

NAGALAND UNIVERSITY
DEPARTMENT OF LINGUISTICS
KOHIMA CAMPUS, MERIEMA

SYLLABUS FOR M.A. IN LINGUISTICS (REVISED 2025)

Introduction: The Syllabus for the Degree of Arts in Linguistics covers all branches of linguistic study. The design has three major types, (a) core study, (b) optional course (a choice-based study) and (c) research-based application. The course is a two-year course in four semesters.

	Old Course	New Course
First Semester	(5 credits) (100 marks)	(4 credits) (100 marks)
	LING-101: Introduction to Linguistics	LING-101: Introduction to Linguistics
	LING-102: Phonetics	LING-102: Phonetics
	LING-103: Morphology	LING-103: Phonology
	LING-104: Syntax-I	LING-104: Morphology
		LING-105: Syntax-I
Second Semester	LING-201: Syntax-II	LING-201: Syntax-II
	LING-202: Phonology	LING-202: Phonological Analysis
	LING-203: Semantics and Pragmatics	LING-203: Semantics
	LING-204: Psycholinguistics	LING-204: Psycholinguistics
		LING-205: Pragmatics
Third Semester	LING-301: Sociolinguistics	LING-301: Sociolinguistics
	LING-302: Historical Linguistics	LING-302: Historical Linguistics
	LING-303: Language Typology	LING-303: Language Typology
	LING-304: Language teaching	LING-304: Language teaching
		LING-305: Neurolinguistics
Fourth Semester	LING-401: Language planning	LING-401: Language planning
	LING-402: Lexicography	LING-402: Lexicography
	LING-403: Translation theory & Practice	LING-403: Translation theory & Practice
	LING-404: Field Methods & Dissertation	LING-404: English Language Teaching
		LING-405: Field Methods & Dissertation
	Optional courses for 403	
		The optional papers in the old course are offered as the fifth paper in the new course. LING-403 Linguistic stylistics LING-403 Computational linguistics LING-403 Linguistic logic and structural Semantics
	LING-403 English Language Teaching	
	LING-403 Neurolinguistics	
	LING-403 Linguistic stylistics	
	LING-403 Computational linguistics	

LING 101: INTRODUCTION TO LINGUISTICS

Objectives: This paper introduces students to the basics of Linguistics. Concepts such as Langue and Parole, linguistic sign, verbal and nonverbal communication, how we differ from other species, language families and its classification, and how language is manifested in society, how language survives, and changes are discussed. The course gives a fair idea of the areas that modern linguistics addresses to.

Unit I: Scope of Linguistics

Defining linguistics; linguistics science; History of linguistics; levels of linguistics; Scope of linguistics; branches of linguistics; interdisciplinary nature of linguistics; importance of language study; function of language; Linguistics levels; Grammar; semantics; dictionaries; discourse and texts.

Unit II: Linguistics concepts

Langue and parole; arbitrariness of the sign; signifier and signified; synchronic and diachronic approaches; syntagmatic and paradigmatic relation; form and substance; competence and performance; linguistic sign.

Unit III: Languages of the world

Number of languages; language families, how to identify language family; language endangerment; language death; standard language; steps in language standardization; language isolates; artificial language; language for special purpose.

Unit IV: History of Linguistics

Structuralism; American and European structuralism; structuralism and generative approach; Behaviorist and mentalist; Contributions of Saussure, Sapir, Bloomfield, Chomsky.

Suggested Readings:

- Akmajian, A., R.A. Demers, A.K. Farmer, & R.M. Harnish 2001. **Linguistics: An Introduction to Language and Communication**. Cambridge, Massachusetts: The MIT Press.
- Asher, R. (ed.). 1994. **Encyclopedia of Language and Linguistics**. Elsevier- Pargamon.
- Bauer, L. 2007. **The linguistics student's handbook**. Edinburgh: Edinburgh University Press.10
- Bloomfield. L. 1933. **Language**, New York, Henry Holt. (Indian Edition, Delhi: Motilal Banarsidas).
- Bright, W. (ed.) 1992. **International Encyclopedia of Linguistics**. New York: **Oxford University Press**.
- 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: Cambridge University Press.
- Fasold, R. & J. Connor-Linton. 2006. **An introduction to language and linguistics**. Cambridge: Cambridge University Press.
- 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.
- Joos, M. (ed.) 1957. **Readings in Linguistics, Vol. I**. Washington: American Council of

Learned Societies.

Lyons, J. 1968. **Introduction to Theoretical Linguistics**. Cambridge (UK): Cambridge University Press.

Pinker, S. 1999. **Words and Rules: The Ingredients of Language**. New York: Basic Books.

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

University Press.

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

Sampson, G. 1985. **Writing Systems: An Introduction**. London: Hutchinson.

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

Verma, S.K., and N. Krishnaswamy. 1993. **Introduction to Modern Linguistics**. Delhi: Oxford University Press

LING102:PHONETICS

Objectives: The course aims at introducing the basic principles and tenets of general phonetics. By providing a systematic approach to understanding and producing different sounds, the course aids in producing and articulating sounds correctly. Phonetics helps in understanding the relationship between sounds and letters, thus equipping the students in recognizing, transcribing, and reproducing speech sounds efficiently.

Unit I: Study of Speech

Defining Phonetics; history of phonetics; speech production and mechanism: air stream mechanism, phonation process, oro-nasal process, and articulatory process; types of articulation: active and passive articulators; double articulation, secondary articulation, complex articulation; key aspects of phonetics: articulatory phonetics, auditory phonetics and acoustic phonetics.

Unit II: Vowels

Description of speech sound; manner and place of articulation; articulators; voicing; classification and description of cardinal vowels; description of diphthongs; identifying diphthongs; vowels of English.

Unit III: Consonants

Classification and description of consonants; manner and place of articulation; articulators; voicing; stricture; consonant clusters and consonant sequence; consonants of English.

Unit IV: International Phonetic Alphabet

History of IPA; Usefulness of IPA; Identification of Sounds; Transcription: broad and narrow transcription.

Suggested Readings:

Abercrombie, D. 1967. **Elements of General Phonetics**. Edinburgh: Edinburgh University Press.

Ashby, Michael and John Maidment 2005. **Introducing Phonetics Science**. Cambridge: Cambridge University Press.

Ashby, P. 1995. **Speech sounds**. London: Routledge.

Bhaskararao, Peri. 1977. **Practical Phonetics**. Pune: Deccan College.

Clark, J. C. Yallop. 1990. **An Introduction to Phonetics and Phonology**. Oxford, Basil Blackwell.

Ladefoged, Peter. 2001 (4th edn.). **A course in phonetics**. New York: Harcourt Brace.

- Ladefoged, Peter. 2001. *Vowels and consonants: An introduction to the sounds of the languages of the world*. Oxford: Blackwell.
- Ladefoged, Peter. 2003 **Phonetic data analysis: An introduction to fieldwork and instrumental techniques**. Oxford: Blackwell.
- Ladefoged, P. and I. Maddieson. 1996. **The Sounds of the World's Language**. Oxford: Basil Blackwell.
- Laver, J. 1994. **Principles of Phonetics** Cambridge: University Press.
- Nolan, F. et al. 1999 *Handbook of the International Phonetic Association*. Cambridge: Cambridge University Press.

LING 103:PHONOLOGY

Objectives: This course will be concerned with the function, behavior and organization of sounds of linguistic units. Students will explore how sounds in a language function and they will understand how the sound system of a language is organized. The course is designed to train students in understanding the relationship between phonetics and phonology, identifying and distinguishing between phonemes and allophones, and analyzing minimal pairs and their role in meaning distinction. Students will also be introduced to simple phonological rule writing. By the end of the course, students will be equipped in constructing basic phonological rules that describe sound changes, such as assimilation and vowel harmony, in relation to their environmental context.

Unit I: Fundamental concepts of phonology

Introduction to phonology; difference between phonetics and phonology; types of changes: tone sandhi, consonant gradation, vowel harmony, ablaut; phonemic and phonetic; phoneme, phone and allophone; diaphone; phonotactics; the great vowel shift (GVS).

Unit II: Distribution of Sounds

Biuniqueness, neutralization and free variation; minimal pair: contrastive and complementary distribution; morphophonemic alternations.

Unit III: Syllable

Concept of syllable and syllable structure; representation of syllable structure: open and closed syllable, onset, rhyme and coda.

Unit IV: Suprasegmental features

Juncture; stress; stress shift; accent, accent in compound words; stress according to function; rules of accentual pattern; word accent; accent and rhythm in connected speech.

Suggested Readings:

- Chomsky, N. and Halle, M. 1968. **The Sound Pattern of English**. New York: Harper and Row.
- Firth, J.R. (ed.) 1957. **Papers in linguistics 1934-51** London: Oxford University Press.
- Foley, J. 1977. **Foundation of Theoretical phonology**. Cambridge: Cambridge University Press.
- Foley, J. 2008. **Foundations of Theoretical Phonology**. Cambridge: Cambridge University Press.
- Fudge, E.C. 1969. **Phonology**. Penguin Book Limited.
- Hooper, J.B. 1976. **An Introduction to Natural Generative Phonology**. New York: Academic Press.

Hyman, L.M. 1975. **Phonology: Theory and practice**. New York: Holt, Rinehart and Winston nc.

Jorgensen, E.F. 1975. **Trends in Phonological Theory : A Historical introduction**. Capenhagen: Akademik Forlag.

Lass, R. 1984. **Phonology: An Introduction to Basic Concepts**: Cambridge: Cambridge University Press.

Trubetzkoy, N.S. 1970. **Principles of Phonology**. Baltaxe, CAM (trans.) 1969. Berkley:University of California Press.

Odden, David. 2005. **Introducing phonology**. Cambridge: Cambridge University Press.

LING 103: MORPHOLOGY

Objectives: This paper will discuss basis concepts in morphology. The topic covered will be word formation: affixes, inflectional and derivational; the identification of morphemes; distribution of morphemes; morphological structure and its analysis; analysis of grammatical categories. At the end of the paper the students are expected to identify morphemes and identify its category.

Unit I: Basic Concepts

Simple and complex words; word; morph, morpheme, allomorph; portmanteau morph; zero morpheme; Prosodic word vs. morphological word; invariant words; open versus closed class words; recognition of morpheme.

Unit II: Affixes

Free and bound morphemes; root, stem, affixes; Prefixes, suffixes and infixes; difference between Inflection and derivations; class maintaining and class changing derivations; truncation; prefixes in English; suffixes in English.

Unit III: Word Formation

Compound formation; Type of compounds; formal vs. semantic classification; dvandva, bahuvrihi, tatpurusha and avyayibhava rules of compound formation, derivation and inflection, back-formation, duplication; conversion, complete and partial conversion; clipping; acronymy; blending, word-manufacturing; multiple formations; concatenation; cliticization; sandhi.

Unit IV: Morphophonemics

Defining morphophonemics; plural morpheme; genitive morpheme; the third person singular number; present tense morpheme; past tense morpheme; past-participle morpheme; negative morpheme; phonologically and morphologically morphs; modification; suppletion.

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.

Katamba, F. and John Stonham 2006. *Morphology 2nd ed.* London: Palgrave.
 Mathews, P.H. 1972. *Inflectional Morphology*. Cambridge, Cambridge University Press.
 _____. 1974. *Morphology: An introduction to the theory of wordstructure*.
 Cambridge, Cambridge University Press.
 Mel'cuk, Igor A. 2006. *Aspects of the theory of morphology*. Berlin: Mouton.
 Spencer, A. 1991. *Morphological Theory*. Oxford: Basil Blackwell.
 Singh, R. and Agnihotri, R.K. 1997. *Hindi Morphology: A word based description*.
 Delhi : Motilal Banarsidass.

LING-104: Syntax I

Objectives: This paper will introduce the students to the basic concepts in syntactic analysis and also equips them with the skills and techniques in syntactic description and analysis with data from typologically different languages.

Unit I: Syntactic constituents

Definition of syntax; identifying word classes; Basic phrasal categories; head and their dependents; position of head in a phrase; identifying constituents; grammatical tests (substitution, replacement, conjoining, insertion, co-ordination and others); labeled tree diagrams and relationship within the tree; concepts, specifier and complements; Phrase structure rules.

Unit II: Clause structure

Order of phrase within the sentence: basic marked order; variations of order; case system: core arguments; agreement; grammatical relations: subject and object.

Unit III: Sentence

Clause, phrase and sentence; Types of sentences: simple, co-ordinate, complex sentences; relative clause; complement clause; finite and non-finite clauses; serial verbs.

Unit IV: Syntactic processes

Passive and anti-passive; Passive and active sentences; passive construction and transitive verb; passive construction and intransitive verb; Wh-constructions and other fronting constructions; Causative construction.

Suggested Readings:

Adger, D. (2003). *Core Syntax: A Minimalist Approach*. Oxford University Press.
 Carnie, A. (2013). *Syntax: A Generative Introduction*. Wiley-Blackwell.
 Haegeman, L. (1994). *Introduction to Government and Binding Theory*. Blackwell.
 McCawley, J. D. (1988). *The Syntactic Phenomena of English*. University of Chicago Press.
 Radford, A. (2009). *An Introduction to English Sentence Structure*. Cambridge University Press.
 Webelhuth, G. (1995). *Government and Binding Theory and the Minimalist Program*. Blackwell.

LING 201. SYNTAX II

Objectives: The aim of this paper is to introduce the students to the syntactic theories. In this paper students are introduced to the basic history of syntax and goes on to introduce the notions on Government and Binding theory.

Unit I: Universal Grammar

Universal Grammar; language faculty; structure dependency; head parameter; pro drop; I and E language; competence and performance; relation between predicates and arguments; Government; c-command; X-bar theory; sub-categorization; projection principle, extended projection principle; theta roles; theta theory; assignment of theta roles; theta criterion; c-selection; s-selection.

Unit II: Case theory and movement

Morphological and abstract case; structural case: Nominative and accusative case; case theory; case filter; exceptional case marking; movement; NP-movement, Wh-movement, Subject-movement and Verb-movement, obligatory vs. optional movement; bounding theory; subjacency principle.

Unit III: Anaphoric relations and other overt NPs

Binding theory; binding and Reflexives; binding principles; binding and antecedents; anaphors: reflexives and reciprocals; pronouns; referring expressions; governing category; traces and the binding theory; binding theory and empty category.

Unit IV: Non overt categories: PRO and control

Empty category; Empty category principle; identification of null elements; concepts of trace: NP and WH trace; pro, PRO and parasitic gap; feature of PRO; distribution of PRO PRO and Overt NPs; PRO theorem; control: subject an object control

Suggested Readings:

- Radford Andrew. 1981. **Transformational Syntax**. (Chapter 1-10 only). Cambridge. Cambridge University Press.
- Matthews, P.H. 2007. **Syntactic Relations: A Critical Survey**. Cambridge: Cambridge University Press.
- Tallerman, M. 1998. *Understanding Syntax*.
- Redford Andrew, 1997. **Syntax. A minimal introduction**. Cambridge. Cambridge University Press.
- Van Riemsdijk, Hank and E. Williams 1986. **Introduction to the theory of grammar**. Cambridge. Mass. MIT Press.

LING 202:PHONOLOGICAL ANALYSIS

Objectives: The primary objective of this paper is to introduce students to the fundamental theoretical concepts in phonology, with a specific focus on the transition from structural phonology to generative phonology. Through this course, students will gain a deeper understanding of phonological principles, rules and constraints that exist in a language. They will develop the skills to analyze sound patterns and alternations in language. By the end of the course, students will have acquired a solid foundation in phonological theory and

analysis, aiding in solving simple phonological problems and help them understand the crucial theoretical issues concerning phonology.

Unit I: Distinctive features

Development of phonological theories; Distinctive features vs. phoneme; binary vs. single valued feature; Jakobsonian distinctive features; Standard Pattern of English (SPE); levels of representation of speech sounds.

Unit II: Phonological rules

Formal notations; types of phonological rules and processes: assimilation, dissimilation, insertion, deletion, elision and nasalization; types of rule ordering: feeding, bleeding; Counter-feeding and counter-bleeding; derivations: correct and incorrect derivations; rules and constraints; abstractness of underlying representation, morphonological rules; Phonotactics.

Unit III: Syllable structure

Syllabification; ambisyllabicity; functions of the syllable; syllable weight; extrasyllabicity; domain of supra-segmental features: stress, rhythm and intonation; CV-phonology; tier: CV tier, segmental tier.

Unit IV: Phonological theories

Auto segmental phonology: rules, features, well-formedness conditions; tone: representation of tone: tone stability, contour tone; auto segmental model and representation of tone; pitch-accent; cyclicity.

Suggested Readings:

Chomsky, N. and Halle, M. 1968. **The Sound Pattern of English**. New York: Harper and Row.

Firth, J.R. (ed.) 1957. **Papers in linguistics 1934-51** London: Oxford University Press.

Foley, J. 1977. **Foundation of Theoretical phonology**. Cambridge: Cambridge University Press.

Foley, J. 2008. **Foundations of Theoretical Phonology**. Cambridge: Cambridge University Press.

Fudge, E.C. 1969. **Phonology**. Penguin Book Limited.

Hooper, J.B. 1976. **An Introduction to Natural Generative Phonology**. New York: Academic Press.

Hyman, L.M. 1975. **Phonology: Theory and practice**. New York: Holt, Rinehart and Winston nc.

Jorgensen, E.F. 1975. **Trends in Phonological Theory : A Historical introduction**. Capenhagen: Akademik Forlag.

Lass, R. 1984. **Phonology: An Introduction to Basic Concepts**: Cambridge: Cambridge University Press.

Trubetzkoy, N.S. 1970. **Principles of Phonology**. Baltaxe, CAM (trans.) 1969. Berkley: University of California Press.

Archangeli, D. and Langendoen, D.T. 1997. **Optimality theory**, Oxford: Blackwell.

Clements, G.N. and Keyser, S.J. 1983. **CV-phonology**. Cambridge. Mass: MIT Press.

Cole, J. and Kisserberth, C. (ed.) 1994. **Perspectives in phonology**. Stanford: Centre for the study of language and information

Coleman, J. 2005. **Phonological Representations**. Cambridge: Cambridge University Press.

- Durand, J. 1990. **Generative and non-linear phonology**. London: Longman.
- Goldsmith, J.A. 1990. **Autosegmental and metrical phonology**. Oxford: Basil Blackwell.
- Jensen, John T. 2004. **Principles of generative phonology: An introduction**. Amsterdam: John Benjamins Publishing Company.
- _____.(ed.) 1995. **The handbook of phonological theory**. Camb. Mass: Blackwell.
- Hogg, R. and McCully, C.B. 1987. **Metrical phonology: A coursebook**. Cambridge: Cambridge University Press.
- Kenstowicz, M.J. 1994. **Phonology in generative grammar**. Cambridge: Blackwell.
- McCarthy, J. 1982. Prosodic templates, morphemic templates and morphemic tiers. In van der Hulst, H. and Smith N. (ed.) **The structure of phonological representations** (psrtI) Dordrecht: Foris.
- Mohanan, K.P. 1986. **The theory of lexical phonology**. Dordrecht: Reidel.
- Roca, I.M. 1994. **Generative Phonology**. London: Routledge.
- Van der Hulst, H. and Smith. N. 1985. **Advances in non-linear phonology**. Dordrecht: Foris.

LING 203. SEMANTICS

Objectives: This paper will introduce the students to the basic concepts in formal and lexical semantics. Students will understand the fundamental concepts of semantics, including lexical meaning, compositional meaning, and discourse interpretation. The students will understand the fundamentals of logical semantics and predicate logic. Analyze natural language sentences using formal logical representations.

Unit I: Basic concepts

Meaning, use and mention, type and token; form and expression; symbol, icon and index; sense and reference; denotation and connotation; deixis and definiteness; introduction to theories of meaning—referential vs. nonreferential approaches and others.

Unit II: Semantics of words

Sense relations: synonymy: tests, hyponymy; anatomy; and converse relations; incompatibility and contradiction; homonymy, polysemy; ambiguity; componential analyses; change in meaning of words.

Unit III: Sentence meaning

Sentence, utterance and proposition; anacletic sentences; synthetic sentences; contradictions; entailments, paraphrase; sense and reference; denotation and connotation; predicator;

Unit IV: Logical Predicate

Universal and existential quantifiers; Scope ambiguity; quantification; Syntax and semantics of propositional logic Logical Connectives; truth condition.

Suggested readings:

- Austin, J.L. 1962. (2nd ed. 1975). *How to do things with words*. Oxford: clarendon Press.
- Berlin, and Paul Kay. 1969. *Basic colourterms : Their Universality and Evolution*. Berkeley University of California Press
- Chierchia, G. and S. McConnell Gianet 1990. *Meaning and Grammar: An introduction*

to Semantics. Cambridge, Mass: MIT Press.

Chierchia, Gennaro and Sally McConnell-Ginet 2000. *Meaning and Grammar: An introduction to Semantics*. (Second Edition) Cambridge, Mass: MIT Press.

Davidson, Donald, 1984. *Inquiries into truth and interpretation*. Oxford: Oxford University Press.

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*. Cambridge University Press.

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.

Levinson, Stephen C. 2000. *Presumptive meanings: the theory of generalized conversational implicature*. Cambridge, Mass: Press.

Lyons, J. 1997. *Semantics Vol 1 & 2*. Cambridge University Press.

Pustejovsky, James (ed.) 1993. *Semantics and the Lexicon*. Dordrecht: Kluwer.

Saeed, John 1. 1997. *Semantic*. London: Blackwell.

Searle, John. 1969. *Speech Acts*. Cambridge University Press.

LING 204: PRAGMATICS

Objectives: This paper will introduce the students to the basic concepts Pragmatics. By the end of this course, students will be able to: Understand the role of context in language interpretation, Analyze conversational implicatures and presuppositions. Examine the functions of deixis and reference in discourse, apply speech act theory to real-world communication, Explore pragmatic theories in computational linguistics and AI.

Unit I: Introduction to Pragmatics

Definition and scope of pragmatics; Pragmatics vs. semantics; The role of context in meaning Deixis and Reference; types of deixis, deixis and anaphora.

Unit II: Meaning in context

Implicature and Grice's Maxims Cooperative Principle; Conversational vs. conventional implicatures; Violations of maxims and humor/sarcasm Speech Act Theory Austin's classification of speech acts Searle's taxonomy (locutionary, illocutionary, perlocutionary acts) Indirect speech acts and politeness.

Unit III: Presupposition

Definition and types of presuppositions; Presupposition triggers in language; Presupposition projection and accommodation; Presupposition and Entailment.

Unit IV: Politeness and Face Theory

Brown & Levinson's politeness theory; Face-threatening acts and mitigation strategies; Cross-cultural perspectives on politeness; Discourse and Conversation Analysis Turn-taking and adjacency pairs; Pragmatic markers and discourse particles.

Suggested Readings:

- Austin, J.L. 1962. (2nd ed. 1975). How to do things with words. Oxford: clarendon Press.
- Berlin, and Paul Kay. 1969. Basic colourterms : 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.
- Chierchia, Gennaro and Sally McConnell-Ginet 2000. Meaning and Grammar: An introduction to Semantics. (Second Edition) Cambridge, Mass: MIT Press.
- Davidson, Donald, 1984. Inquiries into truth and interpretation. Oxford: Oxford University Press.
- 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. Cambridge University Press.
- 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.
- Levinson, Stephen C. 2000. Presumptive meanings: the theory of generalized conversational implicature. Cambridge, Mass: Press.
- Lyons, J. 1997. Semantics Vol 1 & 2. Cambridge University Press.
- Pustejovsky, James (ed.) 1993. Semantics and the Lexicon. Dordrecht: Kluwer.
- Saeed, John 1. 1997. Semantic. London: Blackwell.
- Searle, John. 1969. Speech Acts. Cambridge University Press.

LING 204. PSYCHOLINGUISTICS

Objectives: This paper will introduce the students to some basic notions in psycholinguistics.

Unit I: Linguistics and Psycholinguistics

Psycholinguistics and linguistics; objectives, scope and methods; different theoretical orientations: empiricist-behaviorist, biological-nativist, and interactionalist view; language and cognition.

Unit II: Language and communication

Characteristics of language; animal communication; language and primates-experimental studies; Biological foundations of human language; language in evolutionary context; case study of feral children; critical age hypothesis.

Unit III: Developmental stages

Mono-lingual and bilingual acquisition; motherese; Stages of language acquisition: phonological development, Grammatical development, semantic development; role of stimulation, imitation, reinforcement; innateness.

Unit IV: Language processing

Language processing; Production of speech to perception; Perception of speech: theory and model, perceptual strategies; Comprehension of language: time sharing, structure, extent and context in comprehension; speech error and its implications.

Suggested Readings:

- Baker, C.L. and J., McCarthy, (eds.) 1981. **The Logical Problem of Language Acquisition**. Cambridge, Mass: MIT Press.
- Bates, E. 1979. **The Emergence of Symbols: Cognition and Communication in Infancy**. New York: Academic Press.
- Bloom, Paul 2000. **How Children Learn the Meaning of Words**, MIT Press, Cambridge, Massachusetts.
- Brown, R. 1973. **A First Language: The Early Stage**. Cambridge, M.A.: Harvard University Press.
- Evans, Vyvyan and Melanie Green 2006. **Cognitive Linguistics: An Introduction**. Edinburgh University Press, Edinburgh.
- Gaskell, G. et al 2007 **The Oxford Handbook of Psycholinguistics**, Oxford University Press, London.
- Schlesinger, I.M. 1982. **Steps Toward Language: Toward a Theory of Native Language Acquisition**. Hillsdale, N.J.: Erlbaum.
- Aitchinson, Jean. 1983. **The Articulate Mammal**. London: Hutchinson.
- Bickerton, D. 1990. **Language and species**. Chicago: University Press of Chicago.
- Caplan, D. 1987. **Neurolinguistics and linguistic Aphasiology**. Cambridge: Cambridge University Press.
- Chomsky, Noam 2006. **Language and Mind**, Cambridge University Press.
- Clark, Herbert. H. and Eve V. Clark 1977. **Psychology of language**. New York: Hartcourt Brace Jovanovich.
- Dabrowska, Ewa. 2004 **Language, Mind and Brain**, Edinburgh University Press, Edinburgh.
- Evans, Vyvyan and Melanie Green 2006. **Cognitive Linguistics: An Introduction**. Edinburgh University Press, Edinburgh.
- Field, John 2003 **Psycholinguistics – A Resource Book for Students**, Taylor & Francis, London.
- Givon, T. 2002. **Bio-Linguistics**, John Benjamins Publication Co., Amsterdam & Philadelphia.
- Kess, Joseph F. 1992. **Psycholinguistics**: Amsterdam/ Philadelphia: John Benjamin.
- Shapiro, Theodore, 1979. **Clinical psycholinguistics**. New York: Plenum Press.
- Steinberg, Dany D. 1982. **Psycholinguistics: Language, Mind and the World**. London: Longman

LING301: SOCIOLINGUISTICS

Objectives: This course aims to introduce students to the fundamental concepts and theories in Sociolinguistics, examining the intricate relationship between language and society. Through this course, students will gain a deeper understanding of linguistic variation and its correlation with social factors, including Ethnicity and nationality, Gender and age, Socioeconomic class and education; and Geography and region. Ultimately, students will develop a heightened awareness of linguistic diversity and its significance, leading them to a deeper appreciation for the complex relationships between language, culture, and identity.

Unit I: Sociological theories and the study of language

Concepts and frameworks; classifications: sociolinguistics and sociology of language, macro-sociolinguistics and micro-sociolinguistics; traditional dialectology vs. social dialectology; language and dialect; register; isoglosses; speech communities: groups, networks and repertoires.

Unit II: Language contact and change

Language Contact: Borrowing, language convergence, language divergence, pidgins, creoles, code-mixing, code-switching; Language maintenance; Language shift; Language death; Bilingualism; Multilingualism; Martha's Vineyard; tree model theory, diffusion theory and wave theory.

Unit III: Variation

Dialects: regional dialects, social dialects; language variations: social, regional and stylistic; linguistic and social variation; speaker's variables: marker, indicator and stereotype; restricted and elaborated code; Labov's linguistic variables; findings and issues of language variation.

Unit IV: Language and culture

Interactional Sociolinguistics: face theory; linguistic politeness; pronouns of power and solidarity; sociolinguistics of address terms; language use and attitude: verbal deficit hypothesis, communication accommodation theory (CAT); concept on language, culture and thought; the Sapir-Whorf Hypothesis; sexism in language system; ethnography of Communication: Hymes and Gumperz.

Suggested Readings:

- Bell, A. 1991. **The language of news media**. Oxford: Blackwell.
- Cameron, D. et al. 1992. **Researching language: issues of power and method**. London: Routledge.
- Chambers, J.K., Peter Trudgill, and Natalie Schilling-Estes. (eds) 2002. **The handbook of language variation and change**. Oxford: Blackwell.
- Chambers, J.K. 2003. **Sociolinguistic Theory: Linguistic Variation and its Social Significance**. Oxford: Blackwell.
- Clyne, M. 2003. **Dynamics of Language Contact**. Cambridge: Cambridge University Press.
- Coates, J. 2004. **Women, Men and Language: A Sociolinguistic Account of Gender Differences in Language**.
- Coupland, N. Sarangi, S. and Candlin, C.N. (Eds.) 2001. **Sociolinguistics and Social Theory**. Harlow, England: Longman.
- Coupland, N. and A. Jaworski (eds) 2009. **The New Sociolinguistic Reader**. Basington, UK, New York: Palgrave Macmillan.
- Dittmar, N. 1976. **Foundations in sociolinguistics**. London: Edward Arnold.
- Duranti, Alessandro ed. 2004. **A companion to linguistic anthropology**. Oxford: Blackwell.
- Foley, William. A. 2000. **Anthropological linguistics**. Oxford: Blackwell.
- Hymes, D. 1974. **Foundations in sociolinguistics: An ethnographic approach**. Philadelphia: University of Pennsylvania Press.
- Khubchandani, L. 1997. **Revisualizing Boundaries**. New Delhi: Sage.
- Lankshear, C. and Lawler, M. 1987. **Literacy, Schooling and Revolution**. New York: The Falmer Press.

- Labov, William 1994. **Principles of Linguistics Change: Internal Factors**. Oxford: Blackwell.
- Labov, William 2001. **Principles of Language change Vol. I, II**. Oxford: Blackwell
- Olson, D.R. Torrance, N. and Hildyard, A. 1985. ed. **Literacy, language and learning: the nature and consequences of reading and writing**. Cambridge: Cambridge University Press.
- Stockwell, P. 2007. **Sociolinguistics: A resource book for students**. London & New York: Routledge.
- Tsui, A.B. M. and J. W. Tollefson (Eds.) 2007. *Language Policy, Culture, and Identity in Asian Contexts*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Trubetzkoy, N.S. 1979. **Principles of Phonology**. Baltaxe, CAM (Trans) 1969. Berkley: University of California Press.
- Wardaugh, R. 2006. *An Introduction to Sociolinguistics*. Australia: Blackwell

LING 302: HISTORICAL LINGUISTICS

Objective: The aim of this paper is to introduce the students to the concepts of diachronic dimensions of language and to the basic concepts of internal and comparative reconstructions.

Unit I: Introduction

Introduction of Historical Linguistics; inter relationship between diachronic and synchronic data; Sound Change and its basic concepts; Conditioned vs. Unconditioned change; Regular vs. Sporadic change; Types of changes- Assimilation, Dissimilation, Insertion, Deletion, Metathesis; Phonetic change and Phonemic change; Split and Merger. Grimm's Law and Verner's Law.

Unit II: Linguistic reconstruction

Internal vs., external reconstruction; Internal Reconstruction- morphophonemic alternations as source of reconstruction, recovering historical contrasts by comparing alternating an non-alternating paradigm; Preliminaries of Comparative Method- cognate collection, establishing correspondences, reconstruction of the proto-form, reconstruction of sound change.

Unit III: Borrowing

Lexical and Structural; Motivations of borrowing; Types of borrowing- cultural, intimate, dialect; Direction of borrowing; Classification of loan words- calque, loan blend, loan translation, tatsama, tadbhavaetc; Impact of borrowing. Semantics – basic concept and types of semantic change.

Unit IV: Semantics, culture and ethnology

Semantic changes and the process of semantic changes; the significance of the cultural institution as depicted in the lexicon; Dialect, idiolect, isogloss; focal area, transition area, relic area, deciding dialect and sub dialect area, correlating political and cultural history with regional and social dialect.

Suggested Readings:

- Bloomfield, L. 1933. **Language**. New York: Henry, Holt Rinehart and Winston.
- Benveiniste, E. 1971. **Vocabulary of Indo-European Institutions** (Translated from French). Coral Gables: The University of Miami Press.

Brian D. Joseph, Richard D. Janda (eds.) 2003. **The Handbook of Historical Linguistics**. Oxford: Blackwell.

Bynon, 1977. **Historical Linguistics**. Cambridge: Cambridge University Press.

Campbell, Lyle. 2004. **Historical Linguistics: An Introduction**. Massachusetts: MIT Press.

Hitchcock, C. 1998 **The Common Cause Principle in Historical Linguistics** *Philosophy of Science*, Vol. 65, No. 3 (Sep., 1998), pp. 425-447.

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

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Hockett, C.F. 1958. **A Course in Modern Linguistics**. New York: Macmillan and Co.

Joseph, D. B. and R. D. Janda 2004. **The Handbook of Historical Linguistics**. Oxford: Blackwell.

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

303: LANGUAGE TYPOLOGY

Objectives: This paper will introduce the students to notions in language typology. In the process the student will know the different language families and its basic features.

Unit I: Language Typology and Classification

Concept of language classification; Genetic, areal, typological; India as a linguistics area; Language universal; types of universals: formal and substantive universals; implicational and non-implicational universals; basic color terms; word class; Language typology; Anthropological vs. typological significance.

Unit II: Phonological and morphological typology

Aspiration, nasalization; retroflexion; trubetzkoy's typology of the vowel system; syllable typology; typology of tone; phoneme inventory typology; phonological rule typology. Morphological classification; Person; number, gender, reduplication, echo word construction, quotative, onomatopoeia words,

Unit III: Morpho-syntax typology

Case: ergative-absolutive, nominative-accusative, differential case marking; tense, mood and aspect; aspectual languages; tenseless languages; reciprocal; reflexives; causative construction; noun incorporation

Unit IV: Syntactic Typology

Word order typology- Greenberg's model with special reference to South Asian Languages; Typology of relative clause; externally and internally headed relative clause; complementation; participial and genitival constructions with special reference to South Asian languages;

Suggested Readings:

Arora, H. and K.V. Subbarao,. 1989. 'Convergence and Syntactic Reanalysis: The case of soini Dakhini' **Studies in Linguistic Science**. Vol. 19.

Bazell, E. 1958. **Linguistic Typology**. London: School of Oriental and African Studies.

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Birnbaum, H. 1970. **Problem of Typological and Genetic Linguistics viewed in a Genetic Framework**. Hauge: The Mouton.

Brown, P. and Stephen Levinson. 1978. 'Universal in Language Usage: politeness phenomenon', in Esther N. Goody (ed.) 1978. **Questions and Politeness: Strategies in**

LING304: LANGUAGE TEACHING

Objectives: The aim of this paper is to offer the students a foundation in the approaches and techniques for language teaching.

Unit I:Language Teaching

History of language teaching;types of teaching methods; Second language learning: history; cognitive and empirical approaches; the role of L1 in SLA; Contrastive Analysis: Interlanguage: Features and Importance of Interlanguage; Error Analysis; role of the teacher and teaching materials; syllabus, types of syllabus; Krashen's Monitor Model; SLA and bilingual education.

Unit II: Teaching mother tongue

Mother tongue and native language; objective of mother tongue education; teaching writing words; teaching mother tongue grammar; teaching literary composition; mother tongue syllabus; importance of mother tongue education.

Unit III: Social psychological aspects

SLA in multilingual settings; Role of attitudes and motivation in language learning; aptitude and attitudes; attitude-motivation index; integrative and instrumental motivation; accounting for individual difference.

Unit IV:Language testing

Test validity; test reliability, the purpose of language tests, norm-referenced and criterion-referenced tests; reporting of results; testing of language for specific purposes; design, construction and validation of language tests.

Suggested Readings:

- Krashen, S. Issues and Practice in Second Language Acquisition. London, Pergamon, 1982.
Krashen, S. The input Hypothesis: Issues and Implications. New York: Longman, 1985.
Richards, J.C. (ed). Error Analysis: Perspectives on Second Language Acquisition. London: Longman, 1974.
Stern, H.H. Fundamental Concepts of Language Teaching. Oxford: Oxford University Press, 1983.
Richards, J.C. and Rodgers, T.S. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 1986.
Bhatia, T.K. and William, R.C. Progression in Second Language Acquisition. New Delhi: Bahri Publications, 1983.
Buckby,M, Betterdige, D and Wright, A. Games for Language Learning. Cambridge: Cambridge University Press, 1983.
Cameron,L. Teaching Language to Young Learners. Cambridge: Cambridge University Press, 2001.
Widdowson, H.G. Teaching Language as Communication. Oxford University Press, 1978.

LING 305:NEUROLINGUISTICS

Objectives: To acquaint the students with the relation between brain and language. The importance and the application of linguistics knowledge in neurology.

Unit I: Introduction

Definition of neurolinguistics; History and key theories in neurolinguistics; The Classical Model (Wernicke-Lichtheim-Geschwind Model); Connectionist Models, among others; Relationship between language, mind, and brain.

Unit II: Brain Structure and Language Processing

Anatomy of the brain (cerebral cortex, lobes, neurons); key brain areas for language processing; the left hemisphere and language dominance; broca's and wernicke's area; arcuate fasciculus – the neural pathway connecting broca's and wernicke's areas; primary auditory cortex – processing of speech sounds.

Unit III: Bilingualism and the Brain

Cognitive benefits of bilingualism; Neural organization of multiple languages; Language switching and code-switching in the brain; theories of Bilingual Language Representation.

Unit IV: Speech disorder

Pathology and brain functions; cerebral dominance and lateralization; classification of speech disorder; causes; types of disorders: aphasia, dyslexia, autism and other conditions; stuttering and hearing impairment; Speech therapy.

Suggested Readings:

Ahlson, Elisabeth 2006. Introduction to Neurolinguistics. Amsterdam & Philadelphia: John Benjamins Pub. Co.

Arbib, A.; D. Caplan,; and J.C. Marshall, (ed.).1982 Neural Models of Language Processes. New York: Academic Press.

Benson, D.F. 1979. Aphasia, Alexia and Agraphia. New York: Churchill livingstone.

Caplan, D. (ed.) 1980. Biological Studies of Mental Process. Cambridge, Mass: MIT Press.

Caplan, D. 1987. Neurolinguistics and Linguistics Aphasiology. Cambridge: Cambridge University Press.

Dabrowska, Ewa. 2004 Language, Mind and Brain. Edinburgh: Edinburg University Press.

_____.1997. Language: Structure, Processing and Disorders. Cambridge, Mass: MIT Press.

Goodglass, H. 1993. Understanding Aphasia. San Diego: Academic Press.

Gordzinsky, Y. 1990. Theoretical Perspective on Language Deficits. Cambridge, Mass: MIT Press.

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Gordzinsky, Yosef; Lewis P. Shapir and David Swinney (eds.) 2000. Language and the Brain. San Diego: Academic Press.

Ingram, John C.L. 2007 Neurolinguistics. Cambridge: Cambridge University Press.

Jakobson, R., 1968. Child Language, Aphasia and phonological Universals. The Hague: Mouton.

Lesser, R. 1978. Linguistic Investigations of Aphasia. New York: Elsevier.

Men, L. and Obler, L.K. 1990. Agrammatic Aphasia. Amsterdam: Benjamins.

Nicolson, Roderick I. and Angela J. Fawcett 2008. *Dyslexia, Learners and the Brain*. Cambridge, Massachusetts: MIT Press.,
 Northoff, Georg 2004. *Philosophy of the Brain: The Brain Problem*. Amsterdam & Philadelphia: John Benjamins Publication Co.
 Peng, Fred C.C. 2005 *Language in the Brain-- Critical Assessments*. New York: Continuum, London.

Fourth Semester

LING401:LANGUAGE PLANNING

Objectives: This course examines the theory and implementation of language planning and language policy. This course will help the students to demonstrate a broad understanding of issues in language policy and planning, and an understanding of the complex factors that go into language planning.

Unit I: Language planning and policy

Concept of language planning and policy; language ideology: internationalization, language assimilation, linguistic pluralism, vernacularization; stages of language planning: selection, codification, implementation, elaboration; types of language planning: status planning, corpus planning and acquisition planning, three language formula.

Unit II: Goals of language planning

Language purification; language revival; language reform; language standardization; language spread; lexical modernization; terminology unification; stylistic simplification; interlingual communication; language maintenance; Auxiliary-code standardization.

Unit III: Language codification, elaboration and modernization

Different approaches to codification; language development and language modernization; terminological modernization, stylistic and registral modernization, Norm-selection; problems of graphization, grammaticalization and lexicalization; codification and elaboration in a multilingual context.

Unit IV: Language planning: issues and problems

Identification of language problems; problem of code selection and legitimization process; problem of code stability and standardization process; problem of code elaboration and modernization process; problem of code differentiation and cultivation process.

Suggested Readings:

Alisjahbana, S.T. 1976. *Language Planning for Modernization: The case of Indonesian and Malaysian*. The Hague: Mouton.
 Cobarrubias, J and J. Fishman (eds.) 1983. *Progress in Language planning: International Perspective*. The Hague: Mouton.
 Coulmas, F (ed) 1984. *Linguistic Minorities and Literacy*. Berlin/New York: Mouton.
 Eastman, C.M. 1983. *Language Planning: An Introduction*. San Fransisco: Chandler & Sharp.
 Fishman, J.A.(ed.) 1974. *Advances in Language Planning*. The Hague: Mouton
 Gudschinsky, S.C. 1984. *Literacy: The Growing Influence of Linguistics*. The Hague: Mouton.
 Joseph, J.E. 1987. *Eloquence and Power*. London: Frances Printer
 Khubchandani, L.M. 1983. *Plural Languages, Plural Culture*. East-West Centre Book: University of Hawaii Press.

Krishnamurti, Bh. And A. Mukherji. (eds.) 1983 *Modernization of Indian Languages in News Media*. Hyderabad: Osmania University Press.

Ray, P.S. 1963. *Language Standardization*. The Hague: Mouton.

Rubin, J. and R. Shuy (eds.). 1973. *Language Planning: Current Issues and Research*. Washington, D.C. Singh, Udaya Narayana 1992. *On Language Development and Planning: A Pluralistic Perspective*. Shimla: AIIS.

Stubbs, M. 1980. *Language and Literacy: The Sociolinguistics of Literacy*. Boston: Routledge & Kegan Paul.

Whitely, W.H. (ed.) 1971. *Language Use and Social Change*. London. Oxford University Press.

LING 402: LEXICOGRAPHY

Objectives: To introduce the application of linguistics in the field of lexicography.

Unit I: Basic concepts

Nature and scope of lexicography; history of lexicography-Western and Indian; word meaning dictionary, encyclopedia, glossary, thesaurus, definitional dictionary; relationship between dictionary and grammar; linguistics and lexicography; lexical units- form and function; sememe, lexeme, words, vocable and term, item and system.

Unit II: Types of dictionaries

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

Unit III: Lexical meaning

structure of lexeme - simple and composite units; nature of combination- set and free; types of set combination- derivative, collective, multiword, compounds proverbs, idioms, quotations; Meaning- denotative and connotative, lexical and grammatical collocational and contextual; form and meaning- polysemy, Synonymy, homonymy, hyponymy, taxonomy, componential analysis.

Unit IV: Lexicographic entries

Selection of entries; arrangement and presentation of entries: orthography, pronunciation, order and hierarchy of entries, lemma, sense and sub-classes, paraphrase, compounds, collocation, idioms, proverbs, illustrations, names; ghost-words. Planning and organization: variables use and user; technology, apps.

Suggested Readings:

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

Bergenholtz, H. (ed.) 1995. **Manual of Specialized 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.

Hartmann, Reinhart. 2001 **Teaching and Researching Lexicography**. London:

Longman.

Hausmann, F.J.; Reichmann, O. 1989-91. **Wörterbücher/Dictionaries/Dictionaries... An International Encyclopedia of Lexicography**. (3 volumes) Berlin: de Gruyter.

Illson, R. (ed.) 1985. **Dictionaries, Lexicography and Language Teaching**. Berlin: Pergamon Press.

Jackson, H. 1988. **Word and Their Meaning**. London: Longman.

Jackson, Howard 2002 **Lexicography: An Introduction**, Routledge.

Landau, Sidney I. 2001 **The Art and Craft of Lexicography**, Cambridge University Press.

Lyons, J. 1977. **Semantics**. Cambridge University Press.

Malkiel, Y. 1976. **Etymological Dictionaries: A Tentative Typology**. University of Chicago Press.

Singh, Ram Adhar 1987 **An Introduction to Lexicography**. Mysore: CIIL.

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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.

(A student can opt one of the optional papers given below for LING-403. The syllabus for the optional papers is provided at the end)

LING-403 Linguistic stylistics

LING-403 Computational linguistics

LING-403: Linguistic logic and structural semantics

LING 403: Translation Theory and Practice

LING 403: Translation Theory and Practice

Objectives: In this paper the students are taught how to translate from the text of one language to another. It introduces theories in translation and how it is practiced.

Unit I: Introduction

Definition and Theories of Translation, Linguistics and Translation, Process of Translation, Source Language and Target Language, Text Analysis and Restructuring, Analysis of Meaning; Different Types of Translation: Intralingual and Interlingual, Full and Partial, Total and Restricted; Rank Bound and Unbounded Translation; Issues in Translation: Equivalence, Loss and Gain, False Friends, Translation Shifts, Untranslatability.

Unit II: Kinds of Texts

Translation of Technical Texts: Legal Text, Religious and Literary texts; Translation vs. Trans-creation; Techniques of Adjustment: Additions, Subtractions, Alterations. Practical: Translation of Newspaper Headlines and News Items from English and Naga languages and vice versa; Translation of Literary Texts from Naga languages to English and vice versa.

Unit III: Process of translation

Interpretation and analysis of the text; translation of lexical items and of syntactic structures; comparative and contrastive analysis of source and target languages; Restructuring the translated material; amplification and reduction; compensatory glossing and other devices.

Unit IV: Linguistic problems of translation

Lexical gaps in the target language; collocational restrictions in source and target languages; semantic loss and gain; transparency and choice of style, choice of standard, regional and social dialects, language of literary and non-literary texts. (scientific and technical texts, official documents, advertisement).

Suggested Readings:

- Basnett, S. and Lefevere, A. ed. 1990. **Translation, History and Culture**. London: Printer Publishers.
- Catford, J.C. 1965. **A Linguistic Theory of Translation**. Oxford University Press.
- Gargesh, R. and K.K. Goswami (eds) 2007. **Translation and Interpreting**. Delhi: Orient Longman Pvt. Ltd.
- Newmark, P. 1981. **Approaches to Translation**. Pergamon Press.
- Nida, Eugene A. 1975. **Language, Structure and Translation** (Essays selected by A.S. Dil). Stanford Univ. Press.
- Nida, Eugene A. & C.R. Taber. 1974. **The Theory and Practice of Translation**. Leiden: E.J. Brill.
- Ramakrishna, S. ed. 1997. **Translation and Multilingualism**. Delhi: Pencraft.
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- Singh, Udaya Narayana. 2009. **Translation as Growth**. Delhi: Pearson/Longman.
- Somers, H. (ed) 2003. **Computers and Translation: A Translator's Guide**. Amsterdam: John Benjamins

LING 404: ENGLISH LANGUAGE TEACHING

Objectives: The aim of the course is to enable the students to develop critical awareness of different philosophies of language learning and language teaching. The course is expected to familiarize the students with the principles and practice of the ELT curriculum, syllabus design, assessment and peer teaching and help them to enhance their language abilities.

Unit I: History of English Language Teaching; Position of English in India, Charter Act of 1813, Three Language Formula, Principles of English Teaching, Problems of Teaching English in India; English for specific purpose; Concept of 'register' Features of some register-types in English.

Unit II: Teaching English in a multilingual context; Theoretical Foundations of SLT/ELT; Munby's Needs Analysis Model with Special Reference to the Needs of Naga students Learning English; Theories of language acquisition and learning;

Unit III: Syllabus Design: Definition, Comparison with Curriculum; Grammatical Syllabus, Notional Syllabus, Communicative Syllabus; language classroom: technology; assessment; learning language online.

Unit IV: Language teaching methods; teaching grammar, teaching vocabulary; development of language skills: Listening, Speaking, Reading and Writing; Linguistic Approach Techniques and Strategies; Speech vs. Writing; Language Testing: Modes and Types of Testing; Characteristics of a good Test; Test Batteries. Discrete Vs. Integrative Tests; Standard English Language Tests (TOFEL, IELTS, etc.)

Suggested readings:

- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford University Press.
- Chapelle, C. A. (2003). *English Language Learning and Technology*. John Benjamins.
- Egbert, J. (2005). *CALL Essentials: Principles and Practice in CALL Classrooms*. TESL-EJ.
- Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford University Press.
- Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford University Press.
- Hughes, A. (2003). *Testing for Language Teachers*. Cambridge University Press.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford University Press.
- Kumaravadelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. Routledge.
- Lightbown, P. M., & Spada, N. (2013). *How Languages Are Learned*. Oxford University Press.
- McNamara, T. (2000). *Language Testing*. Continuum.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Thomas, M., & Reinders, H. (2015). *Task-Based Language Learning and Teaching with Technology*. Continuum.
- Ur, P. (2012). *A Course in English Language Teaching*. Cambridge University Press.

LING 405:Field methods and dissertation

- (i) This is a compulsory paper where the students will work on a language structure in any aspect. The student with the help of their respective supervisors can choose a topic to work for their dissertation.
- (ii) The course provides a methodology for collection and analysis linguistic data for the determination of phonological, morphological and syntactic systems of lesser known languages of India through the use of native informants. Students are also trained to prepare small dictionaries and sociolinguistic profiles. The course involves a field trip to appropriate language areas to collect first-hand information. It will also introduce the students to the basics of data analysis and design, selection of software, introduction to databases, data formats and standards, creation of metadata, fundamentals of sound and video recording and editing techniques, tools for transcribing, archiving issues and annotation issues.

Orthography and transcription

Corpus Section: recording: 2 stories, one conversation, one speech,
Saymore, keyman, fieldwork explorer; file naming, meta data, archiving
Presentation

Suggested Readings:

- Abbi, A. 2001. *A Manual of Linguistic Field work and Structure of Indian Languages* Lincom Europa.
- Kibrik, A, E. 1977. *The Methodology of Field Investigations in Linguistics*. Moscow University Press, Moscow.

Samarin, W. 1967. *Field Linguistics: A Guide to Linguistic fieldwork*. Holt, Rinehart, and Winston, New York.

Optional (LING 403)

LING-403: LINGUISTIC STYLISTICS

Objectives: To expose the students to the role and importance of language in literature. This paper introduces the students to the notions of linguistic stylistics.

Unit I: The relation of language to literature

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 II: Linguistics function and style

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

Unit III: Concept and tools of analysis

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

Unit IV: Level of textual organization

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. Sentence meaning, word meaning, utterance meaning; Poetic discourse; speech events, structure of space and time.

Suggested Readings:

- Beard, Adrian. 2001. **Texts and Contexts: An Introduction to Literature and Language Study**. London: Routledge.
- 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.
- Carter, R. and Peter Stockwell (ed) 2008. **Language and Literature Reader**. Abingdon, UK: Routledge.
- 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.
 Verdonk, Peter 2002. **Stylistics**. Oxford: Oxford University Press.

LING 403: COMPUTATIONAL LINGUISTICS

Objectives: This paper introduces the concepts in computational linguistics and the importance on the application of linguistic rules.

Unit I: Basic concepts

Introduction to computer: Fundamental computer (Hardware and software), computer generation; interpreter and compiler; Programming languages; database and database types. 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 II: Natural language processing

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

Unit III: Computer and linguistics

Computer in historical perspective—calculating machine, computer for information stages, electrical computer, computer with brain-analysis; computer language- Basic, Fortran, Algol. Relationship between linguistics and NLP, project Grammars (Miller), parsers and NLP, computational model for linguistics.

Unit IV: Language engineering

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: Cambridge University Press.
 Jurafsky, D. and J.H. Martin 2000. ***Speech and language processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition***. Prentice Hall.
 Keith, G and Glover, M 1987. **Primary Language Learning with Microcomputers**. London: Croom Helm.
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