NAGALAND UNIVERSITY
DEPARTMENT OF LINGUISTICS
KOHIMA CAMPUS, MERIEMA

SYLLABUS FOR M.A. IN LINGUISTICS

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 comprising of four semesters.

Scheme of Examination: Thepapers will be for a total of 100 marks where 70 marks are for external and 30 marks for internal examinations. Each unit carries equal marks.

Semester	Course No	Course Name	Credit	Marks
1	LING-101	Introduction to Linguistics	5 credits	100 marks
	LING-102	Phonetics & Phonology	5 credits	100 marks
	LING-103	Morphology	5 credits	100 marks
	LING-104	Syntax-I	5 credits	100 marks
II	LING-201	Syntax-II	5 credits	100 marks
	LING-202	Phonology	5 credits	100 marks
	LING-203	Semantics and Pragmatics	5 credits	100 marks
	LING-204	Psycholinguistics	5 credits	100 marks
III	LING-301	Sociolinguistics	5 credits	100 marks
	LING-302	Historical Linguistics	5 credits	100 marks
	LING-303	Language Typology	5 credits	100 marks
	LING-304	Language teaching	5 credits	100 marks
IV	LING-401	Language planning	5 credits	100 marks
	LING-402(a/b/c/d/e) *	(a) Lexicography (b) Advanced syntax (c) Generative phonology (d) Linguistic stylistics (e) Computational linguistics	5 credits	100 marks
	LING-403 (a/b/c/d) *	(a) Translation theory and practice (b) Neurolinguistics &Language Pathology (c) English Language education (d) Linguistic logic and structural semantics	5 credits	100 marks
	LING-404	Field Methods & Dissertation	5 credits	100 marks

Total: 80 Credits   1600 marks

*The student can choose any choice-based paper in the 2nd and 4th semester.

PROGRAM OUTCOME

The MA in Linguistics is designed to provide students with a knowledge of the traditional core areas of linguistic analysis as well as a deeper specialization in a chosen subfield or interface area.

The student will understand the complex areas in society in which language plays a role and gain knowledge of how language and communication works. This will aid them to communicate effectively in all contexts.

The program will provide sufficient knowledge and skill to convert the theoretical knowledge into practice.

Students will learn various aspects of human languages that includes sounds (Phonetics, Phonology), Words (Morphology), Sentences (Syntax), Meaning (Semantics) and Language Use (Pragmatics). This will increase the learner's knowledge and understanding of the world and ultimately the knowledge attained in Linguistics will aid the learner in many practical applications in society.

The overall knowledge gained from the program will assist the students to apply the knowledge of language fundamentals in society, computers, psychology, neurology, language teaching, history, and anthropology.

The student will acquire a sense of social responsibility towards safeguarding the interests of the lesser-studied languages, taking an active part in documenting, describing, and the efforts to revitalize those languages.

Research-based dissertation has been adopted at the Master's Degree level compulsorily. Thus,this program will enable students to Design and conduct research, analyze and interpret data to provide valid conclusions in both descriptive as well as applied language studies.

PROGRAM SPECIFIC OUTCOMES

At the end of the program, the student will be able to:

1. Understand the concepts of Phonetics, Phonology, Morphology, Semantics, Pragmatics and applied linguistics and how to practically use them.
2. Students will be equipped to apply linguistics knowledge to any languages irrespective of whether the language is known to the student or not.
3. Evaluate and Adopt procedures of Psycholinguistics, Clinical,Lexicography, Computational Linguistics and Translation.
4. Enhance literacy development in both official language(s) and the foreign language. In this case, the learner will be able to teach English as a second language confidently.
5. Follow the procedures as per laboratory standards in the areas of Phonetics, language teaching, computational linguistics, and neurolinguistics.

First Semester

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: Language
Language; characteristics of language; Human and non-human communication; verbal and non-verbal communication; medium of language: speaking and listening, reading and writing; signing and seeing; Origin of language: the divine source theory, the natural sound source theory, the pooh-pooh theory, the ding-dong theory.

Unit II: 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 III: Linguistic 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 IV: 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 V: Structural 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 MITPress.
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: Macmillian. 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: Hercourt. 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**

LING 102: PHONETICS AND PHONOLOGY

Objectives: The course aims at introducing the basic principles and tenets of General Phonetics and Phonology. Students develop proficiency in recognizing, transcribing, and reproducing speech sounds. The latter half of the course will be concerned with the function, behavior and organization of sounds of linguistics units. Students will be introduced to simple phonological rule writing. The course is designed to train students in solving simple phonological problems and help them understand the crucial theoretical issues concerning phonetics and phonology.

2.1. Study of Speech
Defining Phonetics; history of phonetics; articulatory: Speech of production: air stream mechanism; active and passive articulators; phonation process; Double articulation, secondary articulation, Complex articulation; segmental articulation; auditory phonetics; Acoustic:frequency, intensity, and duration
2.2. Classification of Sound-I
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; IPA; usefulness of IPA; Transcription.
2.3. Classification of sound-II
Classification and description of consonants; manner and place of articulation; articulators; voicing; stricture; consonant clusters and consonant sequence; consonants of English; Broad and narrow transcription.
2.4. Phonemic Organization
Phonetics and phonology; Phonemic and phonetic; phoneme, phone and allophones; diaphone; biuniqueness, neutralization and free variation; contrast and complementary distribution; morphophonemic alternations; syllable.
2.5. 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; intonation; assimilation and Elision.

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. 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
Word and lexeme; word and paradigm; 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: Compounds
Compound formation; Type of compounds: compound nouns, compound verbs, compound adjectives; close compounds, open compounds, hyphenated compounds; formal vs. semantic classification; dvandva, bahuvrihi, tatpurusha and avyayibhava rules of compound formation.
Unit IV: Morphophonemics in English
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.
Unit V: Word formation
Derivation; preffixation; suffixation, infixation, back-formation, duplication; conversion, complete and partial conversion; clipping; acronymy; blending, word-manufacturing; multiple formations; concatenation; cliticization; sandhi.
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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.

LING104: 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.

4.1. Basic concepts
Definition of syntax; from word to sentence, Word classes; identifying word classes; head word; Basic phrasal categories; head and their dependents; position of head in a phrase: typological variations.
4.2. Syntactic constituents
Identifying constituents; grammatical tests (substitution, replacement, conjoining, insertion, co-ordination and others); labeled tree diagrams and relationship within the tree; concepts, specifier complements and adjuncts; Phrase structure rules.
4.3. Sentence
Sentence; word order; Order of phrase within the sentence: variations of order; core arguments; agreement; grammatical relations: subject and object; Types of sentences: simple, co-ordinate, complex sentences; relative clause; complement clause.
4.4. Clause Structure
Phrase,clause and sentence; independent clause, subordinate clause, adjective clause, adverbial clause, noun clause, relative clause, conditional clause, finite and non-finite clauses, verbless clause, participial clause.
4.5. Syntactic processes
Passive and anti-passive; Passive and active sentences; passive construction of imperative and interrogative sentences; interrogatives: Wh-questions, yes-no questions, tag, questions and other fronting constructions; Causative construction, morphological and lexical causative.

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 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.

5.1. Nature of Universal Grammar
Universal Grammar; language faculty; the three levels of adequacy: observational, descriptive and explanatory adequacy; structure dependency; head parameter; pro drop; I and E language; competence and performance

5.2. Lexicon and sentence structure
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.

5.3. 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.

5.4. 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.

5.5. 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

LING 202. PHONOLOGY II

Objectives: The Objective of this paper is to make the students aware of the theoretical issues involved in phonology. Through this paper the students will be exposed to the transition from structural phonology to generative phonology.

Unit I: Distinctive features
Development of phonological theories; Distinctive features vs. phoneme; Jakobsonian distinctive features; levels and models of representation of sounds;laryngeal features, manner features, and place features; binary vs single-valued features; SPE.

Unit II: Phonological rules
Format and notations; types: assimilation, dissimilation, insertion, deletion; rule ordering: types of rule ordering: feeding, bleeding. Counter-feeding and counter-bleeding; derivations: correct and incorrect derivations; rules and constraints, abbreviatory conventions, braces, bracket, parenthesis, angled bracket and alpha notation.

Unit III: Morpho-phonology

Defining morpho-phonology; Morphophonemes and morphophonological rules; types of changes: tone sandhi, consonant gradation, vowel harmony, ablaut; isolation forms; rule ordering.

Unit IV: Syllable structure

Syllable and representation of syllable structure; components: onset, rime, nucleus, coda, tone weight; syllabification; ambisyllabicity; onset, onset cluster, null onset; consonant nucleus; Open and closed;domain of <u>supra-segmental features</u>.

Unit V: Phonological theories-an introduction

Auto-segmental phonology: rules, features, tiers, well-formedness conditions; CV phonology: tier: CV tier, segmental tier, core syllable; Lexical phonology: phonological rules: lexical and post lexical rules;lexicalist Hypothesis; 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: AkademikForlag.

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 SmithN. (ed.) **The structure of phonological representations**

(psrtI) Dordrecht: Foris.
Mohanan, K.P. 1986. **The theory of lexical phonology.** Dordrecht: Reidel.
Odden, David. 2005. **Introducing phonology**. Cambridge: Cambridge University Press.
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 and PRAGMATICS

Objectives: This paper will introduce the students to the basic concepts in formal and lexical Semantics. It will also introduce to notions in Pragmatics**.** InSemantics, students will study the words and their meaning in a language without laying emphasis on the context whereas in Pragmatics, students will study the meaning of the same words by laying emphasis on the context. Thus, students will discover why meaning is more complex than simply the words formed in a sentence.

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 od 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; anaclitic sentences; synthetic sentences; contradictions; entailments, paraphrase; sense and reference; denotation and connotation; predicator; Logical Connectives; truth condition.
Unit IV: Semantics and Pragmatics
Relationship between semantics and pragmatics; Deixis: types of deixis, deixis and anaphora; Presupposition: Presupposition and Entailment, Presupposition Triggers and defeasibility.
Unit V: Meaning in context
Conversational Implicature: Sentence meaning vs. speaker meaning, Grice's maxims, Varieties of Implicature; Speech act: Performative Utterances, Felicity conditions, Direct and Indirect Speech Acts.

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 Jeny 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 (a). PSYCHOLINGUISTICS

Objectives: This paper will introduce the students to some basic notions in psycholinguistics. This would enable the learner to understand and find out the structures and processes that underlie a human's ability to speak and understand language. The paper will cover topics concerning language comprehension, language production and language acquisition.

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

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.

Geskell , 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

LING-204 (b). LINGUISTIC STYLISTICS

Objectives: To expose the students to the role and importance of language in literature. This paper introduces the students to the stylistics study based on scientific rules of language, methods of literary criticisms, uses and functions of language and its effect in a text.

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: Buhler, Jakbson, 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; stylostatistics.

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.

Unit V: Stylistics of discourse
Sentence meaning, word meaning, utterance meaning; Poetic discourse: play of signifiers; narrative discourse: narrative events, temporal and spatial dimensions, narrations and focalisation; drama texts: co-referentiality, speech events, speech episodes and art symbol, 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.
Genettee, G. 1980. **Narrative Discourse**. Itchaca: Cornell University Press.
Leech,G.N. 1969. **A Linguistic Guide to English Poetry**. London: Longman.
Riffatere, 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 204 (c). COMPUTATIONAL LINGUISTICS

Objectives: This paper introduces the concepts in computational linguistics and the importance on the application of linguistic rules. The paper cover areas like machine translation, text summarization, speech recognition and generation, natural language processing, information extraction, grammar checking, create grammatical and semantic frameworks characterizing languages.

Unit I: Basic concepts
Introduction to computer: Fundamental computer (Hadrware and software), computer generation; interpreter and complier; Programming languages; database and database types.

Unit II: Man-Machine interface
Concept of artificial intelligence (A1), information system and information processing; concept of 'formal' language; 'natrual language' (NL) and 'real language'; natural

language as man-machine interface.

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

Unit IV: 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 Grammarama (Miller), parsers andNLP, computational model for linguistics.

Unit V: Language engineering
Computer-application – speech sythesis, machine translation, associative information retrieval, testinglinguistic 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.
Mitkov, R. (ed) 2003. *The Oxford Handbook of Computational Linguistics*. Oxford University Press.
Nirenburg, S. (ed) 1987. **Machine Translation: I Theoretical and Methodological Issues**. Cambridge: Camridge University Press.
Sedlow, W.A. and Sedlow, S.Y. (eds.) 1979. **Computer in Language Research**, Hillsdale: N.S. Lawrence Erlbawn

Third Semester
LING 301: SOCIOLINGUISTICS

Objectives: The aim of this paper is to introduce the students to concepts and theories in sociolinguistics. Through this course, students will learn the relation between language and society, and that language and society are mutually constitutive, i.e., society and language go hand in hand and therefore have an impact on each other.Sociolinguistics provide information on different languages and teaches the linguistic variation produced by various factors including racial or national, gender, age, class, education, geographical and more. All these factors are interlinked with each other. Regardless of all the variations, Sociolinguistics sensitizes the minds of the learner and brings awareness in such a way that it helps us to be more respectful for all languages and people.

Unit I: Sociological theories and the study of language
Concepts and frameworks: definition and scope; classifications: sociolinguistics and sociology of language, macro- and micro- sociolinguistics; traditional dialectology vs. social dialectology; speech community; languages; dialects; register; isoglosses; diffusion and wave theory.

Unit II: Language contact
Linguistic Relativity; Language Contact: Borrowing, Language Convergence, Pidgins, Creoles, Code-mixing, Code-switching; Language Maintenance; Language Shift; bilingualism, types of bilingualism.

Unit III: Language change
Sociolinguistics language contact: Study of language change in progress; Labov's linguistics variations; speakers variables; accommodation theory; the 'acts of identity' model; language use and attitude; language maintenance, shift and death.

Unit IV: Variation
Categories and variation: language variations: social, regional and stylistic; variables: marker, indicator and stereotype; restricted and elaborated code, verbal deficit hypothesis; categories and practice: social, local, social network and communities of practice.

Unit V: Language and culture
Interactional Sociolinguistics: face theory; linguistic politeness; pronouns of power and solidarity; sociolinguistics of address terms, communication accommodation; Language culture and thoughts, 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: Routledg.
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 Langauge 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 sociolingistics.** 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 Pennsylvnia 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.

LING 302. HISTORICAL LINGUISTICS

Objective: The aim of this paper is to introduce the students to the concepts of diachronic and diatopic 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: Analogy
Basic concept and types of analogical change; Interplay of sound change and analogy; Introducing Neogrammarian hypothesis; Family Tree and Wave Model; Extensions of Neogrammarian theory- social motivations for sound change- studies of William Labov Martha's Vineyard and New York City; Lexical Diffusion of sound change- concept and application.

Unit V: 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.
Benveinste, E. 1971. **Vocabulary of Indo-European Institutions** (Translated from French). Coral Gobles: 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.

Hockett, C.F. 1958. **A Course in Modern Linguistics.** New York: Macmillian 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**Ling**

LING 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
Language typology and Language universal; types of universals: formal and substantiative universals; implicational and non-implicational universals. Basic concept of Language Universals;Concept of language classification; Genetic, areal, typological.

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, quotetaive, onomatopoeia words,

Unit III: Morpho-syntax
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.

Unit V: Convergence and Typology
Language Family-tree, distant genetic relation; Unclassified languages, Language isolates; Basic linguistic features of major language families of the world with special reference to the language families of the Indian subcontinent. South Asian Languages - salient features, classifications; India as a linguistics area.

Suggested Readings:
Arora, H. and K.V. Subbarao,. 1989. 'Convergence and Syntactic Reanalysis: The case of *So*inDakkhini' **Studies in Linguistic Science.** Vol. 19**.**
Bazell, E. 1958. **Linguistic Typology**. London: School of Oriental and African Studies.
30
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 Social Interaction:** Cambridge: Cambridge University Press

Comrie, B. 1981.**Language Universal and Linguistic Typology.** Oxford. Basil Blackwell

Croft, W. 1990. **Typology and Universals.** Cambridge. Cambridge University Press.

Emeneau, M.B. 1964. 'India as a Linguisitc area' in Dell Hymes (ed.) **Language in Culture and Society: A Reader in Linguistics and Anthropology.** New York: Harper and Row Publisher

Gair, J., B. Lust, K. V. Subbarao and K. Wali. 1998. **Lexical Anaphora in South Asian Language.** Berlin: Mouton de Gruyter

Greenberg, J. H. 1966. **Universal Language.** Cambridge, Mass: The MIT Press

_____C.A. Ferguson and E.A. Moravesik (ed.) 1978. **Universals of Human Language.** Vols. 1-4, Stanford, California: Standford University Press

Hawkins J.A. 1983. **Word Order Universals.** New York: Academic Press

Hawkins, W. 1994. **A Performance Theory of Order and Constituency.** Cambridge: Cambridge University Press

Hampel, C. G. 1965. **Aspects of Scientific Explanation.** New York: Collier Macmillian

Lehmann, W. P (ed.) 1978. **Syntactic Typology: Studies in the Phenomenology of Language.** Austin: University of Texas Press

Malinson, G. and B. J. Blake. 1981. **Language Typology: Crosslinguistic studies in Syntax.** Amsterdam: North Holland

Martinet, A. 1962. **A Functional View of Language.** Oxford: Clarendon Press

Masica, C. P. 1976. **Defining a Linguistic Area: South Asia.** Chicago: University of Chicago Press

Sapir, E. 1921. **Langugae.** New York: Harcourt Brace and World

Seiler, H. 1978. **Language Universals.** Tubingen: Nars

Shibatani, Massayoshi and Theodora Bynon (ed.) 1995. **Approaches to Language Typology.** Oxford: Clarendon Press

SHopen, Timothy 2007. **Language Typology and Syntactic Description.** Vols 1-3 (Second Edition). Cambridge: Cambridge University Press

Subbarao, K.V. 1983. The findings of a UGC project on A Study of **Linguistics Typology, Language Contact and Areal Universals in the Indian Subcontinent.** Department of Linguistics, University of Delhi (mimeograph)

LING 304. 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; short history language teaching methods; types of methods: Grammar translation methods, communicative approach. Audiolingual methods, silent methods, natural methods, direct methods, dual language method, reading methods and others; merits and demerits of the methods.

Unit II: Teaching a second language
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 syllabuses; Krashen's Monitor Model; SLA and bilingual education.

Unit III: 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 IV: 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 V: 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.

Fourth Semester

LING401 LANGUAGE PLANNING

Objectives: This paper examines the theory and implementation of language planning and language policy. This paper 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
Sociology of language; Language ideology: Internationalization, language assimilation, Linguistic pluralism, Vernacularization; domain of Language planning. Types of Language Planning: Status planning, Corpus Planning and Acquisition Planning.
Unit II: Goals of language planning
Language purification; language revival; language reform; language standardization; Lexical modernization; Stylistic simplification; Interlingual communication; Language maintenance; Auxiliary-code standardization.
Unit III: Language problems and language planning
Identification of language problems; problem of code selection and Legitimization process; problem of code stability and standardization Process; problem of code elaboration and modernizatioin process; Problem of code differentiation and cultivation process.
Unit IV: Language standardization
Different approaches to codification; civilization and standardization, Natural and planned standardization, attributes of standardization; Criteria for standard language efficiency, rationality and commonality; Emergence of standard, identification process; stabilization of standard.
Unit V: Language elaboration and codification
Language development and language modernization, terminological Modernization, stylistic and registral modernization, language Cultivation. Norms-selection; problems of graphizationgrammatication and lexication; codification and elaboration in a multilingual context.

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 & Kean 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 thus enabling the students on how to deal with the sounds, spelling, grammatical features, etymology and others while compiling dictionaries.

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: Variation in Language
Dialectal and socio-dialectal, standard and non-standard 17 Types and purposes of practical dictionaries- encyclopedic vs. linguistic, synchronic vs. diachronic, restricted vs. non-restricted, monolingual vs. bilingual, multilingual etc; derivative compounds; idioms collocations; multi words; proverbs; variation; dialectal, social, standard and non-standard.

Unit V: 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. **Worter bucker/Dictionaries/Dictionaries… An International Encylopedia of Lexicography**. (3 volumes) Berlin: de Gruyter.
Ilson, R. (ed.) 1985. **Dictionaries, Lexicography and Language Teaching**. Berlin: Pergamon Press.
Jackson, H. 1988. **Word and Their Meaning**. London: Longman.
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.
53
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**. Wiebaden: Harrassowitz.
Zgusta, L. 1991. **Manual of Lexicography**. The Hague: Mouton.

(A student can opt one of the optional papers given below for LING-403)

LING-403(a): Translation theory &Practice (5 credits)   (100 marks)
LING-403 (b): English Language Education
LING-403 (c): Neurolinguistics & Language Pathology

LING 403 (A): TRANSLATION THEORY &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.
Unit II: Types of translation
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 III: 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 IV: 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 V: Linguistic problems of translation

Lexical gaps in the target language; collocational restrictions 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.
42
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 403 (B): ENGLISH LANGUAGE EDUCATION

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 NE Tribal 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.

Unit V: 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:

Barton, D. ed. 1994. Sustaining local literacies, Special issue of Language and Education. Vol. 8: id 2, Multilingual Matters.
Cummins, J. 1984. Bilingualism and Special Education: Issues in Assessment and Pedagogy. Avon: Multilingual Matters.
Freedman, A. et al. ed 1983. Learning to Write: First Language/Second Language. London: Longman.
Holliday. A. 2005. The Struggle to Teach English as an International Language. Oxford University Press.
Howatt A. 1984. A History of English Language Teaching. Oxford University Press.
Larsen-Freeman D, (2000) Techniques and Practice in Language Teaching. Oxford University Press.
Lewis M. 1993. The Lexical Approach. The State of ELT and a Way Forward. Language Teaching Publication.
McKay, S. L. 2002. Teaching English as an International Language, Rethinking Goals and Approaches.Oxford University Press.
Richards, J. 1990. The Language Teaching Matrix. Cambridge University Press.
Richards, J.C, Platt, H. Schmidt, R. & Schmidt, M. 2002. Dictionary of Language Teaching and Applied Linguistics. Longman.

LING 403 (c). NEUROLINGUISTICS & LANGAUGE PATHALOGY

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

Unit I: Brain-language relationship: Definition; scope; historical overview; overview of contemporary neurolinguistics; implications Cerebral dominance, lateralization and handedness; issues in neurolinguistics and linguistic aphasiology; approaches to neurolinguistics.
Unit II: Models of brain-language relationship: Early neurolinguistics model; Current neurolinguistics models; anatomy; auditory ventral stream; sound recognition; sentence comprehension; Bilaterality; voice production*; speech monitoring; memory.*
Unit III: Brain pathology: Identifying language disorder; symptoms of language disorders; consequences of language disorder. Types of language disorders: Aphasia and its classification; Dyslexia and its classification; Developmental Expressive Language Disorder (DELD).

Unit IV: Speech therapy
History development; Basic terminologies and concepts: Introduction to diagnostics, Terminologies in the diagnostic process, General principles of diagnosis, Diagnostic setup and tools; case history;Basic concepts of therapeutics; Terminologies in speech therapeutics ; General principles of speech and language therapy; individual and group therapy .,

Unit V: Sign language
Deaf and education; myths and facts about sign languages; diversity in sign language communities; Indian sign language and American sign language; technology for communication and learning among deaf community.

Suggested Readings:

Ahlsen, 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.
46
Grodzinsky, 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.

LING 404. FIELD METHODS AND DISSERTATION

Objectives: This is a compulsory paper where the students will work on a language structure in any aspect. 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.

Field work: The course involves a field trip to appropriate language areas to collect first-hand information. Besides elicitation of data, students are expected to record stories atleastone conversationandone speech.

Data Analyses: It will also introduce the students to the basics of data analysis and design, selection of software (Saymore, keyman, fieldwork explorer) file naming, meta data, archiving, 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.

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.