K.V. Subbarao and K. Wali. 1998. Lexical Anaphora in South Asian Language. Berlin : Mouton de Gruyter.
- Greenberg, J.H. 1966. Universal of Language . Cambridge, Mass: The MIT Press.
- Shibatani, Masayoshi and TheodoraBynon (ed.) 1995. Approaches to Language Typology. Oxford: Clarendon Press.
- Shopen, Timothy 2007. Language Typology and Syntactic Description. Vols 1-3 (Second edition). Cambridge: Cambridge University Press.
- Subbarao, K.V. 1983. The findings of a UGC project on A Study of Linguistics Typology, Language Contact and Areal Universals in the Indian Subcontinent. Department of Linguistics, University of Delhi (mimeograph).
- Subbarao, K.V. and Anju Saxena. 1987. 'Language Universals: Inductive or Deductive: 'In E. Basir et al (eds.) Select papers from SALA 7. Bloomington, Indiana: Indiana University Linguistic club.
- Subbarao, K.V. and Harbir Arora. 1988. 'On extreme convergence: The Case of Dakkhini Hindi-Urdu.' 'In Language change and language variation. Vol. 49. Hyderabad: Osmania University.
- Subbarao, K.V. et al. 1989. 'Verb say in South Asian Languages'. In Mukherjee, A. (ed.) Language change and Language variation. Hyderabad: Centre for advanced study in linguistics, Osmania University.
- Subbarao, K.V. and R.K. Agnihotri and A. Mukherjee. 1991. 'Syntactic strategies and politeness phenomena.' In International journal of the Sociology of Language: Vol. 92 PP. 35-54
- Subbarao, K.V. 1996. 'Word order universals in Indian Languages' in Lakshmi Bai, B. and A. Mukherjee (eds.) Word order in languages. Hyderabad: Osmania University and Booklinks Corporation.
- Subbarao, K.V. 1998. 'Linguistic Theory and Syntactic Typology: A Proposal for a Symbiotic Relationship'. In Khokhlova, L. and B Zakharyin (ed.) Proceedings of South Asian Language Analysis Moscow: Moscow State University.

Course Name: **PSYCHOLINGUISTICS**

Semester: **III** Credit: **4** Course: **Core Elective**

Objectives of the Course:

This is to introduce some important concepts and frameworks in language processing, comprehension and production, language acquisition and learning.

UNIT-I: INTRODUCTION: (Hours: 12)

Scope and nature of psycholinguistics; biological basis of human language: ontogenetic and phylogenetic views, the critical period hypothesis, Views about cognition and language

UNIT-II: DEVELOPMENTAL PSYCHO-LINGUISTICS:

First language acquisition (aspects of phonology, morphology, syntax and semantics); Motherese, Second language learning - implications of first language acquisition; environmental, social and psychological factors in second language learning; development of metalinguistic abilities.

UNIT-III: LANGUAGE PROCESSING: (Hours: 12)

Mental lexicon: Logogen and Cohort Models of the lexical processing, Speech production: evidence from speech errors, parsing and parsing strategies, sentence processing models. Theories of Language acquisition: Innateness, behaviorism and cognitive theories. Bilingual Acquisition: types of bilingualism in children, Bilingual Language processing – code mixing, code switching and interference.

UNIT-IV: EXPERIMENTAL PSYCHOLINGUISTICS: (Hours: 12)

Experimental studies of teaching language to other primates; three periods in the history of child language studies—diary, large sample and longitudinal, speech errors as evidence of language production, small-scale experiments in aspects of language processing and production.

READINGS LIST:

1. Aitchison, Jean. 1998. *The Articulate Mammal. Introduction to Psycholinguistics*. London: Routledge.
2. Field, J. 2003. *Psycholinguistics: A resource book for students*. London: Routledge. Section A. pp. 1-48.
3. Lakshmi Bai, B. 2000. *Sounds and words in early language acquisition. A Bilingual Account*. Shimla: Indian Institute of Advanced Study. Ch.5. pp.12-137;
4. Lust, B. 2006. *Child Language: Acquisition & Growth*. Cambridge, UK: CUP.
5. Mohanty, K. 2000. *Language Behaviour & Processes*. In J.Pandey (ed.). *Psychology in India Revisited*. Vol. I. New Delhi: Sage. Pp. 208-255.

6. Nei, L. 2000. The Bilingualism Reader. London: Routledge
7. Prideau X, Gary, D. 1984. Psycholinguistics. The Experimental Study of language. Newyork: Routledge. Ch. 3 and 4.
8. Radford, A. Linguistics. An Introduction. Cambridge University Press. PP. 226-240.
9. Riley, B.T. 2000. Introduction to Psycholinguistics. New Delhi: Cosmo Publications. Ch.2. pp. 15-40.
110. Thirumalai, M.S. and Shyamala Chengappa. 1986. Simultaneous acquisition of two languages. An overview. Mysore: Central Institute of Indian Languages. Manasangotri.

Course No.: **LINGE305**

Course Name: **STYLISTICS**

Semester: **III** Credit: **4** Course: **Core Elective**

Objectives of the Course:

It highlights the goal and scope of stylistics. It explains various approaches and methods to style with regard to the analysis of a literary text. It discusses about the principles and tools employed in a stylistic analysis.

Unit 1. The relation of language to literature (Hours: 12)

Language and communication: emotive vs. Scientific language; speech vs. writing; standard language vs. poetic language; connotation vs. metalanguage; stylistics and its relation to semiotics, aesthetics, poetics, rhetorics, linguistics and literary criticism, the semiolinguistics approach to verbal art.

Unit 2. Linguistics function and style (Hours: 12)

Language variation and style; style as a result of context sensitivity; creativity in language; fictiveness in literary works; discursive vs. expressive language; linguistics functions: Buhler, Jakobson, Langer, Halliday; transformations and style; style as a quality of texts; linguistic functions and literary genre, overt and covert style.

Unit 3. Concept and tools of analysis (Hours: 12)

Code and message; redundancy and information-sample and norms; discourse and text; de familiarisation, fore grounding and interpretation; parallelism and verbal repetition, deviation, semi-sentences and poetic license; principles of equivalence, selection and contiguity; coupling; analogy; stylostistics.

Unit 4. Level of textual organization

(Hours: 12)

Signifier, signified and signification; syntagmatic and paradigmatic relations; structure and texture; coherence and cohesion; textual structure; sentences symbols, symbols in art and art symbol; aesthetic object and thematic object.

Suggested Reading:

Birch, D. and O'Toole, M. 1988. *Function of Style*. London: Pinter Publishers.

Bradford, R. 1997. *Stylistics*. London: Routledge.

Carter, R. (ed) 1982. *Language and Literature: An Introductory Readers in Stylistics*. London: George Allen and Unwin.

Chatman, S. (ed.) 1971. *Literary Style: A Symposium*. Oxford University Press.

Gargesh, R. 1990. *Linguistics Perspective to Literary Style*. Delhi: University of Delhi.

Genette, G. 1980. *Narrative Discourse*. Ithaca: Cornell University Press.

Leech, G.N. 1969. *A Linguistic Guide to English Poetry*. London: Longman.

Riffaterre, M. 1978. *Semiotics of Poetry*. Bloomington: Indiana University Press.

Sebeok, T.A.(ed.) 1960. *Style in Language*. Cambridge, Mass; MIT Press.

Sharma, V.P. 1990. *Stylistics of Figurative Language*. Delhi: University of Delhi.

Turner, C.W. 1973. *Stylistics*. Harmondsworth: Penguin.

Course No.: **LINGE306**

Course Name: **NEUROLINGUISTICS**

Semester: **III** Credit: **4** Course: **Core Elective**

Objectives of the Course:

This is to introduce the students to the issues and approaches in Neurolinguistics. It discusses about the relationship between brain and language.

UNIT-I: Brain: Structure and Function.

(Hours: 12)

Central Nervous System, language areas in the brain, Hemispheric Specialisation, techniques of determining cerebral specialization for language, Cerebral Dominance, Distributed Function, Lateralization and handedness, right hemisphere and language, role of subcortical structure in language.

UNIT-II: Brain-language relationship

(Hours: 12)

Historical overview; Methods for studying brain-language relationship: Lesion studies, Electrophysiological methods, Neuroimaging techniques. Models of brain-language relationship—Classical, Connectionist, Hierarchical, Global and Process models.

UNIT-III: Brain Pathology and Language Breakdown (Hours: 12)

Causes of Brain pathology, Aphasia and its classification, Dementia, Subcortical lesions and language breakdown, Right Brain Damage, Disorders of the written word:

dyslexia and dysgraphia.

UNIT-IV: Linguistic aspects in Aphasia: Phonology and Semantics (Hours: 12)

Phonological processing in aphasia, Segmental Errors, Semantic processing in aphasia, Role of right hemisphere and semantic processing. Linguistic aspects in Aphasia: Morphology and Syntax. Morphological processing in aphasia, Syntactic processing in aphasia, Agrammatism,

Cross linguistic variation in agrammatic productions

Practical work: Observation of diagnosis and prognosis of aphasics in local hospitals.

READING LIST:

1. Ahlsen, E. 2006. Introduction to Neurolinguistics, Amsterdam: John Benjamins
2. Blesser and Luzzati. Morphological processing in Italian Agrammatic speakers' Syntactic Implementation of Inflectional Morphology. In Whitaker, H.A. ed. 1997. Agrammatism. London: Singular Publishing Group Inc.
3. Edwards, S. 2005. Fluent Aphasia. Cambridge: CUP
4. Elisabeth, Ahlsen. 2006. Introduction to Neurolinguistics. Amsterdam. John Benjamins. Part I and II.
5. Lukatela, Shankweiler and Crain. Syntactic Processing in Agrammatic Aphasia by Speakers of a Slavic language. In Whitaker, H.A. ed. 1997. Agrammatism. London: Singular Publishing Group Inc.
6. Obler, K.L. and K.Gjerlow. 1998. Language and the Brain. Cambridge: CUP.
7. Visch-Brink, E. and R.Bastiaanse. 1998. Linguistic levels in Aphasiology. Ch.9, 15-17, 87-90, 147-151, 175-178.

Course No.: **LINGE307**

Course Name: **COMPUTATIONAL LINGUISTICS**

Semester: **III** Credit: **4** Course: **Core Elective**

Objectives of the Course:

It concentrates on developing practical knowledge of computational linguistics and mple programs independently.

Unit 1. Man-Machine interface

(Hours: 12)

Concept of artificial intelligence (AI), information system and information processing; concept of 'formal' language; 'natural language' (NL) and 'real language'; natural language as man-machine interface.

Unit 2. Natural language processing

(Hours: 12)

Basic characteristics of NL, knowledge representation; three models-'frame' model, script model, information-format model; function of natural language.

Unit 3. Computer

(Hours: 12)

Computer in historical perspective—calculating machine, computer for information stages, electrical computer, computer with brain-analysis; computer language- Basic, Fortran, Algol.

Unit 4. Computational linguistics, Language engineering

(Hours: 12)

Relationship between linguistics and NLP, project Grammar (Miller), parsers and NLP, computational model for linguistics.

Computer-application – speech synthesis, machine translation, associative information retrieval, testing linguistic hypothesis, computer aided language teaching (CALT).

Suggested Readings

Andrew, A.M. 1983. Artificial Intelligence. Kent: Abacus Press.

Grishman, R. 1986. Computational Linguistics. Cambridge: CUP

Keith, G and Glover, M 1987. Primary Language Learning with Microcomputers. London: Croom Helm.

Nirenburg, S. (ed) 1987. Machine Translation: I Theoretical and Methodological Issues. Cambridge: Cambridge University Press.

Sedlow, W.A. and Sedlow, S.Y. (eds.) 1979. Computer in Language Research, Hillsdale: N.S. Lawrence Erlbawn.

Course No.: **LINGE308**

Course Name: **LANGUAGE AND EDUCATION**

Semester: **III** Credit: **4** Course: **Core Elective**

Objectives of the Course:

This introduces the students to the relationship between language and education and the effect of language on education in bi-/multilingual settings.

Unit 1. Language and education (Hours: 12)

Role of language in pre-school years; language as an autonomous System; language as a means of structuring knowledge; language, Culture and identity; language in the school curriculum.

Unit 2. Language as a subject (Hours: 12)

Language and literature; language and rhetoric; gender bias in language; Language and power in society; methods of language teaching; learning Strategies; learning to write; nature of materials; problems of evaluation.

Unit 3. Language as medium of instruction (Hours: 12)

Home and school languages; bilingual and bicultural education; language and the teaching of mathematics and science; medium of instruction and cognitive development.

Unit 4. Multilingual setting (Hours: 12)

Multilingual classroom as a resource; grammatical analysis and cognitive growth; language proficiency; bilingual and cognitive achievement; multilingualism and empowerment.

Suggested Readings

Barton, D. ed. 1994. Sustaining local literacies, Special issue of Language and Education. Vol. 8: id 2, Multilingual Matters.

Cummins, J. 1984. Bilingualism and Special Education: Issues in Assessment and Pedagogy. Avon: Multilingual Matters.

Freedman, A. et al. ed 1983. Learning to Write: First Language/Second Language. London: Longman.

Heugh, K. et al. ed. 1995. Multilingual education for South Africa. Johannesburg: Heinemann.

Trueba, H.T. and Harnet-Mizrahi, C. 1979. ed. Bilingual Multilingual Education and the Professional. Roweley, Mass: Newbury House.

Course No.: **LINGE309**

Course Name: **LANGUAGE AND MEDIA**

Semester: **III** Credit: **4** Course: **Allied Elective**

Objectives of the Course:

It enables the students to develop critical understanding of language used in mass media, its potentialities and impact on society.

Unit 1. Key concepts in language and media (Hours: 12)

Mass media and mass communication; Register and style; Mediated communication; Media discourse genres; Media rhetorics; Media storytelling; Words and images, Boundaries of media discourse.

Unit 2. Development: studies in media language (Hours: 12)

Role of language in mass media and mass communication; Speech, visuals, writing and media; Different styles of media language; Schema and genre theory; Persuasion and power; Telling stories; Anchoring visual meanings; Coarseness and incivility in broadcast talk; Looking into the future.

Unit 3. Exploration: analyzing media language (Hours: 12)

Types of language use in mass media e.g. news, editorials, advertising, Entertainment, internet, Messages, blog, cinema, posters, sports, political spheres; Comparing kinds of studio talk; Purposes of persuasion; Media fiction and fact ; Soundtrack and multimodal discourse; Media language and acceptability; Media change in the future.

Unit 4. Extension: language and media readings (Hours: 12)

Varieties of media language; Media and modernity; Broadcast talk; News and advertising angles; Narrative strategies; Windows on the world; Media trouble; impact of mass media on language; Media language and social change.

Suggested Readings:

Bell, A. 1991. The Language of News Media. Wiley-Blackwell.

Boardman, M. 2005. The language of Websites. London, USA, Canada: Routledge.

Crystal, D. 2001. Language and the Internet. Cambridge: Cambridge University Press.

Durant, A. and M. Lambrou. 2009. Language and Media: A Resource Book for Students. London: Routledge

Goddard, A. 2002. The Language of Advertising: Written Texts. Routledge.

Jackson, K. 1998. The Language of Cinema. Routledge.

Monovich, L. 2002. The Language of New Media. MIT Press.

Reah, D. 2002. Language of Newspapers. London, USA, Canada: Routledge.

Course No.: **LING E310**

Course Name: **SECOND LANGUAGE ACQUISITION**

Semester: **III** Credit: **4** Course: **Allied Elective**

Objectives of the Course:

This is to provide an introduction on the theories and linguistic aspects of second language acquisition along with the factors contributing in the process of SLA.

Unit 1. Theories of second language acquisition (Hours: 12)

The critical period; contrastive and developmental Hypotheses; the role of L1 in SLA; Krashen's Monitor Model; Schumann's Acculturation Model; Accommodation theories; theories of learner varieties; SLA in multilingual settings; sociolinguistic perspectives; social psychological and psycholinguistic perspectives.

Unit 2. Linguistic aspects (Hours: 12)

Structural properties of the input; input-output relationship; phonological, morphological and syntactic aspects; acquisition of vocabulary; sociolinguistic perspectives.

Unit 3. Social psychological aspects (Hours: 12)

Role of attitudes and motivation in SLA; aptitude and attitudes; attitude motivation index; integrative and instrumental motivation; accounting for individual difference in SLA.

Unit 4. Teaching a second language (Hours: 12)

Focus on the learner; the affective filter; role of the teacher and teaching materials; methods of second language teaching; second and foreign language teaching; teacher training; evaluation; interaction between theory, research and pedagogy.

Suggested Readings

Alderson J.C. and A. Beretta, Ed. 1992. Evaluating Second Language Education. Cambridge: Cambridge University Press.

- Agnihotri, R.K. and Khanna, A.L. ed. 1994. *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India*. New Delhi: Sage.
- Beebe, L.M. ed. 1988. *Issues in Second Language Acquisition: Multiple Perspectives*. New York: Newbury House.
- Fisiak, J.ed. 1981. *Contrastive Linguistics and the Language Teacher*. Oxford: Pergamon Press.
- Grosjean, F. 1982. *Life with Two Languages*. Cambridge: Harvard University Press.
- Klein, W. 1986. *Second Language Acquisition*. Cambridge: Cambridge University Press.
- Krashen, S. 1992. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
- Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford: Oxford University Press.

Course No.: **LING C401**

Course Name: **HISTORICAL LINGUISTICS**

Semester: **IV** Credit: **4** Course: **Core**

Objectives of the Course:

It introduces the basic concepts of Historical Linguistics, internal and comparative reconstruction, genetic classification, language families, and writing systems.

Unit 1. Introduction

(Hours: 12)

Synchronic and diachronic approaches to language- inter- relationship between diachronic and synchronic data; writing systems, use of written records for historical studies; historical study of languages and genetic classification of languages, notions of language family, criteria for identifying family relationships among languages or dialects; other two types of language classification: areal and typological.

Unit 2. Sound Change

(Hours: 12)

Neo-grammarians theory of gradualness, exceptionlessness and regularity of sound change, conditioned sound change (assimilation, dissimilation, coalescence; metathesis; deletion, epenthesis) vs. unconditioned change (sound shifts); phonetic and phonemic changes- split and merger; transformational generative approach to sound change (sound change and phonological

rule, rule addition, etc); cause and effect, genesis and spread of sound change. Analogy; its relationship to sound change, effects of analogy on language structure, types of analogy.

Unit 3. Morphosyntactic changes and Language change (Hours: 12)

Syntactic change: Mechanisms, causes and effects (discussing word order change to exemplify syntactic change); Grammaticalization: lexical vs. grammatical categories, semantic bleaching and pragmatic strengthening, unidirectionality of grammaticalization, mechanisms: analogy and reanalysis; grammaticalization, degrammaticalization and lexicalization. Social causes for language change: social motivations- culture, prestige and need; language change due to language contact: linguistic borrowing- lexical and structural, classification of loan words, mechanism of borrowing- bilingualism, substratum and superstratum; formation of languages- pidgins, creoles, koine.

Unit 4. Comparative Method and Linguistic Reconstruction (Hours: 12)

Linguistic reconstruction and sub-grouping: internal reconstruction and comparative method, their scope and limitations; reconstructing the proto-stages of language; innovation and retention; linguistic sub-grouping; family tree and the wave model; relative chronology of different changes.

Suggested Readings

Antila, Raimo. 1972. *An Introduction to Historical and Comparative Linguistics*. The Macmillan Co., New York.

Bloomfield, L. 1933. *Language*. New York: Henry, Holt Rinehart and Winston.

Bynon, Theodora. 1980. *Historical Linguistics*. Oxford University press.

Campbell, Lyle (1998). *Historical Linguistics: An Introduction*. Edinburgh: Edinburgh University Press

Hale, Mark. 2007. *Historical Linguistics: Theory and Method*. Blackwell Publishing.

Hock, H. 1988. *Principles of Historical Linguistics*. Mouton de Gruyter.

Hock, H. H. and B. Joseph. 1996. *Language history, language change, and language relationship: An introduction to historical and comparative linguistics*. Berlin: Mouton de Gruyter

Lehman, W.P. 1962. *Historical Linguistics*. New York: Holt Rinehart and Winston.

Trask, R.L. 1996. *Historical Linguistics*. London: Arnold.

Course No.: **LING C402**

Course Name: **HISTORY OF LINGUISTICS**

Semester: **IV** Credit: **4** Course: **Core**

Objectives of the Course:

It presents a broad history of linguistics highlighting different school of thoughts and their developments.

Unit 1. Indian Linguistic Tradition (Hours: 12)

Sanskrit language and its tradition - Pāṇini's Astadhyayi – An outline of the contents in Astadhyayi. The vedic language and the spoken language and dialects of Pāṇini's time. Major Commentators of Pāṇini; Kātyāyana, Patanjali, The Nyayayikas, The Mimamsakas, Bhartrhari, Kaśikāvṛttī, Bhaṭṭikāvya, Buddhists (Nagarjuna and Dignaga). The six types of rules – The karaka theory – the relation between karakas and case suffixes.

Unit 2. Early Linguistic Studies outside India (Hours: 12)

Greek contribution: Thoughts of Socrates, Plato and Aristotle on Language and Linguistics. Physis Vs Nomos, Stoic philosophy, Analogy Vs Anomaly, Alexandrian school, Dionysius Thrax, Apollonius Dyskolus: Roman contribution: Varro's grammar on Latin, Priscian's grammar, Greek influence on Latin language and grammar.

Unit 3. Evolution of Comparative and Historical Linguistics (Hours: 12)

Scholastic Philosophy, medieval linguistic theory, the modistae, prescriptive grammar Vs, traditional grammar, William Jones, Robert Caldwell – their contributions to linguistics – Rask, Grimm, Bopp, Verner – Theories and laws of Germanic sound shifts. August, Scheicher, Wilhem von Humboldt, Neogrammarians, Leskien, Brugmann and H. Paul.

Unit 4. Major Schools of Linguistics and Development of Modern Linguistics (Hours: 12)

Saussurean school – langue vs. parole, laryngeal theory, Prague school – concept of phoneme, Trubetzkoy and Roman Jakobson: Contributions by Boas, Sapir, Bloomfield. Descriptive linguistics: London school – J. R. Firth, prosodic analysis, Chomsky: Transformational theory. Modern Linguistics in Europe, America, and Asian countries-Linguistics and related disciplines – Sociology, Anthropology – Folklore – Tribal studies, endangered languages.

Suggested Readings:

John, Patrick & Christopher, David. 2011. History of Language and Linguistics, Commonwealth Publishers pvt. Ltd.

Anantanarayana. H. S. 1976. Four lectures on Pāṇini's Asta:dhya:yi. Annamalai University Publication : Annamalai Nagar.

Dinneen, P. F. 1967. An Introduction to General linguistics. Holt: New York.

Iric, Milka. 1965. Trends in Linguistics. Mouton & co: Hague.

Sharpiro, M. C. & Schiffman, H. F. 1981 Language and Society in South Asia. Motilal Barnarsi Dass: New Delhi.

Bloomfield, L. 1933. Language. Holt, Rinehart and Winston: New York.

Davis, P. W. 1973. Modern Theories of Language. Prentice Hall.

Jankowsky, K. R. 1972. Neogrammarians. Mouton: The Hague.

Course No.: **LING C403**

Course Name: **FIELD LINGUISTICS/DISSERTATION**

Semester: **IV** Credit: **4** Course: **Core**

Objectives of the Course:

It focuses on natural language and our ability as researchers to render that language in a form that is suitable for analysis. It provides students with hands-on experience in the general task of investigating a language with native speakers.

Unit 1. Field Linguistics-Goals of linguistic fieldwork (Hours: 10)

The relationship between theoretical and field linguistics. The history of linguistic field work. Fieldwork in South Asia. Goals of linguistic fieldwork, Limitations.

Unit 2. Purposes and techniques of field-methods in linguistics (Hours: 10)

Questionnaire preparation; Different types of questionnaire; Selection of informant; Elicitation techniques; Data collection, transcription, organization, analysis, and preservation; Instruments in fieldwork. Selection of data collection site, choosing an informant, note taking, record keeping, data management, transfer of data to database.

Unit 3. Grammar data collection technique and Analysis (Hours: 10)

Phonological data gathering technique, morphology data gathering technique, syntax data gathering technique, semantics, pragmatics and text collection. Analyzing the collected data, making paradigms.

Unit 4. Fieldwork Ethics

(Hours: 10)

The rights and responsibilities of fieldworker, honesty in research and personal behavior. Data attribution and ownership, rights and responsibility regarding access to data.

Suggested Readings:

Abbi, A. 2001. Manual of Linguistic Fieldwork and Structures of Indian languages. Lincom Europa: Munich.

Bowern, C. 2008. Linguistic Fieldwork. Palgrave: Macmillan.

Butt, M., T. H. King, Maria- Eugenia Nino, F. Segond. 1999. Grammar Writer's Cook Book. Stanford: CSLI Publications.

Comrie, B., M. Haspelmath, and B. Bickel. 2008. Conventions for interlinear morpheme-by-morpheme glosses.

Online: <http://www.eva.mpg.de/lingua/resources/glossingrules>.

Dahl, Ö. 1985. Tense and aspect systems. Oxford: Blackwell (Appendix with translation questionnaire used for surveying contexts in which tense and aspect markers are used.)

Foley, W. A. 2002. Field methods In The Linguistics Encyclopedia, 2nd editioned. By Kirsten Malmkjær, 131–137. London and New York: Routledge

Newman P. and M. Ratliff (Eds.) 2001. Linguistic Fieldwork. Cambridge: Cambridge University Press.

Payne, T. E. 1997. Describing Morphosyntax: A Guide for Field Linguists. Cambridge: Cambridge University Press.

Samarin, W.J. 1967. Field Linguistics: Guide to Linguistic Field Work. New York: Holt, Rinehart and Winston.

Shopen, T. 2007. Language Typology and Syntactic Description. Vol.1,2,3. Cambridge: Cambridge University Press. Basic Word-List Swadesh (1955)- Gudschinsky's (1956) List, alphabetically arranged by Samarin (1967).

Course No.: **LING E404**

Course Name: **LEXICOGRAPHY**

Semester: **IV** Credit: **4** Course: **Core Elective**

Objectives of the Course:

It introduces the basic concepts, types of dictionaries and the steps followed in making dictionaries.

Unit 1. Basic concepts (Hours: 12)

Nature and scope of lexicography; History of lexicography-Western and Indian; word meaning dictionary, encyclopaedia, glossary, thesaurus, definitional dictionary; relationship between dictionary and grammar.

Unit 2. Lexicography and lexical meaning (Hours: 12)

Word formation processes – once forms, borrowing, blending, clipping, backformation, acronyms, compounding, derivations, functional words; denotation, connotation, words in context, synonymy, hyponymy, polysemy, technical terms.

Unit 3. Lexicographic entries (Hours: 12)

Selection of entries, orthography, pronunciation, order and hierarchy of entries, lemma, sense and sub-classes, paraphrase, compounds, collocation, idioms, proverbs, illustrations, names; ghost-words.

Unit 4. Types of dictionaries (Hours: 12)

Purposes of dictionary writing, little dictionary, pocket dictionary, school/college dictionary, desk-top dictionary; monolingual and bi-/multilingual dictionary; etymological dictionary, period dictionary, historical dictionary, scientific dictionary, dialect dictionary, reverse dictionary, pronouncing dictionary, terminological dictionary, language atlas.

Suggested readings:

Aitchison, J. F. (1987). *Words in the Mind: An Introduction to the Mental Lexicon*. Oxford: Blackwell.

Bergenholtz, H. (ed.) (1995). *Manual of Specialised Lexicography*. Amsterdam: Benjamins.

Boguraev, B.K.; Briscope, T. (ed.) (1989). *Computational Lexicography for Natural Language Processing*. London : Longman.

Burchfield, R.W. (ed.) (1987). *Studies in Lexicography*. Oxford: Blackwell.

- Cruse, D. A. (1986). *Lexical Semantics*. Cambridge University Press.
- Hausmann, F. J., Reichmann, O. (1989-91). *Wörterbücher / Dictionaries / Dictionnaire: An International Encyclopaedia of Lexicography*. (3 volumes) Berlin: de Gruyter.
- Ilson, R. (ed.) (1985). *Dictionaries, Lexicography and Language Teaching*. Berlin: Pergamon Press.
- Jackson, H. (1988). *Word and Their Meaning*. London: Longman.
- Lyons, J. (1977). *Semantics*. Cambridge University Press.
- Malkiel, Y. (1976). *Etymological Dictionaries: A Tentative Typology*. UCP
- Svensen, B. (1993). *Practical Lexicography: Principles and Methods of Dictionary Making*. (trans. J. Sykes and K. Schofield). Oxford University Press.
- Vogel, C. (1979). *Indian Lexicography*. Wiesbaden: Harrassowitz.
- Zgusta, L. (1991). *Manual of Lexicography*. The Hague: Mouton.

Course No.: **LING E405**

Course Name: **LANGUAGE TESTING**

Semester: **IV** Credit: **4** Course: **Core Elective**

Objectives of the Course:

It discusses the basic concepts, factors responsible for selecting and constructing a test, and types of test.

Unit 1. Preparation for making a test (Hours: 12)

Objectives evaluation; nature of the target population; qualitative and Quantitative evaluation; selection of items; pilot survey; difficulty value and discriminatory power of items; final selection of items; constraints of time, space and materials; role of the tester; Participant Observation.

Unit 2. Basic concepts (Hours: 12)

Validity and reliability; norm-referenced vs criterion-referenced tests; standardization of a text; experimental and control groups; formal, functional and pragmatic tests.

Unit 3. Constructing a text (Hours: 12)

Planning and testing instructions; kinds of scales; implicational scales; distractors in multiple-choice items; content and construct validity of tests; check lists of items and objectives; aspects of presentation.

Unit 4. Kinds of test

(Hours: 12)

Test taxonomies: descriptive and objective; qualitative and quantitative multiple choice tests; discrete point and integrative tests; achievement and proficiency tests; diagnostic and aptitude tests; linguistic and communicative tests; listening and reading comprehension; school and tests; self assessments; cloze test; dictation; translation; tests for BICS and CALP.

Suggested Readings:

- Allen, J. and Davies, A. ed. 1977. Testing and Experimental Methods; Edinburgh Course in Applied Linguistics Vol. 4, Oxford : OUP.
- Davies, E. 1981. Teachers as curriculaum Evaluators. Sydney: George Artlenunuin.
- Harris, D. 1969. Testing English as a Second Language. New York: McGraw Hill.
- Nuttall, d. ed. 1986. Assessing Educational Achievement. London: Falmer Press
- Oller, J.W. 1979. Language Tests at School. London: Longman.
- Valllete, R.M. 1967. Modern Language Testing: A Handbook. New York.
- Weiv, C. and Roberts, J. 1994. Evaluation in EIT.

Course No.: **LING E406**

Course Name: **MULTILINGUALISM**

Semester: **IV** Credit: **4** Course: **Core Elective**

Objectives of the Course:

The focus is on the different types of languagesettingsand how a language is used in these settings in the presence of various sociolinguistic factors.

Unit 1. Basic concepts

(Hours: 12)

Monolingualism, bilingualism and multilingualism; individual, social and social psychological aspects of multilingualism; multilingualism and the human brain; ethnographic perspectives.

Unit 2.Multilingual society

(Hours: 12)

Simultaneous acquisition of several language; language in education and the multilingual classroom; patterns of language use and language dominance configuration; language ethnicity and race; researching multilingual societies.

Unit 3. Linguistic aspects

(Hours: 12)

Process of selecting a standard language: codification and elaboration; academy based and free enterprise standardization; interference; code mixing and code-switching.

Unit 4. Language attitudes and social stereotypes

(Hours: 12)

Language and identity; measurement of social and linguistic attitudes; social stereotypes; language proficiency and language attitudes; evaluating proficiency levels in multilingual settings.

Suggested Readings:

Alisjahbana, S.T. *The Modernization of Languages in Asia*. Kuala Lumpur: The Malaysian Society for Asian Studies.

Brass, P.R. 1975. *Language, religion and Politics in North India*. Delhi: Vikas Publishing House.

Coupland, N. and Jaworski, A. 1997. ed. *Sociolinguistics: A Reader and a Course Book*. London: Macmillian.

Fishman, J.A. 1974. ed. *Advances in Language Planning*. The Hague: Mouton.

Hudson, R.A. 1985. *Sociolinguistics*. Cambridge: Cambridge University Press.

Hasnain, I.S. 1995. ed. *Standardization and Modernization: Dynamics of Language Planning*. New Delhi: Bahri Publication.

Pattanyak, D.P. 1981. *Multilingualism and Mother-tongue Education*. Delhi: Oxford University Press.

Sharma, P.G. and S. Kumar, 1977. ed. *Indian Bilingualism*. Agra: Kendriya Hindi Sansthan.

Course No.: **LING E407**

Course Name: **TRANSLATION STUDIES**

Semester: **IV** Credit: **4** Course: **Core Elective**

Objectives of the Course:

The fundamental concepts in translation and Translation Studies are discussed in the course.

Unit 1. History and Definition

(Hours: 12)

Translation: Broad history, definitions (translation as process and product), theories- linguistic theories (Jakobson, Catford, Nida, Levy), non-linguistic (Lefevre, Bassinet-McGuire, Popovich, Holms, Toury); procedures in translation; Translation Studies as a discipline: scope, nature and history; translated text or independent text (e.g. various versions of Ramayana in South and South-East Asian languages).

Unit 2. Role of translation and translator/interpreter

(Hours: 12)

Role of translation: in comparative literary studies, in multilingual countries like India- in intercultural communication, in nation-building (post-independence)- especially in language

planning (corpus planning and status planning); role of translator/interpreter: making information available from one language into another, mediator in communication situations like immigration offices, legal proceedings and hospital communication in multilingual countries, business communications in multinational companies etc.

Unit 3. Types of Translation and Text

(Hours: 12)

Intralingual and inter-language; full and partial, total and restricted, rank bound and unbounded; translation and transliteration; translation and interpreting; subtitling; dubbing. Translation of literary texts: poetry, drama, novel, short story and essay; translation of scientific and technical texts: translation of scientific texts, problem of technical terms; news, editorials in newspapers, thought provoking articles, advertisements, posters etc.

Unit 4. Issues in Translation

(Hours: 12)

Units of translation, faithfulness to original text, equivalence, loss and gain, untranslatability, skewing in translation; evaluation of translation.

Suggested Readings:

- Bassnett-McGuire, S. 1980. Translation Studies. London & New York: MethuenBell, R. T. 1991. Translation and Translating Theory and Practice. UK: Longman.
Catford, J. C. 1967. A Linguistic Theory of Translation. UK: OUP.
Holms, J. S. 1972. The Name and Nature of Translation Studies. In L. Venuti (ed.) 2000. The Translation Studies Reader. UK: Routledge: 172-185.
Nida, E. A. 1964. Towards a Science of Translation. Leiden: E. J. Brill
Toury, G. 1995. Descriptive Translation Studies and Beyond. Amsterdam/ Philadelphia: John Benjamins Publication Company.

Course No.: **LING E408**

Course Name: **ADVANCED HISTORICAL LINGUISTICS**

Semester: **IV** Credit: **4** Course: **Core Elective**

Objectives of the Course:

The course highlights the laws, approaches in Indo-European linguistics. It discusses the study of Sanskrit, language contact and the processes of phonological change.

Unit 1. Indo-European Linguistics

(Hours: 12)

Indo-European Linguistics and Historical Linguistics. Study of some Laws of I.E.; Verner's Law, Graassmann's Law, Brugmann's Law; Lachmann's Law; traditional and generative approaches.

Unit 2. Indo-European and the study of Sanskrit (Hours: 12)

IE and the study of Skt. Phonology, Ruki rule, merger of vowels, the Nature of accent, wordaccent, sentential accent, the end of a word; phonological changes and major historical IE languages.

Unit 3. Indo-Aryan Phonology (Hours: 12)

From OIA to NIA; the theoretical implications of consonantal assimilation of MIA; the loss of consonants in the final position and its implications for the study of NIA; in-depth study of the processes of phonological change.

Unit 4. Language contact in India (Hours: 12)

The Dravidian language and Indo-Aryan interface, historical development and emergence of India as a linguistic area. A detailed study of emergence of ergative construction, adjectival syntax and agglutinative processes in NIA

Suggested Readings:

Baldi, P. 1983. An Introduction to the Indo-European Languages. Carbondale: Southern Illinois University Press.

_____. 1990. Linguistic Change and Reconstruction Methodology. Berlin: Mouton de Gruyter.

Benveniste, E. 1971. Problems in General Linguistics. (Translated from French), Coral Gables: University of Miami Press.

Beekes, R.S.P. 1995. Comparative Indo-European Linguistics. Amsterdam / Philadelphia : John Benjamins Publishing Co.

Bloch, J. 1965. Indo-Aryan from the Vedas to Modern Times. Paris: Adrien – Maisonneuve.

Burrow, T. 1973. The Sanskrit Language. London: Faber and Faber

Burrow, T. and M.B. Emeneau. 1960. A Dravidian Etymological Dictionary. London: Oxford University Press.

Emeneau, M.B. 1994. Dravidian Studies. (Selected Papers). Delhi: Motilal Banarsidass.

Haudry, J. 1979. L' Indo-European. Paris: Presses Universitaires de France.

Hoenigswald, H.M. 1960. Language Change and Linguistic Reconstruction. Chicago: University of Chicago Press.

Kurylowicz, J. 1964. The Inflectional Categories of Indo-European. Heidelberg: Winter.

Masica, C.P. 1991. The Indo-Aryan Languages. Cambridge: CUPO.

Szwed, Oswald. 1996. Introduction to Indo-European Linguistics. Oxford: Clarendon Press.