

Department of Linguistics
University College of Arts and Social Sciences
Osmania University
M.A Linguistics Syllabus 2022-2023 (CBCS Pattern)
Program Learning Outcomes Total credits 80

General Outcomes

Linguistics is a scientific discipline that aims to objectively describe the phenomenon called language, a semiotic system as the principal means of human communication and the vehicle of rational thought. However, its objectives of investigational methods and techniques make this domain part of both natural sciences and the social sciences. Depending on its principal objectives, linguistics can broadly be divided into two broad sub-groups, viz., **General linguistics** or **Core linguistics**, and **Applied linguistics**. General linguistics, or Core linguistics, attempts to develop a scientific theory of language, while Applied linguistics is the practical applications of linguistic theories to the problems of representing language in computer systems for human-computer interaction (i.e. computational linguistics), language teaching, machine translation, speech therapy and so on.

Specific Outcomes

1. Similarities and differences across languages (M.A.)

Languages vary in their grammars, lexicons, sound systems, and practices of language use. Students will demonstrate understanding of phonetic, phonological, morphological, syntactic, and semantic similarities and differences among the world's languages.

2. Theoretical foundations (M.A.)

Students will demonstrate that they understand central questions that have formed the basis for various approaches to the description and modeling of human languages, as well as current issues specific to the core subfields within linguistics.

3. Project Research (M.A.)

Students will be able to articulate hypotheses about linguistic phenomena, identify and assemble relevant data, and analyze and assess the results.

4. Methodologies for Linguistics Projects (M.A.)

Linguistic research involves data from a variety of sources, including gathering of acceptability or semantic judgments, lab experiments, field research, corpus studies, interviews, and use of secondary sources such as reference works. Students will be exposed to several of these methodologies and master at least one of them.

5. Ethical issues

Students will demonstrate understanding and respect of the ethical norms involved in linguistic research.

6. Professional communication skills

- A. M.A.:* Students will attain the skills necessary to prepare written presentations on linguistic topics.
- B.* Students will acquire the professional skills needed to communicate the results of their research at academic conferences and other forums, and write up their results in preparation for submission to proceedings and journals.

SEMESTER-I

C 101

PHONETICS –I

Credits 5

Course Outcomes:

At the end of the course, the student will be able to

1. Understand and describe the structure of the speech organs and their function and the basic methods of articulation
2. Describe the most important categories of vowels and consonants.
3. Describe the supra-segmental features of language
4. Analyse the acoustic property of speech sounds
5. Apply the IPA, extIPA to transcribe language data

UNIT-I: THE ORGANS OF SPEECH

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

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.

UNIT-III: ARTICULATION OF VOWELS

Vowels: Basic Parameters for describing vowels (Three axes: Degree of opening, tongue stricture, lips position). Tense, lax. Cardinal Vowels (primary and secondary).

UNIT-IV: SUPRASEGMENTALS

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

UNIT-V: PHONETIC TRANSCRIPTION (IPA)

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).
11. 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.

C 102

PHONOLOGY - I

Credits: 5

Course Outcomes:

At the end of the course the students will be able to

1. Understand the nature and basic concepts of phone, phoneme, and allophone.
2. Gather and collate the spoken data of any language for phonemic analysis
3. Analyze the given data using the principles and procedures of phonemics
4. Evaluate phonemes and allophones and form basic phonological pattern of any given language
5. Compare and classify various theoretical models of phonology according to the nature of the language.

UNIT-I: Introduction

- 1.1. Relationship between Phonetics and Phonology; Different Perspectives on the notion of phoneme.
- 1.2. Concept of Phoneme; Distinction between Phone, Phoneme and allophone.
- 1.3. Concept of syllable, Syllable structure, and Types of Syllables
- 1.4. Phonological Processes
- 1.5. Acquisition of Phonology in children

UNIT-II: Phonemic analysis

- 2.1. Contrastive and Complementary Distribution, Minimal pairs, Phonetic similarity. Neatness of pattern and economy.
- 2.2. The requirement of grammatical information in Phonology (Morphological and Syntactic).
- 2.3. Phonemic premises and discovery procedures; setting up syllables and problems of syllabification
- 2.4. Phonological impairment in children and adults
- 2.5. Analysis of Phonological Impairment

UNIT-III: Phonological Systems

- 3.1. Phonological systems-consonant systems and vowel systems; systems based on suprasegmental features.
- 3.2. Phoneme combinations and Phonotactic constraints

- 3.3. Universal Phonetic Features
- 3.4. Types of Phonological rules
- 3.5. Constraints on rules and rule ordering.

UNIT-IV: Schools of Phonology

- 4.1. Trubetzkoy`s distinctive oppositions; neutralizations; archi-phoneme
- 4.2. Markedness in Phonology
- 4.3. Distinctive features theory; binary v/s non-binary Features; acoustic and Perceptual features
- 4.4. Applications of distinctive features
- 4.5. Salient Features of generative Phonology

UNIT-V: Exercises

Problems in Phonology (based on the theory discussed above).

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

ONLINE RESOURCES

1. epg Pathshala Modules on Phonology

2. <https://www.thoughtco.com/segment-phonology-and-phonetics-1691934>
3. <https://www.britannica.com/science/phonetics/Suprasegmentals>
4. [https://www.mq.edu.au/about/about-the-university/our-faculties/medicine-and-health-sciences/departments-and-centres/department-of-linguistics/our-research/phonetics-and-phonology/speech/phonetics-and-phonology/phoneme-and-allophone#:~:text=A%20phoneme%20is%20a%20set,or%20complementary%20distribution%20\(C.D.\).](https://www.mq.edu.au/about/about-the-university/our-faculties/medicine-and-health-sciences/departments-and-centres/department-of-linguistics/our-research/phonetics-and-phonology/speech/phonetics-and-phonology/phoneme-and-allophone#:~:text=A%20phoneme%20is%20a%20set,or%20complementary%20distribution%20(C.D.).)
5. <https://www.britannica.com/science/linguistics/The-Prague-school>
6. <https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/chapter/4-9-types-of-phonological-rules/>
7. <https://www.jstor.org/stable/30248892>
8. <https://www.sciencedirect.com/science/article/abs/pii/0024384186900276>
9. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2965584/>
10. https://en.wikipedia.org/wiki/Phonological_rule#:~:text=In%20general%2C%20phonological%20rules%20start,often%20referred%20to%20as%20allophony
11. <https://en.wikipedia.org/wiki/Markedness>

C 103

MORPHOLOGY –I

Credits 5

Course Outcomes:

At the end of the course the students will be able to

1. Understand the internal organization of words in languages.
2. Analyze the parts of speech.
3. Classify the words based on morphological principles.
4. Describe and evaluate the process of word formation.
5. Understand the characteristics of seamless morphology

UNIT-I: MORPHOLOGY:

The study of word structure and word formation. *The concept of word*: content (or open) word - function (or closed) word - grammatical/inflected word - derived word - simple word - compound word - complex word - orthographic word - phonological word - lexeme - word boundary. *The concept of morpheme*: morpheme identification. *The concept of allomorph*: conditioned variation - free variation.

UNIT-II: CLASSIFICATION AND DIFFERENTIATION OF MORPHEMES:

Bound and free morphemes - lexical and grammatical morphemes - derivational morphemes-base - root - stem - affix - subtractive morpheme - zero morpheme - discontinuous morpheme - portmanteau morpheme - suppletive form.

UNIT-III: MORPHOPHONEMIC CHANGES

Assimilation and dissimilation. Types of morphological processes (Cliticization, Conversion, Clipping, Blends, Backformation, Acronyms, Onomatopoeia). Compounding (Properties of Compounds, Endocentric and Exocentric Compounds)

UNIT-IV: INFLECTION AND DERIVATION

Parts of speech. Grammatical categories. *Types of morphological models*: item-and- arrangement (IA) - item-and-process (IP) - word-and-paradigm (WP). Typology of word structure.

UNIT- V

Exercises in dealing with the morphological analysis.

Note: *The Paper Setter is requested to give problems for V Unit. One short answer type and another long answer type problem.*

READING LIST:

1. Aronoff, M. and K. Fudeman. 2005. *What is Morphology?* Blackwell Publishing Ltd. Pp. 14-69 and 160-163.
2. Bauer, L. 1988. *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press. Pp. 7-41 and 73-87.
3. Bloomfield, L. 1935. *Language* (Revised edn.). George Allen & Unwin Ltd. Chs. 13 and 14.
4. Fromkin et al. 2000. *Linguistics: An Introduction to Linguistic Theory*. Blackwell Publishing. Part II: Pp. 25-53, 57-67, and 69-81.
6. Hockett, C.F. 1954. Two models of grammatical description. *Word* 10: 210-234. Also in Katamba, F. (ed.) 2004. *Morphology: Critical Concepts in Linguistics*, 6 vols. London and New York: Routledge. Pp.

110-136.

7. _____. 1958. *A Course in Modern Linguistics*. New York: The Macmillan Company. Chs. 26&27.
8. Kroeger, P.R. 2005. *Analyzing Grammar: An Introduction*. Cambridge University Press. Pp. 7-25.
9. Nida, E.A. 1949. *Morphology: The Descriptive Analysis of Words* (Second edn.). Ann Arbor: The University of Michigan Press. Chs. 2, 3, and 4.
10. Robins, R.H. 1959. In defense of WP. *Transactions of the Royal Philological Society*, 116-144. Also in Katamba, F. (ed.) 2004. *Morphology: Critical Concepts in Linguistics*, 6 vols. London and New York: Routledge. Pp. 137-156.

C 104

SYNTAX-I

Credits 5

Course Outcomes:

At the end of the course the students will be able to

1. Understand the phrase structure grammar.
2. Apply the concepts of various syntactic theories and differences among them.
3. Analyze and evaluate the role of syntactical components.
4. Differentiate NP and VP structures
5. Understand the cognitive grammar and compare other syntactic theories.

UNIT-I: STRUCTURAL SYNTAX:

Parts of Speech, Phrase, Clause, Constituent, Transitivity, Grammatical and Functional Categories, Sentence Patterns, Simple, Compound and Complex.

UNIT-II: GENERATIVE SYNTAX:

Concepts, Innateness, Competence vs. Performance, adequacies of Grammar, Universal Grammar, Grammaticality and Acceptability.

UNIT-III: GENERATIVE SYNTAX:

Approaches; phrase structure grammar, inadequacies of Phrase Structure Grammar, Transformational model; Context Sensitive rules, X-bar

theory, NP Movement and Wh-movement, Constraints on rules. The Ross Constraints.

UNIT-IV & V: PROBLEMS:

- a. Identification of grammatical categories and functional categories
- b. Labeled bracketing and tree representations including X-bar framework
- c. Relationship between deep and surface structure with transformations
- d. NP movement and Wh movement
- e. Identification and explanation of ungrammaticality

NOTE: *All the problems taking examples from languages especially Telugu, Hindi and English.*

READING LIST:

1. Culicover, P.W. 1976. Syntax. New York: Academic Press. Ch. 11.
2. Fromkin, V.A. (ed.) 2000. Linguistics: An Introduction to Linguistics Theory. Cambridge: Massachusetts: Blackwell. Ch.4.
3. Radford, A. 1988. Transformational Grammar. Cambridge: CUP.
4. ----- et al. 1999. Linguistics: An Introduction. Cambridge: CUP. Pp. 277-336.
5. Tarter, C. Vivien. 1998. Language and Its Normal Processing. New Delhi: Sage, ch.4.
6. Lyons, J. 1970. Noam Chomsky. New York: The Viking Press.
7. Tallerman Maggie. 2005. Understanding Syntax. New York: Oxford University Press.

SEMESTER II

Paper Code – C 201

Paper Title - Semantics and Pragmatics

Credits: 5

Course Outcomes:

At the end of the course the students will be able to

1. Have insight into basic issues of linguistic semantics, including how linguistic expressions relate to entities in the world, meaning relations between linguistic expressions, and the relation between meaning and truth.
2. Have awareness into basic issues in semantics and pragmatics, including how context and pragmatic principles affect interpretation.
3. Have vision into how semantic and pragmatics interact and relate to neighboring fields such as lexical theory, morphology and syntax.

UNIT-I: Concept of Meaning

- 1.1. Scope of Semantics and its Relation to other disciplines
- 1.2. Different views of meaning
- 1.3 Concepts of Reference and Sense
- 1.4. Ogden and Richards Meaning Triangle
- 1.5. Leech's seven types of meaning

UNIT-II: Lexical meaning

- 2.1. Components of lexical meaning – designation, connotation, range of application.
- 2.2. Kinds of senses: Derived sense, transferred sense, figurative sense, extensive sense etc.
- 2.3. Sense Relations - homonymy, hyponymy, antonymy, synonymy, etc.
- 2.4. Lexical Ambiguity and Vagueness of meaning.
- 2.5. Semantic fields

UNIT-III: Sentential meaning

- 3.1. Paradigmatic and Syntagmatic relations
- 3.2. Sentential Ambiguity, Entailment, Presupposition and Paraphrase, Tautologies and Contradiction
- 3.3. Componential Analysis
- 3.4. Truth-conditional Theory of Meaning
- 3.5. Collocations

UNIT-IV: Theories of Meaning

- 4.1. The referential theory
- 4.2. The 'traditional' theory
- 4.3. The ideational theory
- 4.4. The stimulus- response theory

UNIT-V: Pragmatics

- 5.1. Language use in context
- 5.2. Communication: Message Model and Inferential Model of Communication
- 5.3. Speech Acts and Gricean Maxims
- 5.4. Indirect speech acts, Conversational implicature and kinds of implicature.

READING LIST:

1. Leech, Geoffrey N. 1974. Semantics. Pelican Books: England. Chs. 1, 2, 6,11,13,14.
2. -1983. Principles of Pragmatics. Longman: London and New York. Chs.4 &5.
3. Levinson, Stephen C. 1983. Pragmatics. CUP: Cambridge. Chs. 2, 3 and 7.
4. Fromkin, V. and Robert Rodman. 1984. An Introduction to Language. Harcourt Brace College Publishers, Ch.4.
5. Forrester, M.A. 1996. Psychology of Language: a critical introduction. Sage: London. Pages: 38-78.
6. Lyons, John. 1995. Linguistic Semantics. CUP: Cambridge. Pp.1-149 & 258-290.
7. Saeed, John. 1997. Semantics. Blackwell: Oxford. Chs. 3, 4, 7 and 8.
8. Kempson, Ruth M. 1977. Semantic Theory. CUP: Cambridge. PP. 1-41.
9. Cruse, Alan. 2000. Meaning in Language. OUP: New York. Chs: 3, 7 and 13.

ONLINE RESOURCES

1. epg Pathshala Modules on Semantics
2. [https://en.wikipedia.org/wiki/Scope_\(formal_semantics\)#:~:text=In%20formal%20semantics%2C%20the%20scope,Paulina%20drinks%20wine%20does%20not.](https://en.wikipedia.org/wiki/Scope_(formal_semantics)#:~:text=In%20formal%20semantics%2C%20the%20scope,Paulina%20drinks%20wine%20does%20not.)
3. https://en.wikipedia.org/wiki/Levels_of_adequacy
4. <https://en.wikipedia.org/wiki/Pragmatics#:~:text=In%20linguistics%20and%20related%20fields,in%20pragmatics%20are%20called%20pragmaticians.>
5. <https://en.wikipedia.org/wiki/Sociolinguistics#:~:text=Sociolinguistics%20is%20the%20descriptive%20study,effect%20of%20language%20on%20society.>
6. <https://en.wikipedia.org/wiki/Psycholinguistics>
7. <https://www.thoughtco.com/meaning-semantics-term-1691373#:~:text=In%20semantics%20and%20pragmatics%2C%20meaning,lexical%20meaning%20or%20semantic%20meaning.>

<http://www.ello.uos.de/field.php/Semantics/Typesofmeaning>

Course Outcomes:

At the end of the course the students will be able to

- 1: Relate the social variables and linguistic variables
- 2: Describe the interdependence of language and society
- 3: Identify the language varieties
- 4: Understand language attitudes
- 5: Critically evaluate language planning theories.

UNIT-I: INTRODUCTION:

Relationship with historical linguistics and dialectology. Theoretical difference in the basic assumptions in relation to other Branches of linguistics. Concepts of heterogeneity and variation. Prescriptivism and standardization. Diglossia. Societies and speech communities: Verbal repertoire; Monolingualism and multilingualism; Communicative competence; Rules of language and rules of speaking.

UNIT-II: VARIATIONIST SOCIOLINGUISTICS:

Types of sociolinguistic variable; Variable rule; the Limits of variationist theory; notions of 'vernacular', 'observer's paradox'. Attitudes to language variation: Bernstein's 'deficit hypothesis' and Labov's response. Linguistic reflex of social change: semantics of power and solidarity - address terms.

UNIT-III: LANGUAGES IN CONTACT:

Multilingualism and its consequences: code-mixing and code-switching - motivation and types of code switching; linguistic convergence - motivation and direction; language maintenance, shift and death; pidginization and creolization - common characteristics, theories of their origin.

UNIT-IV: LANGUAGE AND POWER:

Gender and language use - 'difference' and 'dominance' Reappraisal of gender in variationist studies; gender, discourse and politeness. The politics of language standardization - resistance to 'powerful' language; language, dialect and disadvantage in the classroom; dynamics of power in language planning.

UNIT-V: LANGUAGE VARIATION AND LANGUAGE CHANGE:

Contribution of Sociolinguistics to historical linguistics. Social motivation for language change. Social mechanisms of language change - change from above and change from below.

READING LIST:

1. Annamalai, E. 2001. Managing Multilingualism in India. New Delhi: Sage Publications. Pp. 190-225.
2. Bloomfield, Leonard. 1933. Language. New York: Holt & Co. Chapter on dialectology.
3. Fasold, Ralph. 1984. Sociolinguistics of Society: Oxford: Basil Blackwell.
- 4.-. 1986. Sociolinguistics of Language. Oxford: Basil Blackwell.
5. Giglioli, Pier Paolo. (ed.) 1972. Language and Social Context. Penguin Books. Chapters 8 and 9.
6. Labov, William. 1965. 'The Social Motivation of Sound change'. Word 19. pp 273-309.
7. -----. 1965. 'On the mechanism of linguistic change'. In Keilery, A.R. (ed.) 1972. A Reader in Historical and Comparative Linguistics. New York: Holt.
8. Mesthrie, Rajend., Joan Swann, Andrea Deumert and William M. Leap. 2000. Introducing Sociolinguistics. Edinburgh University Press. Chapters - 1, 3, 5, 7-12.
9. Wardaugh, R. 1986. An Introduction to Sociolinguistics. Oxford: Basil Blackwell.
10. Williams, Glyn. 1992. Sociolinguistics: a Sociological Critique. Routledge: London and New York. Chapters 3-5.

C 203

HISTORICAL LINGUISTICS

Credits 5

Course Outcomes:

At the end of the course the students will be able to

- 1: Understand the nature and cause of language change
- 2: Compare the components of grammar like phonology, morphology and semantics
- 3: Reconstruct the proto forms
- 4: Determine the linguistic innovations of a language
- 5: Understand Grimm's and Verner's Law

UNIT-I

Two approaches to linguistic facts; Synchronic and Diachronic, Implications of this Dichotomy and its effects on subsequent studies. The major Breakthrough in historical linguistics - the genetic hypothesis, the regularity hypothesis, the phonemic hypothesis: Types of writing system: Interpretation of written records.

UNIT-II

Types of languages change: Sound change. Nature of sound change. The structuralist model of describing sound change; its types and processes. Phonetic change and Phonemic change, Causes and consequences of sound changes.

UNIT-III

Motivating factors for language change; Analogy; Types of Analogy, Regularising Tendency of Analogy and its relation to sound change. Borrowing; Types of Borrowing; Consequences of borrowing; Pidgins; Creoles; Semantic change.

UNIT-IV

Reconstruction of earlier stages of a language; Internal Reconstruction and comparative method - Their scope and limitations; Principles of Reconstruction in Phonology and grammar. Relative Chronology of Different changes; Family tree and wave theory. Principles of sub-grouping. Lexico-Statistics; its basic assumptions, aims and methods of application. Problem of internal reconstruction and comparative method.

UNIT-V

Problems in Historical Linguistics.

READING LIST:

1. Bhat, D.N.S. Sound Change. Poona: Bhaskar Prakashan.
2. Bloomfield, L. 1933. Language. New York: Holt & Co. Ch.17-27.
3. Hock, H.H. 1986. Principles of Historical Linguistics. Amsterdam, Mouton De Gruyter. Chapters: 3-7, 9, 10, 12-19.
4. Lehman, W.P. 1962. Historical Linguistics: An Introduction. New York: Holt, Rinehart; Winston.

C 204

FIELD METHODS IN LINGUISTICS

Credits 5

Course Outcomes:

At the end of the course the students will be able to

- 1: Understand the field Linguistic techniques
- 2: Equip the student in obtaining technical knowledge of corpus
- 3: Identify the phonological description of Language
- 4: Analyse the data in all linguistic levels
- 5: Prepare the questionnaire.
- 6: Understand Field Ethics.

UNIT-I

The scope and purpose of field linguistics as a branch of descriptive linguistics and its relation to other branches in Linguistics, such as theoretical and applied linguistics. The problem of investigating non-literary languages. The role and importance of language consultant (informant) in Linguistics fieldwork. Selection of language consultant. Number of informants and the training of language consultants to suit the goal of the project.

UNIT-II

Preparation of appropriate questionnaire. Technique and method of elicitation. The work session, elicitation and its nature, Scheduled vs. Analytical elicitation. Steps in elicitation, analysis and checking for elicitation. Organisation of working sessions.

UNIT-III

Eliciting relevant data at various levels of linguistic structure: Sound, word phrase, clause and sentence levels. The importance of collecting texts-training the informant to dictate the texts, translating them with his help and checking the texts with other members of the language community.

UNIT-IV

Collection of linguistic data: Factors which determine the kind of data, obtaining relevant data and restricting its size to salient features. Investigator's self preparation for encountering the informant. The need for a pilot survey of the people, languages and the area of investigation and the collection of sample data. The recording of dialect or language material. Types and purposes of field transcription. The reliability and the accuracy of phonetic field transcription. The Phonetic training for field work. Collection, analysis, and processing of data. The value of phonetic and linguistic statements.

UNIT-V:

Creation of Digital Archives And Ethnolinguistics. FLEX software: FLEX Software and its practical use in creating digital archive. Ethno-linguistics: Collection of Folklore, Festivals and related, worship and rituals; food and drinks; Ethno-medicines; attire and adornments etc.

READING LIST:

1. Abbi, Anvita. 2001. *A manual of linguistic field work and structures of Indian languages*. Munich: Lincom Europa.
2. Abercrombie, David. (1954:1-5). "The recording of dialect material in Phonetics in Linguistics: A book of Readings". ed. by W.E. Jones and J. Laver (1973) Longman group limited, London. Also in *Studies in Phonetics & Linguistics*. ed by Abercrombie (1971) London: OUP
3. Catford, J. C. 1974. Phonetic fieldwork. *Current Trends in Linguistics* vol. 12, pt. 4.2489-2505. ed. by Thomas A. Sebeok *Linguistics and Adjacent Arts & Sciences*, Mouton: The Hague.
4. Chelliah, Shobhana T., and Willem J. de Reuse. 2010. *Handbook*

- of Descriptive Linguistic Fieldwork*. Berlin: Springer.
5. Comrie, Bernard, and Norval Smith. 1977. 'Lingua Descriptive Series: Questionnaire.'
Lingua 42:1-72. Reprinted in IJDL Vol.XI (1982).
 6. Crowley, Terry. 2007. *Field-linguistics (A Beginner's guide)*. Oxford: Oxford University Press.
 7. Healey Alan. 1964. Handling Unsophisticated Linguistic Informants. Linguistic Circle of Canberra, Canberra; First Edition
 8. Kibrik, Andrej E. 1977. *The Methodology of Field Investigation*. The Hague: Mouton
 9. Longacre, Robert E. 1966. *Grammar Discovery Procedures. A Field Manual*. The Hague: Mouton.
 10. Lounsbury, Floyd. 1988. Field methods and techniques in linguistics. In *Anthropology today: an encyclopedic inventory*, ed. by Alfred Louis Kroeber. Chicago: University of Chicago Press. 401-416.
 11. Nida, E.A. 1949. *Morphology*. Michigan: University of Michigan Press (F.E. 1946). Chapter on Field Linguistics.
 12. Samarin, William J. 1967. *Field Linguistics: A Guide to Linguistic Field Work*. New York: Holt, Rinehart, and Winston.

SEMESTER III

Paper Code – C 301

Paper Title - PSYCHO-NEURO LINGUISTICS

Credits: 5

Course Outcomes

At the end of the course the students will be able to

1. Identify the language faculty and functions of the brain
2. Understand the major issues found in acquisition and perception
3. Understand the processes involved in sentence formation
4. Describe the discourse structure
5. Learn about how language process in brain
6. Get the importance of information process and executive functions in language acquisition.
7. Know about aphasia and other language disorders.

UNIT-I: Introduction

- 1.1. Scope and nature of psycholinguistics and Neurolinguistics

- 1.2. Biological basis of human language
- 1.3. The critical period hypothesis
- 1.4. Mental Representation of Language

UNIT-II: Developmental Psycho-Linguistics

- 2.1. First language acquisition (aspects of phonology, morphology, syntax and semantics)
- 2.2. Motherese in Language Acquisition
- 2.3. The Different Theoretical Orientations: Empiricist-Behaviourist, Biological-Nativist, and Cognitive-Interactionalist
- 2.4. Second language learning environmental, social and psychological factors in second language learning

UNIT-III: Experimental Psycholinguistics

- 3.1. Three Periods in The History of Child Language Studies - Diary, Large Sample and Longitudinal and Cross-Sectional Studies.
- 3.2. Experimental studies of teaching language to other primates
- 3.3. Speech Errors as Evidence of Language Processing

UNIT-IV: Brain-Language Relationship

- 4.1. Language Areas in The Brain, Cerebral Dominance, Lateralization and Handedness
- 4.2. Methods for studying brain-language relationship: Lesion studies, Electrophysiological methods, Neuroimaging techniques.
- 4.3. Models - Classical, Connectionist, Hierarchical, Global and Process models.

UNIT-V: Linguistic aspects in Aphasia

- 5.1. Causes of Brain Damage; Aphasia and Its Types
- 5.2. Phonological and Semantic Errors in Aphasia
- 5.3. Morphological and Syntactic Errors in aphasia
- 5.4. Crosslinguistic comparisons of different Linguistic aspects

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. New York: 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.
10. Baron, R.A. 2003. *Psychology of Language*. 5th edition. New Delhi: Pearson Education Pvt. Ltd. pp.40-72.
11. Carroll, D.W. 2008. *Psychology of Language*. 5th edition. Thomson/Wordsworth.
12. Eysenck, M. (ed.). 1998. *Psychology: An integrated approach*. Chapter on Psychological process in reading (pp. 205-233). Essex, UK: Longman.
13. Eysenck, M. and Keane, M. 2005. *Cognitive Psychology: A Students' Handbook*. Hove and New York: Psychology Press. Chapter on Language (pp. 315-427).
14. Lakshmi Bai, B. and Vasanta, D. 1994. *Language Development and Language Disorders: Perspectives from Indian Languages*. New Delhi: Bahri Publications.
15. Parker, F. 1986. *Linguistics for Non-Linguists*. College Hill. Ch.3, 4,5,6,8 & 9.
16. Radford, A. 1999. *Linguistics: An Introduction*. Cambridge: Cambridge University Press.

ONLINE RESOURCES

1. epg Pathshala Modules on Psycholinguistics and Neurolinguistics
2. Nature and scope
<https://www.scribd.com/doc/86957899/The-Scope-of-Psycho-Linguistics-and-the-Significant-of-Psycho-Linguistics-for-Language-Teaching-and-Learning>
3. Biological basis of language
https://in.docworkspace.com/d/sIGLM_-cnkozUlgY
4. Cognition and language
https://in.docworkspace.com/d/sIPzM_-cny4vUlgY
5. Language Acquisition
https://in.docworkspace.com/d/sIPzM_-cny4vUlgY
6. Motherese
https://in.docworkspace.com/d/sIBDM_-cnkJfUlgY
7. Brain Structure and Function: <https://www.youtube.com/watch?v=kMKc8nfPATI>

Methods for studying Brain-Language Behaviour

8. Lesion Methods: <https://www.youtube.com/watch?v=vMTe6qXUHV8>
9. Modern Methods – Introduction
<https://www.youtube.com/watch?v=hCFtl4npukU>
<https://www.youtube.com/watch?v=Hb8m3NUTrF4>
<https://onlinelibrary.wiley.com/doi/full/10.1111/j.0013-9580.2004.04403.x>
10. Role of Right Hemisphere in Language
<https://www.sciencedirect.com/topics/medicine-and-dentistry/right-hemisphere>
11. Role of subcortical structures in Language
https://www.youtube.com/watch?v=I_2K62zll5M
12. Linguistic Levels in Aphasia
<https://www.davidcrystal.com/Files/BooksAndArticles/-3923.pdf>
13. Paraphasic Errors in Aphasics
<https://en.wikipedia.org/wiki/Paraphasia>
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4754157/>
14. Syntactic errors in Aphasia
https://www.researchgate.net/publication/326117176_Aphasia_Syntax
15. Agrammatism in Aphasia
<https://journals.lww.com/continuum/pages/videogallery.aspx?autoPlay=false&videoId=156>
<https://slideplayer.com/slide/4280743/>

C 302 COMPUTATIONAL LINGUISTICS Credits 5

Course Outcomes:

At the end of the course the students will be able to

- 1: Understand the basics of linguistic applications in computational linguistics.
- 2: Describe the relationship between computer science and linguistics knowledge.
- 3: Discuss with current trends in computational, phonological, computational morphological and computational syntactical knowledge.
- 4: Describe basic concepts semantics and knowledge representation in machine readable

dictionary

5: Apply the techniques for MT, Language Teaching, Corpora and Speech synthesis.

UNIT-I

Fundamentals of Computers: Computer System: Input-output devices; Common Operating Systems: Dos, Windows, Linux, etc.; Computer Networking: Local Area Networking (LAN), Wide Area Network (WAN).

UNIT-II

Introduction to Computational Linguistics: History of Computational Linguistics, Research in the field.

UNIT-III

Corpus Linguistics: Speech Corpus, Text Corpus, Applications of Corpus; Computational Lexicography: Speech Dictionaries, WordNet, Special Purpose dictionaries (Sysnset). Introduction to Computational Phonology: Speech Analysis; Computational Morphology: POS Tagging, Morphological Analysis.

UNIT-IV

Computational approaches to grammar: Regular Expressions and Plural formation of English nouns with the help of Python or Perl programming language.

UNIT-V

Exercises on Units I -IV

READINGS LIST:

1. Dash, N.S. 2005. Corpus Linguists and language Technology, Mittal Publications. (ch. 1)
2. Jurfsky, Daniel and James H. Martin. 2000. Speech and Language Processing. Pearson Education. (ch. 5 & 11)
3. Mitkov, Ruslan (ed). The hand book of Computational Linguistics. Oxford: oxforduniversity press. (ch- 24)
4. Miller, G.A. et al. "Introduction to WordNet: <https://wordnet.princeton.edu/>
5. Narayna Murthy, K. 2005. Natural Language Processing. Delhi: ESSESS publications
6. Rendl, B. Learning Perl, Oreilly

Course Outcomes:

At the end of the course the students will be able to

- 1: Understand the translation process between SL and TL
- 2: Classify the types of translation
- 3: Apply the translation theories
- 4: Relate the cultural barriers
- 5: Apply the translation methods

UNIT-I

Definition of translation. Interlingual, intralingual, and intrasemiotic translation. Dichotomies of form-style, content-sense, and literal-free translation. Comprehensibility and translatability. Translation studies as an academic discipline. Translation units. Catford's translation shifts. Vinay and Darbelnet's translation procedures.

UNIT-II

Analysis of linguistic meaning in relation to translation equivalence at the level of individual words and phrases. Discovering meaning by grouping and contrast. Kinds of meaning components. Collocation.

UNIT-III

Formal equivalence. Dynamic equivalence. Adjustment in translation. Translation processes: analysis, transfer, and restructuring. Different types of translation. Two basic orientations in translating. Receptor response.

UNIT-IV

Dubbing and subtitling. Conference and simultaneous interpreting. Machine translation (MT), translation memory and terminology management tools and corpus- linguistic tools. A brief history of machine translation. The importance of machine translation. Myths surrounding machine translation.

READING LIST:

1. Arnold, D.J. et al. 1994. *Machine Translation: An Introductory Guide*. London: Blackwells-NCC. Online available <[http://www.essex.ac.uk/linguistics/clmt/ MTbook/PostScript/](http://www.essex.ac.uk/linguistics/clmt/MTbook/PostScript/)> (accessed 4 August 2003).
2. Baker, M. 1992. *In Other Words: A Course book on Translation*. London

and New York:Routledge.

3. _____. (ed.). 1998. *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge.
4. Catford, J.C. 1965. *A Linguistic Theory of Translation*. Oxford: OUP. Ch. 12, pp.73-82.
5. Hatim, B. and J. Munday. 2004. *Translation: An Advanced Resource Book*. London and New York: Routledge. Units A1- A6, A14, B1-B6, B14, C1-C6, and C14.
6. Holmes, J.S. 1988. The name and nature of translation studies. In *Translated! Papers on Literary Translation and Translation Studies* (2nd edition). Pp. 67-80. Also in Venuti, L. (ed.) 2000. *The Translation Studies Reader*. London and New York: Routledge. Pp. 172-85.
7. Hutchins, W.J. 1986. *Machine Translation: Past, Present and Future*. Chichester, UK:Ellis Horwood.
8. Jakobson, R. 1959. On linguistic aspects of translation. In Brower, R. *On Translation*. Cambridge MA: Harvard University Press, pp. 232-9. Also in Venuti, L. (ed.). 2000. *The Translation Studies Reader*. London and New York: Routledge. Pp. 113- 18.
9. Larson, M.L. 1984/1998. *Meaning-Based Translation* (2nd edition). Lanham, New York and Oxford: University Press of America. Pp. 87-95.
10. Nida, E.A. 1964. *Toward a Science of Translating*. Leiden: Netherlands: E.J.Brill. Pp.156-71.
11. _____. 1969. Science of Translation. *Language* 45:3, 483-98.
12. Steiner, G. 1998. *After Babel*. Oxford: OUP. Pp. 251-64.
13. Vinay J.-P and Darbelnet, J. 1958/1995. *Comparative Stylistics of French and English*. Translation. Sager, J. and Hamel, M-J. Amsterdam and Philadelphia: John Benjamins. Pp. 20-7 and 30-41.

E 303 -I (B)

PHONETICS – II

Credits: 4

Course Outcome:

At the end of the course the students will be able to

1. To be able to use various instrumental techniques for speech analysis
2. To be able to listen objectively to speech and to carry out broad and narrow transcriptions of speech sounds using the IPA transcription conventions

3. To be able to record sound in the laboratory and also able to generate and interpret a spectrographic representation of an utterance
4. To be able to carry out acoustic analyses of speech signals
5. To be able to work on a project involving analysis of acoustic data and subsequent reporting of results

UNIT-I: Introduction

- 1.1. Basic concepts: Intensity, Frequency and time domain properties of Speech sounds.
- 1.2. Basic concepts: Formants, transitions, burst, resonance, voice onset time, vowel and consonant duration
- 1.3. Phonetic Universals.

UNIT-II: Speech Acoustics

- 2.1. Acoustic features of vowels and consonants and suprasegmentals.
- 2.2. Acoustic features of phonemes and syllables.
- 2.3. Distinctive features and acoustic features.

UNIT-III: Speech Perception

- 3.1. Fundamentals about Auditory System. Speech perception, Speech discrimination, Speech comprehension, Speech understanding.
- 3.2. Factors influencing Speech Perception.
- 3.3. Acoustic cues in the Perception of Segmental and Suprasegmental Features

UNIT-IV: Experimental Phonetics

- 4.1. Instrumental methods to study phonation (e.g.: Laryngography, Visi pitch)
- 4.2. Instrumental methods to study articulation (e.g.: Palatography) and aerodynamics of Speech (e.g.: Mingography)
- 4.3. Instrumental methods to study acoustics (e.g.: Spectrography). Use of Spectrum vs wave form in Acoustic Analysis.
- 4.4. Role of computers in the analysis of speech data and Computer Softwares.

READING LIST:

1. Abramson, A.S. 1974. Phonetics: An Overview. Current trends in Linguistics. Ed by T.Se- beok. Vol.12, pp.2187-2199. The Hague: Mouton.
2. Catford, J.C. 1977. Fundamental Problems in Phonetics. Edinburgh University Press. Ch.12
3. Clark, J. Yallop, C. and Fletcher, J. 2007. An Introduction to Phonetics and Phonology. III Edition. London & New York: Blackwell. Chs. 2, 3, 7 and 8.

4. Code, C., and Ball, M. (eds). 1994. Experimental Clinical Phonetics. London: Croom Helm.
5. Collins, B. & Mees, I.M. 2003. Practical phonetics and phonology: A resource book for students. London: Routledge. Pp. 217-220.
6. Handbook of the IPA 1999.
7. Johnson, K. 1997. Acoustic and Auditory Phonetics. Ch.2. Digital Signal Processing. Oxford: Basil Blackwell. Pp. 22-48.
8. Kent, R.D. and Reed, C. 1995. The Acoustic Analysis of Speech. London: Whurr Publishers.
9. Ladefoged, P. 2005. Vowels and Consonants. II Edition. London: Blackwell.
10. Lieberman, O. and Blumstein, S. 1988. Speech Physiology, Speech Perception and Acoustic Phonetics. Cambridge: Cambridge University Press.

ONLINE RESOURCES

1. epg Pathshala Modules on Phonetics
2. Overview
https://in.docworkspace.com/d/sII7M_-cno7LnogY?sa=15&st=0t
3. Introduction to acoustic phonetics
https://in.docworkspace.com/d/sIAbM_-cnxq7nogY?sa=15&st=0t
4. Speech Acoustics
https://in.docworkspace.com/d/sIFLM_-cn6K_nogY?sa=15&st=0t
5. Acoustics on vowels
https://in.docworkspace.com/d/sINvM_-cnkbHnogY?sa=15&st=0t

E 304- II(A) LEXICOGRAPHY

Credits 4

Course Outcomes:

At the end of the course the students will be able to

- 1: Gain experience on practical lexicography
- 2: Understand semantic, syntagmatic, and paradigmatic relationships of the words
- 3: Link the language data and usage contexts
- 4: Create the specialized dictionaries
- 5: Select equivalents in bilingual and multilingual dictionaries

UNIT-I

The linguistic basis of lexicography. Lexicography as lexical description. The Lexeme as the basic unit in Dictionary-making. The metalanguage of LEXICOGRAPHY, What are dictionaries for? Dictionaries for special register. Range vs. scope in dictionaries. Dictionary, Encyclopedia and thesaurus.

UNIT-II

Specifying meaning; Semantic analysis and dictionary definitions. Illustrative Quotations, connotation. Specifying grammatical form and function; grammatical units and dictionary entries. Grammatical labeling. Context and varieties of usage.

UNIT-III

Key elements of dictionaries and other language references. Alphabetization - Entry counting - grammatical information - pronunciation - etymology - synonyms. Usage, The kinds of usage information given in dictionaries.

UNIT-IV

Bilingual dictionaries, the purpose of bilingual dictionaries. Types of bilingual dictionaries. Collection of material. Selection of entries. The translation and descriptive equivalents. Lexical combinability, meaningful combinations of words. Collocation and idiom in the dictionary. Computational approach to lexicography. CAD.

Practice: Exercises to practice on compiling and writing different types of dictionary entries.

READING LIST:

1. Benson, M. et al. 1986. Lexicographic description of English. John Benjamin publishing company. Chapter 1 and 6.
2. Hartmann, R.K. (ed). 1983. Lexicography; Principles and Practice. Academic Press, Inc. Chapters 1, 2, 4, 5, 8, 9, 10.
3. Jackson, H. 1988. Words and their meaning. London and New York, Longman. Ch. 7, 16.
4. Landau, S.I. 1984. Dictionaries. The art and craft of lexicography. Cambridge University press. 1989. Chapters 1, 2, 3, 4, 5.
5. Singh, R.A. 1982. An Introduction to Lexicography. Mysore. Central Institute of Indian Languages, Chapters 1, 2, 8.
6. Zgusta, L. 1971. Manual of Lexicography. The Hague/ Paris: Mouton.

Course Outcomes:

At the end of the course the students will be able to learn

1. Advanced concepts in Phonological theory and Generative phonology
2. Understand the notion of alternation and underlying phonological representation.
3. Understand the concept of Markedness in generative phonology
4. Will be able to link markedness and phonological rules.
5. Will learn fundamentals of Prosodic phonology and Auto-segmental phonology, Metrical phonology and other theories.

UNIT-I : Generative Phonology

- 1.1: Phonological Theory, Notion of alternation and underlying phonological representation
- 1.2: Morpheme structure constrains and syllable structure constrains.
- 1.3: Redundancy ; Phonological vs. Lexical representation ; Abstractness and underspecification

UNIT-II: Notion of Rule

- 2.1: Rule forms and types. Rule ordering and simplicity, rule relationships: conjunctive vs. disjunctive; intrinsic vs. extrinsic; feeding and bleeding.
- 2.2: Transparency vs. Opacity. Telescoping and rule inversion.
- 2.3: Constrains on abstract nature of underlying representation.

UNIT-III: Markedness

- 3.1: Extension of the notion of Markedness in generative phonology.
- 3.2: Markedness in representation as well as rule ordering. Relation between markedness and natural laws.
- 3.3: Concepts of natural class and natural rules. Linking of markedness and phonological rules.

UNIT-IV: Phonological Theories

- 4.1: Fundamentals of prosodic phonology; Autosegmental phonology.
- 4.2: Fundamentals of Metrical phonology; Dependency Phonology. Lexical Phonology
- 4.3: Fundamentals of CV phonology and Optimality Theory

READING LIST:

1. Carr. Philip. 1993. Phonology. Macmillan. Ch. 1, 4, 5, 9, 10, and 11.
2. Durand, J. 1990 Generative and Nonlinear Phonology. London & New York: Longman.

3. Hyman, Larry M. 1975. Phonology: Theory of Analysis. Holt Rinehart and Winston. Ch.1,2,4,5.
4. Schane, Sanford A. 1973. Generative Phonology. New Jersey: Prentice Hall Inc.
5. Sommerstein, Alan. 1977. Modern Phonology. London: Edward Arnold. Ch. 1, 2 and 3.
6. Firth, J.R. 1948. Sounds and prosodies on Prosodic analysis. F.R. Palmer (ed.). London: OUP, Pp 1-26.
7. Goldsmith, John. 1979. Autosegmental Phonology. MIT Press.
8. Giegerich, H.D. 1985. Metrical phonology and Phonological Structure: German and English. Cambridge: CUP
9. Kenstowich. 1994. Phonology in Generative Grammar. Cambridge: Blackwell.
10. Mohanan, K.P. 1986. The Theory of Lexical Phonology. Dordrecht: Reidel.
11. Schane, Sanford A. 1978. Workbook in Generative Phonology. NJ: Prentice Hall INC

ONLINE RESOURCES

1. The Cambridge Handbook of Phonology
<http://phonphon.pbworks.com/f/The+Cambridge+Handbook+of+Phonology.pdf>
2. https://www.academia.edu/14714646/Clements_i_Keyser_CV_Phonology_A_Generative_Theory_of_the_Syllable
3. https://www.academia.edu/37166800/Metrical_Phonology_The_Syllable
4. https://en.wikipedia.org/wiki/Autosegmental_phonology
5. <https://en.wikipedia.org/wiki/Markedness>

SEMINAR	Credits 2
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SEMESTER IV

C 401 LANGUAGE TEACHING METHODS

Credits 5

Course Outcomes:

At the end of the course the students will be able to

- 1: Understand and do the contrastive analysis

- 2: Acquire knowledge of various language skills
- 3: Use various language teaching methods for teaching a language.
- 4: Understand the basic concept of language testing and evaluation
- 5: Identify the language errors and its classifications

UNIT-I:

Role of Linguistics in language teaching and literacy, relationship between Linguistic theories of language and corresponding teaching methods. Role of Teacher in language analysis. Discourse analysis, language diversity and educational linguistics.

UNIT-II

Language acquisition versus second language and learning. Behaviouristic & Mentalistic theories of language learning. Traditional methods of language teaching, Grammar translation. Direct method and Audio-visual method. Contrastive analysis, Error analysis.

UNIT-III

Cognitive models of language learning, attitude aptitude, acculturation, internal processing, filter, organizer and monitor. Its implications in language teaching. Errors as learning strategies.

UNIT-IV

Communicative approach to language teaching: Total physical response, silent way, Community language learning, suggestopedia; The Natural approach, comparing and evaluating methods.

UNIT-V

Language testing: Kinds of tests and testing, validity, reliability. Test techniques and Testing overall language ability.

READING LIST:

1. Dulay, H. and M.Burt. 1982. Language Two. OUP, Ch.2, 3,5,11.
2. Hughes, Arthur. 1997. Testing for Language Teachers. Cambridge University Press.
3. Richards, C. Jack and Rodgers, Theodore. 1986. Approaches and methods in language teaching. Cambridge: Cambridge University Press.
4. Stubbs, Michael. 1986. Educational Linguistics. Basil Blackwell, ch. 1, 2, 3, 14.

C 402

MORPHOLOGY – II

Credits 5

Course Outcomes:

At the end of the course the students will be able to learn

1. Morphological features
2. Lexical morphology
3. Lexical and Post Lexical rules.
4. Stratum ordering
5. Prosodic morphology
6. C V templates
7. Inflectional morphology
8. Argument structure and feature percolation
9. Suppletions and stem classes
10. Idioms and compounds

UNIT-I

Morphological features; Markedness; Portmanteaux feature nesting; Features of lexical categories; Feature percolation. Morphological processes; Processes affecting the phonological shape of morphemes and sequences of morphemes.

UNIT-II

Lexical (or derivational) Morphology: Lexical Strata (or level); Derivation and inflection in lexical morphology. Lexical and post-lexical rules. Insights from lexical morphology: Stratum ordering; Stratum ordering reflecting morpheme sequencing: Stratum ordering and productivity. Productivity and blocking. Stratum ordering and conversion (or zero derivation). Strict cyclicity. Bracket erasure. Elsewhere condition and blocking.

UNIT-III

Prosodic (or template morphology): Prosodic morphology and nonconcatenative morphology (infixing, gemination and other changes taking place internally within the root). The Morphemic tier hypothesis. Prosodic morphology and other nonconcatenative morphological phenomena such as reduplication and metathesis. CV-templates and reduplication. Reduplication as prefixation and suffixation. Internal reduplication.

UNIT-IV

Inflectional Morphology: Differentiating between inflection and derivation. Relevance and generality. Verbal inflectional categories. Inflectional categories of nouns. Clitics. Morphological mapping of grammatical function changing rules. The mirror principle. Incorporation. Inflections and paradigm: Inflections and derivations. Suppletions and stem classes. Syncretism. Idioms and compounds: Phonological factors in compounding, Types of compounds. Argument structure and feature percolation. Synthetic, gerundive. Participial and exocentric compounds. Headedness of compounds. The right-hand head rule (RHR). Left headed and headless compounds. Compounding and derivation: Cranberry words. Neo-classical compounds.

UNIT-V

Exercises dealing with the above topics.

READING LIST:

1. Jensen, J.T. 1990. *Morphology: Word Structure in Generative Grammar*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

2. Katamba, F.1993. *Morphology*. Macmillan. Chs. 5, 6 and 8-12.
3. Kiparsky, P. Lexical morphology and phonology. The linguistics Society of Kerala (ed.) 1982. *Linguistics in the Morning Calm*. Seoul: Hanshim Publishing. Pp 3-91. Also in Katamba, F. (ed.) 2004. *Morphology: Critical Concepts in Linguistics*, 6 Vols. London and New York: Routledge. Pp. 94-184.
4. McCarthy, J.J. 1981. A prosodic theory on non concatenative morphology. *Linguistics Inquiry* 12(3):373-418. Also in Katamba, F. (ed.) 2004. *Morphology: Critical Concepts in Linguistics*, 6 Vols. London and New York: Routledge. Pp. 230-78.

E 403- III (A) LANGUAGE FAMILIES OF SOUTH ASIA Credits 4

Course Outcomes:

At the end of the course the students will be able to learn

1. Notion of language families.
2. Major language families of South Asia.
3. Phonological and Morphological Characteristics of different language families.
4. India as a Linguistic Area. [Borrowing linguistic change, contact and convergence between language families of India. Process of diffusion, material influence across the language families].

UNIT-I: NOTION OF LANGUAGE FAMILY:

Typological. Language Universals and Linguistic relatedness. Formal and Substantive universals, absolute and statistical universals. Family tree and wave models, Criteria for identifying Family relationship among languages. Language relations and its classification – Genealogical, Areal and

UNIT-II: MAJOR LANGUAGE FAMILIES OF SOUTH ASIA:

1) Austro-Asiatic, 2) Dravidian, 3) Indo Aryan, 4) Tibeto-Burman Enumeration of languages, their geographical distributions. Sub groups of each family.

UNIT-III: PHONOLOGICAL AND MORPHOLOGICAL CHARACTERISTICS:

Vowels and Consonants, Syllable Structure of Different language families of India. Word categories. Noun Morphology and Verb Morphology. Syntactic features: Word- order. Typical syntactic constructions and characteristics.

UNIT-IV: INDIA AS A LINGUISTIC AREA:

Definition and explanation, linguistic change, Borrowing, contact and convergence between language families of India, Process of diffusion, Mutual influence across the language families.

READING LIST:

1. Bhattacharya, S.S. 1975. Classification and distribution of Munda

language, Studies in comparative Munda Linguistics: Shimla: Indian Institute of Advanced Study.

2. Dil Anwar, S. (ed.) 1980. Language and Linguistics area. Essays by M.B.Emeneau. Stanford University Press. Pp. 95-134.
3. Krishnamurti. Bh. 2003. The Dravidian Languages. Cambridge: CUP.
4. Masica, Colin p. 1999. The definition and significance of Linguistic areas; Methods, Pit-falls and Possibilities (with reference to the validity of South Asian Language: Contact, Convergence and Typology). Tokyo. Pp. 153-192.
5. Nagamma Reddy, K. 2003. The Vowel and Consonant Sounds of Indian Languages. IJDL32, pp. 33-54.
6. Ramakrishna Reddy, B. 2005. Convergence in Central India: Explorations into Micro- Linguistic Area. IJDL 34. pp. 121-147.
7. Shafer Robert. 1955. Classification of the Sino Tibetan Languages. Word. 11.
8. Zograf, C.A. 1982. Languages of South Asia: a guide. London: Routledge and Kegan Paul.
9. Cardona, George. 2007. The Indo Aryan Languages. London: Routledge
10. Lehman, W.P. 1962. Historical Linguistics: An Introduction. New York: Holt, Rinehart;Winston.
11. Comrie, B. 1981. Language and Linguistic Typology. Oxford: Basil Blackwell.
12. Corft, William. 1990. Typology and Universals. Cambridge: CUP
13. Greenberg, Joseph H. 1963. Universals of Language. Cambridge: CUP.

E 403-III (B)

SYNTAX-II

Credits 4

Course Outcomes:

At the end of the course the students will be able to learn

1. X-bar theory
2. Principles and parameters
3. Binary Branching
4. Tropicalization and scrambling
5. Anaphors, R- expressions
6. Binding principles
7. Theta and case theory
8. Exceptional case marking
9. Ross constraints [Subjacency, government, proper government, ECP(Empty category Principle)]
10. PRO as subject [small Pro, Pro-drop parameters]

UNIT-I

Principles and parameters, the incorporation of Comp, Infl and Det into X-bar theory, binary branching, and the DP analysis of noun phrases. Topicalization and scrambling.

UNIT-II

Anaphors, pronouns, R-expressions and the binding principles, theta roles and theta grids, Case (structural and inherent). Case assignment. ECM (Exceptional CaseMarking).

UNIT-III

Move alpha, constraints on movement, the Ross constraints explained in terms of subjacency, government, proper government, ECP (Empty Category Principle) PRO as subject of infinitives, small pro, the pro-drop parameter.

- Unit IV Problems:**
- a. Pro-drop parameter - data from all languages
 - b. PRO in Indian languages and English
 - c. topicalization, scrambling
 - d. establishing theta grid
 - e. assignment of case
 - f. relationship between antecedent and anaphor

READING LIST:

1. Haegeman, L. 1992. Introduction to Government and Binding Theory. London:Blackwell (2nd edition). Ch. 2, 5,6,7,8.
2. Webelhuth (ed.). 1995. Government and Binding Theory and the Minimalist Program.Oxford, Cambridge & Blackwell. Ch.1, 4, 5.

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PROJECT

Credits: 6

TOTAL CREDITS - 80

