

**DECCAN COLLEGE POSTGRADUATE & RESEARCH INSTITUTE**  
**DEEMED UNIVERSITY**  
**PUNE 411006.**

**M.A. LINGUISTICS SYLLABUS**

Revised as per UGC Model Curriculum 2013  
(Revised in April 2017)

**SEMESTER I (04 Core Compulsory Courses)**

|         |                             |
|---------|-----------------------------|
| LNG 101 | Introduction to Linguistics |
| LNG 102 | Phonetics                   |
| LNG 103 | Morphology and Syntax       |
| LNG 104 | Semantics& Pragmatics       |

**SEMESTER II (04 Core Compulsory Courses)**

|         |                     |
|---------|---------------------|
| LNG 201 | Phonology           |
| LNG 202 | Syntax-I            |
| LNG 203 | Sociolinguistics    |
| LNG 204 | Applied Linguistics |

**SEMESTER III**

|         |                                  |               |
|---------|----------------------------------|---------------|
| LNG 301 | Languages of South Asia          | Core-Elective |
| LNG 302 | Historical Linguistics           | Core-Elective |
| LNG 303 | Dialectology                     | Core-Elective |
| LNG 304 | Translation Studies              | Core-Elective |
| LNG 305 | Semantics-2                      | Core-Elective |
| LNG 306 | Computational Linguistics -I     | Core-Elective |
| LNG 307 | Development of Linguistic Theory | Core-Elective |
| LNG 308 | Introductory Linguistics         | Open-Elective |

**SEMESTER IV**

|         |                     |               |
|---------|---------------------|---------------|
| LNG 401 | Field Linguistics   | Core-Elective |
| LNG 402 | Contact Linguistics | Core-Elective |
| LNG 403 | Language Teaching   | Core-Elective |
| LNG 404 | Language Typology   | Core-Elective |
| LNG 405 | Syntax-2            | Core-Elective |
| LNG 406 | Discourse Studies   | Core-Elective |
| LNG 407 | Psycholinguistics   | Core-Elective |
| LNG 408 | Neurolinguistics    | Open-Elective |

|         |                                     |                |
|---------|-------------------------------------|----------------|
| LNG 409 | Indo-Aryan Languages                | Core-Elective  |
| LNG 410 | Dravidian Languages                 | Core-Elective  |
| LNG 411 | Tibeto-Burman Languages             | Core-Elective  |
| LNG 412 | Austro-Asiatic Languages            | Core-Elective  |
| LNG 413 | Computational Linguistics-II        | Core-Elective  |
| LNG 414 | Cognitive Linguistics               | Core-Elective  |
| LNG 415 | Stylistics                          | Core-Elective  |
| LNG 416 | Indian Grammatical Traditions       | Core-Elective  |
| LNG 417 | Anthropological Linguistics         | Core-Elective  |
| LNG 418 | Development of Linguistic Theory- 2 | Core-Elective  |
| LNG 419 | Advanced Phonetics                  | Core-Elective  |
| LNG 420 | Linguistic Archaeology              | Core-Elective  |
| LNG 421 | Language and Media                  | Open-Elective  |
| LNG 422 | Linguistic History of South Asia    | Open-Elective  |
| LNG 423 | Dissertation                        | Core- Elective |

## **LNG: 101 INTRODUCTION TO LINGUISTICS**

### **Course Objectives:**

1. To give a general introduction to Linguistics
2. To place language in the context of sign, mind, society and culture.
3. To give an introduction to analysis of language at the level of sound organisation

### **Learning Outcomes:**

After successfully completing this course students will

1. have an understanding of uniqueness and functions of human language
2. be familiar with units of analysis of language at the phonemic level.

### **Topical Outline:**

#### **Unit 1 Language & Linguistics**

**6hours**

Language and Linguistics: Linguistics-what it is and what it is not; (Linguistics and Grammar); the scientific study of human language. Definitions of language; characteristics of human language; design features of human language; functions of human language (Jakobsonian and Hallidayan). Language as a means of communication vs. language as a medium of cognition.

#### **Unit 2 Language and Communication:**

**6hours**

Language and communication: Human and non-human communication; verbal and non-verbal communication; sign language; language-independent systems. Communication: a biological perspective.

#### **Unit 3 Approaches to the study of language:**

**7hours**

Ancient traditions (Indian and Western); Comparative Philology; Modern (approaches: Three major research traditions in 20th century Linguistics: Structuralism, Formalism / Generative linguistics, Functionalism. Saussure's concept of language and Saussure's dichotomies; -etic, -emic; type, token.

#### **Unit 4 Language, mind and brain**

**6 hours**

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

**Unit 5 Language, culture and society****4hours**

Words and culture (kinship and colour terms).Linguistic variation and social variation: languages, dialects and varieties, language community, race, racial groups and linguistic groups, other groupings); cultural transmission of language, oral and written transmission of culture. Language change and culture change.

**Unit 6 Universals in human language****8hours**

Approaches to language universals of language universals in phonology (such as vowel-consonant distinction and intonation); in grammar (nouns and verbs, subject and predicate, word and sentence etc.); in semantics (animate and inanimate, deixis, past and non-past, statements and commands etc.). Language typology in phonology, grammar (morphology and syntax) and in semantics

**Unit 7 Writing systems****3hours**

Speech and writing; arbitrariness in language; types of writing systems; history of writing systems, modern writing systems.

**Unit 8 Phonemic Analysis****10 hours**

Levels of linguistic analysis, Relationship between phonetics and phonology; Definition of Phone – Phoneme – Allophone; Relationship between grapheme and phoneme; Identification of phonemes: Phonetic similarity, Suspicious pair, Minimal pair, Contrast, Free variation, Complementary distribution. Conditions on phonemic analysis

**Practical work:** Students will solve exercises related to identifying phone, phoneme and allophones of primarily English and Indian languages.

**Course Readings:**

- 1.Akmajian, A., R.A. Demers, A.K. Farmer, & R.M. Harnish 2001. *Linguistics: An Introduction to Language and Communication*. Cambridge, Massachusetts: The MIT Press.
2. Bloomfield, L. 1933. *Language*. New York: Holt, Rinehart & Winston.
3. Fasold, R. & J. Connor-Linton. 2006. *An introduction to language and linguistics*. Cambridge: Cambridge University Press.
4. Fromkin, V., and R. Rodman and Nina Hyams. 2013. *An Introduction to Language* New York: Cengage Learning. (10<sup>th</sup> Edition).
5. Hall, Christopher, J. 2008. *Introduction to Language & Linguistics*. Delhi: Viva books.
6. Lyons, John. 1986. *Language and Linguistics- An Introduction*. Cambridge Univ. Press.

7. O'Grady, W., M. Dobrovolsky and F. Katamba. 1996 (3 rd ed). *Contemporary Linguistics: An Introduction*. Longman.
8. Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer. 1999. *Linguistics: An Introduction* . UK: Cambridge University Press.
9. Sapir, Edward. 1921. *Language*, A Harvest Book, reprint Hart- Davis: Soho Square London.
10. Smith, N.V. & D. Wilson. 1981. *Modern Linguistics: The Results of Chomsky's Revolution*. Indiana Univ. Press.
11. Verma, S.K., and N. Krishnaswamy. 1993. *Introduction to Modern Linguistics*. Delhi: Oxford University Press.

### **Suggested Readings:**

1. Bauer, L. 2007. *The Linguistics Student's Handbook*. Edinburgh: Edinburgh University Press.
2. Bloch, B. and Trager, G. 1942. *Outlines of Linguistic Analysis*. 1972. New Delhi: Orient Reprint.
3. Bright, W. (ed.) 1992. *International Encyclopedia of Linguistics*. New York: Oxford University press.
4. Chomsky N. 1965. *Aspects of the Theory of Syntax*. MIT Press.
5. Chomsky N 1972. *Language and Mind*. New York: Harcourt Brace Jovanovitch
6. Crystal, D. 1980. *First Dictionary of Linguistics and Phonetics*. London: Andre Deutsch
7. Gleason, H.A. 1955. *Workbook in Descriptive Linguistics*. New York: Holt, Rinehart Winston.
8. Gleason H.A. 1970. *An Introduction to Descriptive Linguistics*. New York: Holt, Rinehart & Winston.
9. Harris, Z.S. 1951. *Methods in Structural Linguistics* Chicago: University of Chicago Press. (Reprinted as Structural Linguistics, 1961).
10. Hockett, C.F. 1958. *A Course in Modern Linguistics*. London: Macmillan (Indian edn: Calcutta, New Delhi: Oxford & IBH).
11. Hyman, L.M. 1975. *Phonology: Theory and Analysis*. New York: Holt, Rinehart & Winston.
12. Lyons, J. 1968. *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press.
13. Lyons, John. 1997. *Chomsky*. Fontana Press; 3rd edition.
14. Pike, K.L. 1947. *Phonemics*. Ann Arbor: The University of Michigan Press.
15. Pinker, Steven. 1999. *Words and Rules: The Ingredients of Language*. New York.
16. Pinker, Steven. 1981. *Language and Linguistics*. Cambridge (UK): Cambridge University Press.
17. Sampson, G. 1985. *Writing Systems: An Introduction*. London: Hutchinson.

18. Saussure, F. de. 1966. *A Course in General Linguistics*: New York: McGraw-Hill.
19. Strazny, Philipp. (ed.) 2005. *Encyclopedia of Linguistics*. 2 vols. New York: Fitzroy Dearborn.
20. Wardhaugh, Roland. 1986. *An Introduction to Sociolinguistics*. Basil Blackwell

## **LNG: 102 PHONETICS**

### **Course Objectives:**

1. To identify the parts of the vocal tract and their roles in speech production.
2. To articulate and learn the physical features of consonants and vowels.
3. To understand syllables and suprasegmental features.
4. To understand acoustic properties of speech using acoustic analysis software.

### **Learning Outcomes:**

After successfully completing this course students will be able to

1. perceive and produce the most common sound types in the IPA chart/of the languages of the world;
2. phonetically transcribe linguistic data
3. create and interpret acoustic displays using appropriate software.

### **Topical Outline:**

#### **Unit 1 The organs of speech:**

**7 hours**

Nomenclature and arrangement of the organs. Classification of sounds into vocalic and consonantal sounds. The four processes of speech production: airstream, phonation (states of glottis- voicelessness, voicing, whisper, creaky voice, breathy voice, glottal stop and others) The oral-nasal process: action of velum, oral, nasal, nasalized.

#### **Unit 2 Articulation of consonants**

**10 hours**

The process of articulation: Manner and place of articulation. Places: Upper articulators and lower articulators (passive and active articulators, articulators and points of articulation). Combinations of articulators, their nomenclature, restrictions. Manners of articulation: stops, fricatives, trills, flaps or taps, approximants, affricates, laterals. Co-articulation: Double articulation, secondary articulation, labialization, palatalization, velarization, pharyngealization.

#### **Unit 3 Airstream mechanisms**

**8 hours**

Pulmonic, glottalic and velaric; the direction of airflow: egressive and ingressive. Combinations and restrictions.

#### **Unit 4 Articulation of vowels**

**7 hours**

Vowels: Three axes: Degree of opening, tongue position, lip position. Tense, lax. Cardinal Vowels.

#### **Unit 5 Suprasegmentals**

**8 hours**

Stress; duration, consonant and vowel length; pitch, tone, intonation and juncture.

## **Unit 6 Acoustic Phonetics**

**10 hours**

Wave form, simple periodic waves and complex aperiodic waves; frequency, amplitude and loudness; fundamental frequency and harmonics. Resonance and acoustic filters; sound spectrum; Sound spectrogram. Spectrographic characteristics of speech sounds: Periodic and aperiodic sounds (tones and noises); formants, transitions, voice bar, and voice onset time.

### **Practical work:**

1. Listening to recordings of IPA sounds (Use of the software 'Video Phonetics' in the Language Laboratory)
2. Phonetic drills
3. Transcription.
4. Viewing/generating and learning to read spectrograms.

### **Course Readings:**

1. Ashby, M. and J. Maidment. 2005. *Introducing Phonetic Science*. Cambridge: Cambridge University Press.
2. Catford, J.C. *A Practical Introduction to Phonetics*. Oxford: Oxford University Press.
3. Ladefoged, P. 1962. *Elements of Acoustic Phonetics*. Edinburgh: Oliver & Boyd.
4. Ladefoged, P. 1993. *A Course in Phonetics*. New York: Harcourt, Brace College Publishers (3rd edition).
5. Ladefoged, P. 2001. *Vowels and Consonants*. Oxford: Blackwell.
6. Ladefoged, P. & Maddieson, Ian. 1996. *The Sounds of the World's Languages*. Blackwell

### **Suggested Readings:**

1. Abercrombie, D. 1967. *Elements of general phonetics*. University of Edinburgh.
2. Bhaskararao, P. 1972. *Practical Phonetics I*. Pune: Deccan College.
3. Ball M.J. & Rahilly J. 2000. *Phonetics. The Science of Speech*. Arnold.
4. Catford, J.C. 1988 *Practical Introduction to Phonetics*. Clarendon press: Oxford.
5. Fromkin, V (ed.) 2000. *Linguistics: An Introduction to Linguistic Theory*. Blackwell.
6. Lehiste, I. 1967. *Readings in Acoustic Phonetics*. MIT Press: Massachusetts.
7. O'Connor, J.D. 1973. *Phonetics*. Penguin Books.
8. I.P.A. 1979 *International Phonetic Alphabet*. Revised to 1996.
9. Johnson Keith. 1977. *Acoustic and Auditory Phonetics*. Blackwell.
10. Jones, Daniel. 1988. *Everyman's English Pronouncing Dictionary*.



11. Laver, John. 1994. *Principles of Phonetics*. Cambridge University Press. 4.
12. Lieberman, P. and Blumstein, D. 1988. *Speech Physiology, Speech Perception and Acoustic Phonetics*. Cambridge: Cambridge University Press.
13. Pike, K.L. 1944. *Phonetics*. Ann Arbor: University of Michigan press.
14. Smalley, W.A. 1961. *A Manual of Articulatory Phonetics*. (with tapes). Pasadena: William Carey Library.
15. Bloomfield, L. 1933. *Language*: Indian edition 1963. Motilal Banarsidass.Delhi.

## **LNG: 103 MORPHOLOGY AND SYNTAX**

### **Course Objectives:**

1. To introduce the basic concepts in Morphology and Syntax and the interrelationship between them.
2. To understand the system of morphological structure and the system of syntactic structures in languages.
3. To develop the critical thinking through the analysis and interpretation of morphological and syntactic structures.

### **Learning Outcomes:**

After successfully completing this course students will have

1. Developed understanding about the structure of morphological subsystem.
2. Developed understanding about morphophonemic and morphological processes in language.
3. Developed understanding about issues related to morphological typology.
4. Developed understanding about compositionality, constituency and dependency relations in a sentence.
5. Developed understanding about grammatical relations and their expressions.
6. Developed understanding about a variety of complex sentence phenomena.

### **Topical Outline:**

#### **Unit 1 Grammar, Syntax and Morphology**

**8 hours**

Scope of grammar: grammar and semantics, grammar and lexis, morphology and syntax, Kinds of grammar: prescriptive and descriptive, monolingual and bilingual grammars; text-based, exemplificatory and generative grammars; levels of analysis- morphology and syntax, units of analysis- words, phrases, clauses, sentences. Description and analysis: the exploration of grammatical competence, intuitions and their evaluation: grammatical "same" and grammatical "different".

#### **Unit 2 Morphology**

**8 hours**

Models: morpheme-based: morph (types of morph), morpheme (types of morpheme), allomorph (conditioning), identification of morphemes (Nida's principles); item and arrangement and item and process models; word-based: word and paradigm; morphological typology (classification of languages into synthetic: agglutinating, inflecting and polysynthetic, and analytic: isolating types), morphological universals.

#### **Unit 3 Processes: Morphological and Morphophonemic**

**8 hours**

Morphological processes (affixation, compounding, reduplication, suppletion, echo-formation, reduplication), morphological productivity; inflection and derivation

(inflection categories of nouns, verbal inflection categories); morphophonemic processes (assimilation, dissimilation, metathesis, etc.), alternations and types of alternation, sandhi (internal and external)

#### **Unit 4 Constructions and Constituents**

**8 hours**

Constituents: Identifying constructions, constituents and categories. Ultimate constituents: Lexical categories: A, N, V, P; Immediate Constituents: Phrasal Categories: AP, NP, VP, PP; Hierarchy of Constructions: bracketing. Grammatical tests: constituents and constituency test: substitution, expansion and reduction, insertion and omission, permutation/transposition and their uses. Phrase Structure Syntax: rules to generate phrase markers, Lexicon Insertion rules, Rule Ordering. Analysis of constituent patterns: multiple constituents; crossing of word boundaries; discontinuous constituents. Relations of constituents within a construction: endocentric, exocentric and their subtypes; the abandonment of the notion of construction

#### **Unit 5 Grammatical Class**

**7 hours**

Class and subclass: grammatical restrictions on co-occurrence; subclasses; class markers- overt and covert. Notion of "parts of speech" vs. form classes. Grammatical Categories in Indian Tradition: naama, aakhyata, upsarga, nipaata. Syntactic features and neutralization; class membership: class cleavage. Agreement between subclasses/subcategories; concord, government and cross-reference.(Syntactic linkages).

#### **Unit 6 Sentence: its constituents and types**

**7 hours**

Sentence and its constituents; properties of subject, properties of predicate, properties of adjunct; words and phrases, empirical evidence for constituents. Sentences: simple, complex and compound; notions of embedding, subordination and co-ordination.

#### **Unit 7 Morphology and syntax interface**

**4 hours**

Inflectional morphology, clitics, syncretism

**Practical Work:**Analyzing morphological and syntactic patterns in different languages.

#### **Course Readings:**

1. Allerton, D. J. 1979. *Essentials of Grammatical Theory*. Routledge & Kegan Paul, London.
2. Andrew Carnie.2007. *Syntax: A Generative Introduction*. Blackwell
3. Baker, C.L.1996. *English Syntax*. MIT Press.
4. Bazell, C.E. 1953. *Linguistic form*. Istanbul.

5. Bloomfield, L. 1933. *Language*. New York. New Delhi: Motilal Banarsidas Company.
6. Brown, E.K. & Miller, J.E. 1980. *Syntax: A linguistic Introduction to Sentence Structure*. Hutchinson & Co. Ltd. London.
7. Burton-Roberts, N. 1997. *Analysing Sentences: An Introduction to English Syntax*. Longman Publishing Group.
8. Chomsky, N. 1957. *Syntactic Structures*. Mouton: The Hague.
9. \_\_\_\_\_. 1965. *Aspects of the Theory of Syntax*. Cambridge, MIT Press.
10. \_\_\_\_\_. 1972. *Language and Mind*. New York: Harcourt Brace Jovanovitch.
11. Fabb, N. 1994. *Sentence Structure*. London Routledge.
12. Haspelmath, M. 2002. *Understanding Morphology*. London: Hodder Arnold.
13. Katamba, F. 1993. *Morphology*. Basingstoke: MacMillan.
14. Matthews P.H. 1993. *Morphology*. (Reprint). Cambridge: Cambridge University Press.
15. Nida, E. A. 1949. *Morphology*. Ann Arbor: University of Michigan Press.
16. Talermann, Maggie. 2005. *Understanding Syntax*. Hodder Arnold

### **Suggested Readings:**

1. Bauer, L. 1983. *English word formation*. Cambridge: Cambridge University Press.
2. Elson, B.V.; Pickett, 1967. *An Introduction to Morphology and Syntax*. Santa Ano: Summer Institute of Linguistics.
3. Fromkin, V (ed.) 2000. *Linguistics- An Introduction to Linguistic Theory*. Blackwell.
4. Fromkin, V., R. Rodman, N. Hyams. 2003. *An Introduction to Language*. Thomson Wadsworth.
5. Gleason, H.A. 1968. *An Introduction to Descriptive Linguistics*. New Delhi: Oxford & IBH.
6. Haas, W. 1954. 'On Defining Linguistic Units', in *TPHS*, pp. 54-84.
7. Haas, W. 1960. 'Linguistic Structures', in *WORD* 16, pp. 251- 76.
8. Harris, Z. 1961. *Structural Linguistics*. University of Chicago Press.
9. Hockett, C.F. 1958. *A Course in Modern Linguistics*. New Delhi: Oxford & IBH.
10. Hockett, C.F. 1954. 'Two Models of Grammatical Description', in *WORD* 10, pp. 20-34
11. Hockett, C.F. 1948. Problems in Morphemic Analysis. *Language*: 23:321-43.
12. Inkelas, S. and C. Zoll. 2005. *Reduplication: Doubling in Morphology*. Cambridge University Press.
13. Lyons, J. 1968. *Introduction to Theoretical Linguistics*. London: CUP.
14. Matthews P.H. 1972. *Inflectional Morphology*. Cambridge University Press
15. Mathews P.H. 1981. *Syntax*. Cambridge University Press.

16. Palmer, F.R. 1971. *Grammar*. Pelican.
17. Quirk, R., et al. 1985: *A Comprehensive Grammar of the English Language*. London: Longman
18. Radford, A. 1983. *Transformational Syntax*. Cambridge Textbooks in Linguistics.

## **LNG: 104 SEMANTICS AND PRGAMTICS**

**Course Objectives:** To introduce students to the basic concepts and methods in the analysis of natural language meaning through a survey of major current approaches and their findings.

### **Learning Outcomes:**

On completing this course students will have:

1. developed an understanding of the relationship between meaning in language on word, sentence and utterance level
2. learned some central concepts in the analysis of word, sentence and utterance meaning
3. learned semantic theories about the understanding of different aspects of meaning in words, how they can be described, and how grammar and syntax contribute to meaning;
4. learned pragmatic theories about how language users achieve their goals in verbal interaction with others.

### **Topical Outline:**

#### **Unit 1 Approaches to the study of meaning in language**

**3 hours**

Semantics and pragmatics: definitions and scope; Literalist and contextualist approaches

#### **Unit 2 Basic semantic notions**

**6 hours**

Sentence, utterance and propositions, sense and reference: denotation, referring expressions, referent; referring and non-referring interpretations, opaque contexts, equative sentences, generic sentences. Predicate and argument, universe of discourse. Logical representation of simple propositions, connectives, commutativity of conjunction and commutativity of disjunction, truth-tables, negation and conditional.

#### **Unit 3 Compositionality of meaning**

**4 hours**

Componential analysis and semantic field. Analytic, synthetic sentences and contradictions. Prototypes and stereotypes.

#### **Unit 4 Sense relations-1**

**6 hours**

Sense relations: similarity - synonymy. Variations: connotative, stylistic and affective meaning. Synonymy and paraphrase. Hyponymy: referential inclusion and componential inclusion. Hyponymy and entailment.

**Unit 5 Sense relations -2****4 hours**

Antonymy or incompatibility: binary antonyms, converses, relative antonyms, multiple antonyms, and gradable or polar antonyms. Antonymy and contradictoriness. Ambiguity: homonymy and polysemy; lexical and structural ambiguity.

**Unit 6 Deixis****6 hours**

Types of Deixis: person, time, place, discourse, and social deixis.

**Unit 7 Conversational implicature****8 hours**

Grice's theory. Limitations of the Gricean approach; Sperber and Wilson's relevance theory.

**Unit 8 Presuppositions****5 hours**

Presupposition triggers, problematic properties of presupposition: semantic approach and pragmatic approach.

**Unit 9 Speech acts****8 hours**

Perlocutions, illocutions, felicity conditions, direct and indirect illocutions, types of speech acts, classification of verbs according to speech acts, limitations of speech act theory.

**Practical work:** Class-work and home assignments: (1) applying the principles of lexical semantics to the classification and organisation of various types of dictionary; (2) analyzing texts and conversations using the principles of pragmatics.

**Course Readings:**

1. Hurford, James. R. and Heasley, B. 1983. *Semantics- A course-book*. CUP.
2. Leech, G.N. 1974. *Semantics*. Penguin.
3. Lyons, J. 1977. *Semantics: Vol. I and II*. Cambridge: CUP.
4. Lyons, J. 1995. *Linguistic Semantics: An Introduction*. Cambridge: CUP.
5. May, Jacob. 2001. *Pragmatics: An Introduction*. Wiley-Blackwell.
6. Saeed, John 2003. *Semantics*. Blackwell Publishers.
7. Grice, H.P. 1975. *Logic and Conversation*. In Cole & Morgan 1975.
8. Levinson, S. 1983. *Pragmatics*. Cambridge: CUP.
9. Sperber, D. and D. Wilson. 1986. *Relevance: Communication and Cognition*. Blackwell, Oxford and Harvard University Press, Cambridge MA. (Second edition 1995. Blackwell, Oxford.)
10. Thomas, J. 1995. *Meaning in Interaction: An Introduction to Pragmatics*.
11. Yule, G. 1996. *Pragmatics*. Oxford: OUP.

**Suggested Readings:**

1. Austin, J.L. 1962. *How to Do Things with Words?* Oxford: Clarendon Press.
2. Austin, J.L. 1970. *Philosophical Papers*. Oxford University Press.

3. Bean, S. 1978. *Symbolic and Pragmatic Semantics*. Univ. of Chicago Press.
4. Blakemore, D. 1992. *Understanding Utterances*. Oxford: Blackwell.
5. Blakemore, D. 2001. 'Discourse and relevance theory' In D. Schiffrin et al (ed.), *Handbook of Discourse Analysis*. Oxford: Blackwell.
6. Blakemore, D. 2003. 'Discourse Markers'. In L. Horn and G. Ward (Eds).
7. Cole, P & J. L. Morgan. (eds.) 1975. *Syntax and Semantics 3: Speech Acts*. New York Academic Press.
8. Cole, P. (ed.) 1981. *Radial Pragmatics*. New York. Academic Press.
9. Coulthard, M. 1977. *An Introduction to Discourse Analysis*. London: Longman.
10. Dowty, D. R., R. E., Wall & P. Stanley. 1988. Introduction to Montague Semantics. Dordrecht: Reidel.
11. Grice H.P. 1968. *Utterer's meaning, sentence meaning and word meaning*. *Foundations of Language* 4: 225-42.
12. Grice, H.P. 1981. *Presupposition and Conversational implicature*. In Cole 1981.
13. Horn, L. & G. Ward (eds.). 2003. *The Handbook of Pragmatics*. Blackwells.
14. Katz, J.J. 1972. *Semantic Theory*. New York: Harper & Row.
15. Kempson, R. 1977. *Semantic Theory*. Cambridge Univ. Press.
16. Lappin, S. (ed.) 1997. *The Handbook of Contemporary Semantics*. Oxford: Blackwell.
17. Leech, G. 1983. *Principles of Pragmatics*. Longman Linguistics Library.
18. Leech, G. 1980. *Explorations in Semantics and Pragmatics*. John Benjamins.
19. Lehrer, A. 1974. *Semantic fields and lexical structure*. Amsterdam: North Holland.
20. Lyons, J. 1977. *Semantics*, Vol. 1 and 2. Cambridge: CUP.
21. Lyons, John. 1995. *Linguistic Semantics: An Introduction*. Cambridge: Cambridge Univ. Press.
22. Schiffrin, D. 1988. *Discourse Markers*. Cambridge: CUP.
23. Schiffrin, D. et al. 2001. *The Handbook of Discourse Analysis*. Oxford: Blackwell.
24. Searle, J.R. 1969. *Speech Acts*. Cambridge University Press.
25. Searle, J. R. 2004 'Relevance Theory' in G. Ward and L. Horn (eds) *Handbook of Pragmatics*. Oxford: Blackwell, 607-632.
26. Tanz, C. 1980. *Studies in the Acquisition of Deictic Terms*. CUP.
27. Wierzbicka, A. 2003. *Cross-cultural Pragmatics*. Walter de Gruyter.



## **LX: 201 PHONOLOGY**

### **Course Objectives:**

1. To acquaint the student with the transition from structural phonology to generative phonology.
2. To introduce methods and assumptions of two important approaches to phonological analysis: Classical Phonemic Analysis and the Generative model in the phonology.

### **Learning outcomes:**

1. Students will be able to analyze phonological data using one of the theories introduced
2. Students will be able to understand and differentiate between various approaches to phonological theories

### **Topical Outline:**

#### **Unit 1 Classical Phonemic analysis**

**8 hours**

The phoneme concept: views. Conditions on phonemic analysis; Primacy of Phonemes, Biuniqueness, Linearity, Separation of levels. Problems in Biuniqueness. Problems in Linearity. Problems in allophonic rules. Common types of phonological processes, Neutralization types and archiphoneme. Process Morphophonemics of Bloomfield: concept of basic alternant and derived form. Unique Underlier Condition: suppletive and non-suppletive alternation. Morphophonemic alternations and Sandhi.

#### **Unit 2 Distinctive Feature Theory**

**6 hours**

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

#### **Unit 3 Generative Phonology: Linear Model**

**8 hours**

Goals of phonological theory, levels of representation, assumptions. Solutions to some problems, Rule formalism and Rule ordering, abbreviatory conventions, braces, bracket, parenthesis, angled bracket and alpha notation; P-rule types; rule ordering hypothesis; feeding vs. bleeding, counter feeding vs. counter bleeding, disjunctive vs. conjunctive.

**Unit 4 Constraints on phonological rules****5 hours**

Abstractness of underlying representations; the alteration condition; strength hierarchy; principles of markedness.

**Unit 5 Post SPE linear models****5 hours**

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

**Unit 6 Non-Linear Models:****6 hours**

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

**Unit 7 Lexical phonology****6 hours**

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

**Unit 8 Optimality theory****6 hours**

Background, Origins, and Overview of OT, Inventories and Distribution in OT, Effects of Constraint Interaction — Blocking, Triggering, Conspiracies, and Emergence of the unmarked. Correspondences between inputs and outputs. Language Typology and Language Universals in OT.

**Practical Work:** Students will solve phonological problems based on data from English and Indian languages

**Course Readings:**

1. Chomsky, Noam. and Halle, M. 1968. *The Sound Pattern of English*. New York: Harper.
2. Durand, Jacques. 1990. *Generative and Non-linear Phonology*. Longman.
3. Fischer - Jorgensen, E. 1975. *Trends in Phonological Theory*. Copenhagen; Akdedemisk Forlog.
4. Goldsmith, J. (Ed.) 1999. *Phonological Theory: The Essential Readings*. Cambridge: Blackwell
5. Goldsmith, J. (Ed.) 1995 *The Handbook of Phonological Theory*. Cambridge: Blackwell.
6. Goldsmith, J. A. 1990. *Autosegmental and Metrical Phonology*. Blackwell.

7. Hyman, Larry. 1975. *Phonology: theory and analysis*. New York: Holt, Rinehart and Winston.
8. Jensen, John T. 2004. *Principles of Generative Phonology*. Amsterdam: John Benjamins.
9. Kager, R. 1999. *Optimality Theory*. Cambridge University Press
10. Kenstowicz, M. 1994. *Phonology in Generative Grammar*. Cambridge: Blackwell.
11. Lass, R. 1984. *Phonology*. Cambridge University Press.
12. Rocca, I. and Johanson, W. 1999. *A course in Phonology*. Oxford: Blackwell.
13. Trubetzkoy, N.S. 1939. English Trans. C Baltaxe (1969). *Principles of Phonology*. Berkeley University of California Press.

### **Suggested Readings:**

1. Harms, Robert T. 1968. *Introduction to Phonological Theory*. Prentice - Hall Inc
2. Hawkins, Peter 1984. *Introductory Phonology* : Hutchinson.
3. Hockett C.F. 1955. *A Manual of Phonology*. Waverly Press.
4. Pike, Kenneth L. 1947. *Phonemics*. Ann Arbor.
5. Goyerts, D. 1980. *Aspects of Post - SPE Phonology*. Ghent; Story - Scientia
6. Halle, H. 1962. 'Phonology in Generative Grammar'. In *Word* 18 54-72 or Makkai (1972).
7. Halle, H. 1964. 'On the basis of Phonology', in Makkai (1972).
8. Jakobson, R. & Halle, M. 1956. *Fundamentals of Language*. The Hague: Mouton.
9. Makkai, V.B. 1972 a. *Phonological theory: Evaluation and Current Practice*. New York: Holt, Rinehart, Winston.
10. Greenberg, J. 1963. *Universals of Language*. Cambridge, Mass: MIT Press
11. Hockett, C.F. 1955. *A Manual of Phonology*. Baltimore: Waverly Press
12. Householder, F.W. 1965. On Some Recent Claims in Phonological Theory. In *Journal of Linguistics* I.I. 13-34 or Makkai (1972) as above.
13. Hurch, B. & R. Rhodes (eds.) 1996. *Natural Phonology: The State of the Art*. Mouton de Gruyter.
14. Lass, R. 1978. Mapping Constraints in Phonological Reconstruction : On Climbing Down Trees Without Falling Out of Them. In Fisiak, 1978.
15. Mohanan, K.P. 1986. *The theory of Lexical phonology*. Dreidel Publishing Co.
16. Postal, P.M. 1968. *Aspects of Phonological Theory*. New York; Harper
17. Durand, J. *Generative and Non-linear Phonology*. (London: Longman, 1990).
18. Foley, J. *Foundation of Theoretical Phonology*. (Cambridge: Cambridge University Press, (1977)
19. Hooper, J.B. *An Introduction to Natural Generative Phonology*. (New York: Academic Press, 1976).
20. Mohanan, K.P. *The Theory of Lexical Phonology*. (Dordrecht: Reidel, 1986).

## **LNG: 202 SYNTAX- 1**

### **Course Objectives:**

1. To introduce the fundamental goals and assumptions of current theoretic syntax within the generative framework of Chomskyan tradition.
2. To explore the latest incarnation of this syntax, Government and Binding theory and the Principles and Parameters approach.

### **Learning Outcomes:**

After successfully completing this course students will be able to

1. apply a range of concepts and terms from Syntax to data that exemplify them.
2. undertake guided research in the grammatical structure of languages of different types.

### **Topical Outline:**

#### **Unit 1 Limitations of Structuralist Grammar**

**5 hours**

Structuralist grammar: basic nature, scope and limitations. The aim of Linguistics: theory of language and theory of language acquisition; Levels of adequacy: observational, descriptive, and explanatory.

#### **Unit 2 Chomsky's approach to Universal Grammar**

**6 hours**

The nature of Universal Grammar, the Innateness Hypothesis – Principles and parameters –structure dependency, the head parameter, the projection principle, I- and E- approaches to language, types of Universals, the language faculty, principles and rules.

#### **Unit 3 Basic concepts of Government and Binding**

**9 hours**

The framework of GB theory, D-structure, S-structure, PF and LF (the GB model) – the –projection principle – movement and trace – anaphors, pronouns, R-expressions and the binding principles – c-command – thematic (theta) roles: agent, patient or theme, experiencer, goal etc. – the theta criterion – Case (structural and inherent), Case assignment, the Case Filter – bounding theory (subjacency) –PRO and control.

#### **Unit 4 Theta theory and properties of Lexicon**

**8 hours**

Subcategorization. Theta-theory and the properties of lexicon, Redundancy rules. Projection Principle, Extended Projection Principle. Structural Relations. Structures: X-bar Syntax, Functional Categories: DP, CP, IP; Phrasal Categories: NP, VP, AP, PP; Feature - based Syntax .

## **Unit 5 Syntactic Operations and Constructions**

**10hours**

Movement and trace – NP Movement (passive, raising) – long distance movement: wh-movement (questions, relativization), topicalization – scrambling – adjunction and substitution: head-to-head movement ( $X^0$  movement), movement to SPEC – deletion (VP-deletion, Gapping) – ECM (exceptional case-marking) constructions, small clauses, clefts. Cyclic Transformations. Chains and LF movement. Control and Empty Categories: PRO.

## **Unit 6 Conditions on Transformations**

**7hours**

Motivation for and condition movement, movement vs. scrambling; obligatory vs. optional movement; interaction of theta theory with case theory; traces and the binding theory; a brief history of conditions on transformations from Ross's constraints to subadjacency and barriers: Constraints: complex NP constraint, WH-island constraint, subadjacency constraint, complementiser constraint and the others, bounding theory.

## **Unit 7 Logical form**

**5 hours**

The syntax-semantics interface, the question of scope; pronouns and variables, quantifiers and negation.

**Practical Work:** Students will analyse their native languages using the GB framework.

## **Course Reading:**

1. Baker, C.L. 1978. *Introduction to Generative -Transformational Syntax*. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
2. Brown & Miller. 1982. *Syntax- Generative Grammar*. Hutchinson & Co. Ltd. London.
3. Carnie, Andrew 2007. *Syntax: A Generative Introduction*. Blackwell.
4. Chomsky, N. 1957. *Syntactic Structures*. Mouton: The Hague.
5. Chomsky, N. 1965. *Aspects of the Theory of Syntax*. Cambridge, MIT Press.
6. Chomsky, N. 1972. *Language and Mind*. New York: Harcourt Brace Jovanovitch
7. Chomsky, N. 1976. *Reflections on Language*. London: Temple Smith.
8. Chomsky, N. 1981a. *Lectures on Government and Binding*. Dordrecht: Foris.
9. Chomsky, N. 1981b. *Principles and Parameters in Syntactic Theory*. In N.Hornstein and D. lightfoot ( eds.), *Explanations in Linguistics*. London: Longman.
10. Chomsky, N. 1986 a. *Knowledge of language: Its nature, Origin and Use*. New York: Prager.

11. Chomsky, N. 1986b. *Barriers*. Cambridge.MIT Press.
12. Haegman, Liliane.1998. *Introduction to Government and Binding Theory*. Blackwell.
13. Radford, A. 1983. *Transformational Syntax*. Cambridge Textbooks in Linguistics. Chapters 1-7.

### **Suggested Readings:**

1. Cinque, G. & R.S. Kaynes (eds.)2005. *Oxford handbook of Comparative Syntax*. UK:CUP
2. Cook, V. J. and M. Newson.1998. *Chomsky's Universal Grammar* (Second Edition) Blackwell.
3. Culicover, P. W. 2009. *Natural Language Syntax*. UK: CUP.
4. Culicover, P.W. 1982. *Syntax* (2nd ed.) Academic Press Inc., New York
5. Friedin, R. 1994. *Foundation of Generative Syntax*. MIT Press.
6. Jackendoff, R.S. 1975. Morphological and Semantics regularities in the Lexicon. *Language* 51: 639 - 91.
7. Jacobson, B. 1978. *T.G. Grammar*. 2nd ed. North - Holland. Academic press,1 – 63.21.
8. Kuno, S. 1973. Constraints on Internal Clauses and Sentential Subjects, in *Linguistic Inquiry*: vol 4: 363-386.
9. Poole, G.2002. *Syntactic Theory*. Palgrave
10. Ross, J.R. 1968. *Constraints on Variables in Syntax*. (Memeo, Indiana Linguistic Club.)

## **LNG: 203 SOCIOLINGUISTICS**

### **Course Objectives:**

1. To explore the relationship between language and society.
2. To introduce methods for analyzing variation in language use.
3. To enable students to develop the analytical skills used in sociolinguistics.

### **Learning Outcomes:**

After successfully completing this course students will

1. have gained a theoretical grounding in the field of sociolinguistics
2. will be able to explore the relationship between linguistic and non-linguistic variables such as gender, social class and age
3. be able to collect linguistic data and analyze it from a sociolinguistic perspective.

### **Topical Outline:**

#### **Unit 1 Language in society**

**8 hours**

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

#### **Unit 2 Language and variation**

**8 hours**

Principles and methods, the linguistic variable, stylistic and social categories (co-variation between language traits and social roles, social class, ethnicity, caste, age, sex differences); overt and covert prestige; social networks and language variation, case studies in variationism; the limits of variation theory. Three waves of variationism Approaches to language variation and change: social class and language variation; social networks and communities of practice; the need for integration.

#### **Unit 3 Sociolinguistic methodology**

**10 hours**

Sampling and tools; identification of socio-linguistic variables and their variants; data processing and interpretation; quantitative analysis, variable rules; ethnomethodology; participant observation. Real time and apparent time.

#### **Unit 4 Explaining language variation and language choice**

**8 hours**

Language attitudes and language choices. Interpretations of speakers' variable language use: the 'accommodation theory', the 'audience design' model, the 'acts of identity' model.

## **Unit 5 Language Contact**

**7 hours**

Outcomes and processes: language maintenance, language shift and new language creation. Some Indian case studies of language contact. Language endangerment. Language death.

## **Unit 6 Sociolinguistics and education**

**9 hours**

Educational policy, bilingual programmes, language immersion; language policy in multilingual contexts; implications of standardisation for literacy and school education, disadvantage and classroom language.

### **Practical Work:**

1. Presentation and discussion of the methodology, data and findings of some selected case studies in the classroom.
2. Students work in small groups to prepare sociolinguistic questionnaires focusing on different aspects of the language-society relationship.

### **Course Readings:**

1. Chambers, J. 1995. *Sociolinguistic Theory*. Oxford: Blackwell.
2. Labov, W. 1994. *Principles of Linguistic Change, Vol. 1, Internal Factors*. Wiley
3. Labov, W. 2001. *Principles of Linguistic Change, Vol. 2, Social Factors*. Blackwell.
4. Mesthrie, R. et al. (eds.). 2000. *Introducing Sociolinguistics*. Edinburgh University Press.
5. Meyerhof, M. 2006. *Introducing Sociolinguistics*. London: Routledge.
6. Trudgill, P. 1976. *Sociolinguistics*. Penguin Books.
7. Wardhaugh, R. 1992. *An Introduction to Sociolinguistics*. Oxford: Blackwell Inc. New York.

### **Suggested Readings:**

1. Annamalai, E. 2001. *Managing Multilingualism in India*. New Delhi: Sage.
2. Burling, R. 1970. *Man's many voices: Language in its cultural context*. New York: Rinehart & Winston, (pp.1-58, 86-91, 228)
3. Carroll, J. B. (ed.) 1956. *Language thought & reality: selected writings of Whorf, Benjamin Lee*. Cambridge, Mass. MIT Press.
4. Chambers, J. et al. 2002. *The Handbook of Language Variation and Change*. Blackwell.
5. Coupland, N. and A. Jaworski. 1997. *Sociolinguistics – A Reader and Coursebook*. Basingstoke, Hampshire: Macmillan.
6. Dittmar, N. 1976. *Sociolinguistics: A critical survey of theory and application*. London. Arnold.



7. Dua Hans Raj. 2001. *Science Policy Education and language planning*. Mysore. Yashoda Publications.
8. Fasold, Ralph. 1984. *The Sociolinguistics of Society*. Basil Blackwell.
9. Ferguson, C.A. 1959. 'Diglossia'. In *Word*.15:325-340. Also in Giglioli, 1972:232-251.
10. Fishman, J. A. 1965. 'Who speaks What language to Whom and When', in *Sociolinguistics*, (ed.). Pride, J.B. and Holmes, Janet.
11. Fishman, J.A. 1972. *Advances in the sociology of language*.vol.2: selected studies and applications. The Hague, Mouton.
12. Giglioli, P.P.1972.(Ed.) *Language in social contexts*. Penguin, Harmondsworth Middx.
13. Gumperz, J. J. 1971. *Language in social groups*. StanfordUniv. Press. (Essays by Gumperz, Selected and introduced by Anwar S. Dil.)
14. Gumperz, J.J. & Levinson, Stephen C. (ed.) 1996. *Rethinking linguistic relativity* (pp. 1-21) Cambridge: Cambridge Univ. Press, New York.
15. Gupta, R.S. & Aggarwal, K.(ed.) 1998. *Studies in Indian Sociolinguistics*. Delhi. Creative Publishers.
16. Hoijer, H. 1954. (ed.). *Language in Culture*. The Univ. of Chicago Press.
17. Hymes, D. 1964. (Ed.) *Language in culture and society*. New Delhi: Allied publishers.
18. Hymes, D.1974. *Foundations in sociolinguistics: An ethnographic approach*. Cambridge: CambridgeUniv. Press.
19. Khubchandani L.M. 1983. *Plural languages, plural cultures*. Hawaii: East West Centre.
20. Kulkarni-Joshi, S. 2008. 'Deconvergence in Kupwad?'.*Indian Linguistics*:
21. Labov, W. 1963. 'The social motivation of a sound change'. *Word* 19:273-309.
22. Labov, W. (ed). 1980. *Locating Language in Time and Space*. New York: Academic Press.
23. Mesthrie, R. 2001. *Concise Encyclopedia of Sociolinguistics*. Oxford: Elsevier (Pergamon) Section 1.
24. Mukherjee, A. 1996. *Language Maintenance and language Shift. : Panjabis and Bengalis in Delhi*, New Delhi: Bahari Publications.
25. Pandit, I.1986. *Hindi-English Code Switching. Mixed Hindi English*. Delhi: Datta.
26. Pathak, R. S. 1985. 'Language variation in bilingual settings: A north Indian case study'. *Indian Linguistics* Vol. 46: No.1-2:9-24.
27. Ray, P.S. 1968. Language standardization. In Fishman (Ed.)*Readings in Sociology of language*, The Hague, Mouton.
28. Rubin, J. andB. Jernudd. 1971. *Can languages be planned?*Honolulu, HawaiUniv. Press.
29. Sapir. E. 1921. *Language*. A Harvest Book, Rupert Hart-Davis. London: Soho Square.

30. Singh R. 1998. *Lectures against Sociolinguistics*. N.Delhi: Munshiram Manoharlal
31. Sridhar, S. N. 1978. 'On the functions of code-mixing in Kannada. In *International journal of Sociology of Language*, 16: 109-118.
32. Stockwell, P. 2002. *Sociolinguistics*. London and New York: Routledge.
33. Stockwell, P. 2002. *Sociolinguistic Variation and Change*. Edinburgh University Press.
34. Verma, S.K. 1976. 'Code switching in Hindi-English', *Lingua* Vol.38 (2): 153-165.
35. Weinreich, U. 1968. *Languages in Contact*. The Hague. Mouton.
36. Winford. D. 2003. *Language Contact*. Blackwell.

## **LNG: 204 APPLIED LINGUISTICS**

### **Course Objectives:**

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

### **Learning Outcomes:**

After successfully completing this course students will -

- 1) have an understanding of the key concepts in Applied Linguistics.
- 2) be able to appreciate the interdisciplinary nature of Linguistics
- 3) be able to identify an area within the field of Applied Linguistics for further research

### **Topical Outline:**

#### **Unit 1 Introduction and scope of Applied Linguistics**

**4hours**

A brief history; the interdisciplinary nature of applied linguistics. Relation between theoretical Linguistics and Applied Linguistics. Scope of applied Linguistics (including translation studies and stylistics)

#### **Unit 2 Language teaching**

**9 hours**

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

#### **Unit 3 Language pathology**

**6hours**

Language pathology and normal language; language disorders: aphasia, anomia, agrammatism, dyslexia; use of linguistics in diagnosis and prognosis of language disorders.

#### **Unit 4 Language, Communication and Media**

**8 hours**

Role of language in mass communication, impact of mass media on language, types of language use in mass media e.g. news, editorials, advertising, internet, etc. language of mass media and social change

## **Unit 5 Linguistics in cross-cultural communication**

**6 hours**

Language issues in cross-cultural communication; issues in cross-cultural, task-oriented communication; cross-cultural competence, role of linguistics in corporate communication training; training in language, accent and cross-cultural sensitization.

## **Unit 6 Language policy and planning**

**8 hours**

Types of language planning – status planning and corpus planning; policy decisions regarding codification and modernization; inventing an alphabet, alphabets in conflict. Aspects of language planning: revival, reforms, standardisation, purification and lexical modernization. Language planning and language issues: language development and national development, language as unifying and divisive force. Language, orality and literacy.

## **Unit 7 Language technology**

**9 hours**

Artificial intelligence, parsers, cooperative response systems; speech technology – text-to-speech and speech-to-text systems; Machine Translation. Role of technology in language teaching and learning – radio, T.V., the language laboratory, computer-aided language teaching and learning (CALT/ CALL).

**Practical work:** Analysis of language use in newspapers, television, Internet etc; hands-on practice with machine translation software.

## **Course Readings:**

1. Ball, M. J. (ed.). 1988. *Theoretical Linguistics and Disordered Language*. London and Sydney: Croom Helm.
2. Bednarek, A. (ed). 2012. *Interdisciplinary Perspectives in Cross-Cultural Communication*. Munich, Lincom Europa.
3. Bennett, W. A. 1968. *Aspects of Language and Language Teaching*. London, Cambridge University Press
4. Bukingham and Eskey. 1980. Toward a definition of applied linguistics. In R. Kaplan (ed.), *On the Scope of Applied Linguistics* (pp. 1-3). Rowley, MA: Newbury House.
5. Cameron, K. (ed). 1989. *Computer Assisted Language Learning*. Oxford, Blackwell Scientific Publications.
6. Chaklader, S. 1990. *Sociolinguistics (A guide to Language Problems in India)*. New Delhi, Mittal Publications.
7. Cook, V. 2011. *Second Language Learning and Language Teaching*. UK, Benedetta Bassetti Psychology Press
8. Cook, G. 2003. *Applied Linguistics*. UK: Oxford University Press
9. Cooper, R.L. 1989. *Language planning & Social Change*. Cambridge, Cambridge University

10. Corder, P. S. 1973. *Introducing Applied Linguistics*. London, Penguin Books.
11. Crystal, S. 2001. *Language and the Internet*. Cambridge: Cambridge University Press.
12. Dash, N.S. 2005. *Corpus Linguistics and Language Technology*. New Delhi, Mittal Publication.
13. Davies, A. 1999. *An Introduction to Applied Linguistics: From Practice to Theory*. Edinburgh: Edinburgh University Press.
14. Lado, R. 1957. *Linguistics across Cultures*. Ann Arbor, University of Michigan Press
15. Lado, R. 1961. *Language teaching*. London, Longman.
16. Loveday, L. 1982. *The Sociolinguistics of Learning and using Non-native language*. New York, Pergamon Press.
17. Mackey, W. F. 1965. *Language teaching Analysis*. London, Longman.
18. Mitkov, S. 2009. *The Oxford Handbook of Computational Linguistics*. USA, Oxford University Press.
19. Oller, L. K. and K. Gjerlow. 1999. *Language and the Brain*. Cambridge University Press.
20. Reah, D. 2002. *Language of Newspapers*. London, USA, Canada: Routledge.
21. Scollon, R. and S. W. Scollon. 2001. Discourse and Intercultural Communication. In D. Schiffrin, D. Tannen and H. Hamilton (eds.) *The Handbook of Discourse Analysis*. Blackwell: 538-547.
22. Spolsky, B. 2004. *Language Policy*. UK, Cambridge University Press.
23. Sridhar, S. N. 1993. What are applied linguistics? *International Journal of Applied Linguistics*, 3: 3-16, Wiley
24. Stern, H. H. 2001 (11<sup>th</sup> impression). *Fundamental Concepts of Language Teaching*. UK: Oxford University Press.
25. Tannen, D. 1985. Cross-Cultural Communication. In J.A. van Dijk (ed.) *Handbook of Discourse Analysis*. Vol. 4 Discourse Analysis in Society. London: Academic Press: 203-212.
26. Tomic, O. M. and R.W. Shuy (eds.). 1987. *Relations of Theoretical and Applied Linguistics*. New York: Plenum
27. Wilkins, D.A. 1980. *Linguistic in Language teaching*. London, Edward Arnold Ltd.

### **Suggested Readings:**

1. Asher, R. E. 1994. *The Encyclopedia of Language and Linguistics*. Oxford, New York, Seoul, Tokyo: Pergamon Press.
2. Boardman, M. 2005. *The language of Websites*. London, USA, Canada: Routledge.
3. Brumfit, C. 1997. How applied linguistics is the same as any other science. *International Journal of Applied Linguistics*, 7: 86-94. Chicago, University of Chicago Press
4. Collinge, N. E. (ed) 1990. *An Encyclopedia of Language*. London, Routledge

5. Crystal, D. 1980. *Introduction to Language Pathology*. London: Edward Arnold.
6. Crystal, D. 1981. *Clinical Linguistics*: Vienna: Springer Verlag.
7. Crystal, D. 1987. *Encyclopedia of Language*. UK: Cambridge University Press.
8. Davies, A. and C. Elder (eds.) 2004. *The Handbook of Applied Linguistics*. UK: Blackwell Publishing.
9. Kaplan, R. B. 2002. *Oxford Handbook of Applied Linguistics*. Oxford University Press.
10. Kenning, M. J. and M. M. Kenning. 1983. *An Introduction to Computer Assisted Language Teaching*. Oxford University Press.
11. Rivers, W. M. 1981. *Teaching foreign language skills*. Chicago: University of Chicago Press.
12. Saville- Troike, M. 2006. *Introducing Second Language Acquisition*. New York: Cambridge University Press.
13. Srivastava, R. N. and R. S. Gupta. 1990. *Dimensions in applied Linguistics*. Mysore, Central Institute of Indian Languages.
14. Stemmer, B. and Whitaker, H. (eds). 1998. *Handbook of Neurolinguistics*. USA, Academic Press.

#### **Relevant Journals:**

- International Journal of Applied Linguistics
- Indian Journal of Applied Linguistics
- Language Problems and Language Policy

## **LNG: 301 LANGUAGES OF SOUTH-ASIA**

### **Course Objectives:**

1. To develop an understanding of the history of language families and their present day geographic distribution in South Asia.
2. To introduce the major linguistic characteristics of language families spoken in South Asia.
3. To introduce South Asia as linguistic area
4. To introduce the various writing systems of South Asia.

**Learning Outcomes:** After successfully completing this course students will be able to -

1. demonstrate an understanding of the interrelatedness of the language families of South Asia.
2. Students will also learn that these families, while grouped based on linguistic similarities, can share structural traits by contact among speakers from different genetic groupings
3. Understand the relatedness of writing systems in South Asia.

### **Topical Outline:**

#### **Unit 1 Languages of South Asia**

**5 hours**

Sources of information, geographical spread of languages, Linguistic survey of India, Census of India and other sources- their scope and limitations.

#### **Unit 2 Indo-Aryan languages**

**6 hours**

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

#### **Unit 3 Dravidian languages**

**6 hours**

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

#### **Unit 4 Austro-Asiatic languages**

**6 hours**

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

#### **Unit 5 Tibeto Burman Languages:**

**6 hours**

Survey of Tibeto Burman in India, their external history and broad grouping and place within Tibeto Burman; their main characteristic features.

**Unit 6 Andamanese language family**

**5 hours**

Survey of Andamanese languages in India, their external history and broad grouping their main characteristic features

**Unit 7 Other languages of South – Asia**

**5 hours**

Language isolates, Burushaski, Nihali- salient characteristic features

**Unit 8 South Asia as a Linguistic Area, Sociolinguistic Area**

**6 hours**

Concept of Linguistic area, major characteristic features of South Asia as a linguistic area. The concept of sociolinguistic area: major characteristic features of the sociolinguistics area.

**Unit 9 Writing systems of South Asia**

**5 hours**

The development of writing systems in South Asia. The development of Brahmi and Kharosti Script. The major writing systems of South Asia: characteristics and development from early stages to the modern stage in south Asia.

**Course Readings:**

1. Abbi, A. (2006). *Endangered Languages of the Andaman Islands*. Germany: Lincom GmbH.
2. Anderson, G. D.S. 2001. "A New Classification of South Munda: Evidence from Comparative Verb Morphology." *Indian Linguistics* 62:21-36
3. Anderson, G. D.S. 2003. "Dravidian influence on Munda." *International Journal of Dravidian Linguistics* 32/1:27-48.
4. Anderson, G. D.S. 2004. "Advances in proto-Munda reconstruction." *Mon-Khmer Studies* 34:159-184.
5. Anderson, G. D.S. 2006. *The Munda Verb. Typological Perspectives*. Berlin: Mouton de Gruyter (Trends in Linguistics, Studies and Monographs, 174).
6. Anderson, G. D.S. 2008. "Introduction to the Munda languages." In: Gregory D.S. Anderson (ed.), *The Munda Languages*. London / New York: Routledge. [Routledge Language Family Series]. 1-10.
7. Andronov, M. S. 2003. *A Comparative Grammar of the Dravidian Languages*. München: Lincom Europa (LINCOM Language Research 03)
8. Benedict, P. K. 1972. *Sino-Tibetan: a conspectus*. (Contributing editor: James A. Matisoff) Cambridge University Press.



9. Bhattacharya, S. 1972. "Dravidian and Munda: A Good Field for Areal and Typological Studies." III Seminar on Dravidian Linguistics, Annamalai University, 241-65
10. Bhattacharya, S. 1975. "Linguistic convergence in the Dravido-Munda culture area" *International Journal of Dravidian Linguistics* 4:199-214
11. Bloch, J. 1954. *The Grammatical Structure of Dravidian Languages*. Poona
12. Bradley, D. (ed.). 1997. *Tibeto-Burman Languages of the Himalayas*. Canberra: Australian National University (Pacific Linguistics)
13. Cardona, G., D. Jain, (eds.). 2003. *The Indo-Aryan Languages*. Routledge.
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15. Chatterji, S. K. 1950. *Kirata - Jana - Kriti*, Journal of the RASB, Letter's
16. Census of India. 1971. *Grammatical sketches of Indian Languages with comparative vocabulary. (Part I)*.
17. Diffloth, G. & N. Zide. 1992. "Austro-Asiatic languages." In: William Bright (ed.): *International Encyclopedia of Linguistics*. New York: Oxford University Press. Vol. I:137-42
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20. Ghatage, A.M. 1962. *Historical Linguistics and Indo - Aryan Languages*, Bombay University Publication.
21. Hale, A. 1982. Research on Tibeto-Burman Languages. Mouton. *Trends In Linguistics - state - of art report - 14*.
22. Jensen, H. 1970. *Sign, symbol and script*. London: George Allen & Unwin Ltd.
23. Jenner, P. N., L. C. Thompson, and S. Starosta (eds.). *Austroasiatic Studies, Two Volumes*. Honolulu: University of Hawaii (Oceanic Linguistics, Special Publication, No. 13)
24. Grierson, G.A. 1903-28. *Linguistic Survey of India (11 vols.)*.
25. Krishnamurti, Bh. 2003. *The Dravidian Languages*. Cambridge University Press.
26. Kuiper, F. B. J. 1962. *Nihali, a Comparative Study*. Amsterdam,
27. Lorimer, D.L.R. 1935-38. *The Burushaski Language, 3 vols*. Oslo.
28. LaPolla, R. J. 2001. "The role of migration and language contact in the development of the Sino-Tibetan language family." R. M. W. Dixon and A. Y. Aikhenvald (eds.). *Areal Diffusion and Genetic Inheritance*. Oxford: Oxford University Press: 225-254

29. Masica, C.P. 1976. *Defining a Linguistic area: South Asia*. Chicago: Uni. of Chicago Press.
30. Masica, C.P. 1991. *The Indo-Aryan Languages*. Cambridge University Press.
31. Matisoff, J. A. 1991. "Sino-Tibetan linguistics: present state and future prospects." *Annual Review of Anthropology* 20: 469-504.
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33. Meritt, R. 1977. *Guide to Languages of the World*. Stanford: Stanford Uni. Press
34. Munshi, S. 2006. *Jammu and Kashmir Burushaski: Language, language contact, and change*. Unpublished Ph.D. Dissertation. Austin: University of Texas at Austin, Department of Linguistics.
35. Nagaraja, K.S. 1989. *Austroasiatic Languages. A Linguistic Bibliography*. Pune: Deccan College, Post-Graduate & Research Institute
36. Parkin, R. 1991. *A Guide to Austroasiatic Speakers and their Languages*. Honolulu: University of Hawaii Press (Oceanic Linguistics Special Publication, 23)
37. Sidwell, P. 2009. *Classifying the Austroasiatic languages: history and state of the art*. LINCOM studies in Asian linguistics, 76. Munich: Lincom Europa.
38. Subrahmanyam, P. S. 1983. *Dravidian Comparative Phonology*. Annamalai University.
39. van Driem, G. 2001. *Languages of the Himalayas: An Ethnolinguistic Handbook of the Greater Himalayan Region*. BRILL
40. Zvelebil, K. 1990. *Dravidian Linguistics: An Introduction*. Pondicherry Institute of Linguistics and Culture.
41. Zide, N. H. (ed.). 1966. *Studies in Comparative Austroasiatic Linguistics*. (Indo-Iranian Monographs, V). The Hague: Mouton
42. Zograph, G. A. 1982. *Languages of South Asia* (translated by G. L. Campbell). London: Routledge and Kegan Paul.

### **Suggested Readings:**

1. Beames, J. 1872–1879. *A comparative grammar of the modern Aryan languages of India: to wit, Hindi, Panjabi, Sindhi, Gujarati, Marathi, Oriya, and Bangali*. Londinii: Trübner, 3 vols.
2. Casule, I. 2010. *Burushaski as an Indo-European language*. Languages of the World 38. Munich: Lincom.

3. Manoharan, S. 1997. "Pronominal Prefixes and Formative Affixes in Andamanese Language." A. Abbi (ed.). *The Languages of Tribal and Indigenous Peoples of India. The Ethnic Space*. Delhi: Motilal Benarsidass.
4. Misra, S. S. 1980. *Fresh light on Indo-European classification and chronology*. Varanasi: Ashutosh Prakashan Sansthan.
5. Misra, S. S. 1991–1993. *The Old-Indo-Aryan, a historical & comparative grammar* (Vols. 1–2). Varanasi: Ashutosh Prakashan Sansthan.
6. Sen, S. 1995. *Syntactic studies of Indo-Aryan languages*. Tokyo: Institute for the Study of Languages and Foreign Cultures of Asia and Africa, Tokyo University of Foreign Studies.
7. Peiros, I. 1998. *Comparative Linguistics in Southeast Asia*. Pacific Linguistics Series C, No. 142. Canberra: Australian National University.
8. Vacek, J. 1976. *The sibilants in Old Indo-Aryan: A contribution to the history of a linguistic area*. Prague: Charles University.

## **LNG: 302 HISTORICAL LINGUISTICS**

### **Course Objectives:**

1. To introduce the basic concepts of Historical Linguistics
2. To introduce the basic concepts of internal and comparative reconstruction
3. To introduce the basic concepts of genetic classification, language families, and writing systems

### **Learning Outcomes:**

After successfully completing this course students will be able to

1. apply the techniques of reconstruction to language samples
2. explore the social and linguistic motivations for language change

### **Topical Outline:**

#### **Unit 1 Introduction**

**6 hours**

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

#### **Unit 2 Sound Change**

**6 hours**

Neo-grammarian theory of gradualness, exceptionlessness and regularity of sound change, conditioned sound change (assimilation, dissimilation, coalescence; metathesis; deletion, epenthesis) vs. unconditioned change (sound shifts); phonetic and phonemic changes- split and merger; transformational generative approach to sound change (sound change and phonological rule, rule addition, etc); cause and effect, genesis and spread of sound change.

#### **Unit 3 Analogy**

**6hours**

Analogy; its relationship to sound change, effects of analogy on language structure, types of analogy- systematic (leveling, four-part analogy, analogical change and creation) and non-systematic analogical change (blending, folk etymology etc.)

#### **Unit 4 Morphosyntactic changes**

**6 hours**

Syntactic change: Mechanisms, causes and effects (discussing word order change to exemplify syntactic change); Grammaticalization: lexical vs. grammatical categories, semantic bleaching and pragmatic strengthening, unidirectionality of grammaticalization, mechanisms: analogy and reanalysis; grammaticalization, degrammaticalization and lexicalization

### **Unit 5 Semantic Change**

**5 hours**

Semantic change: Basis and mechanism (metaphor, taboo etc), Effects (widening, narrowing etc)

### **Unit 6 Comparative Method and Linguistic Reconstruction**

**7 hours**

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

### **Unit 7 Dialectology**

**7 hours**

Dialect Geography, dialect, idiolect; isogloss, focal area, transition area, relic area; method of preparing dialect atlas; preparation of questionnaire, selection of informants and localities, elicitation of data, collection and organization of data, preparing isogloss maps, deciding dialect and sub-dialect areas, correlating political and cultural history with regional and social dialects

### **Unit 8 Language change**

**7 hours**

Social causes for language change: social motivations- culture, prestige and need; language change due to language contact: linguistic borrowing- lexical and structural, classification of loan words, mechanism of borrowing- bilingualism, substratum and superstratum; formation of languages- pidgins, creoles, koine

**Practical work:** Analysing data from various languages using the procedures taught in the course.

### **Course Readings:**

1. Antila, Raimo. 1972. *An Introduction to Historical and Comparative Linguistics*. The Macmillan Co., New York.
2. Arlotto, Anthony, 1972. *Introduction to Historical Linguistics*. Houghton Mifflin Co, Boston.
3. Bynon, Theodora. 1980. *Historical Linguistics*. Oxford University press.
4. Hale, Mark. 2007. *Historical Linguistics: Theory and Method*. Blackwell Publishing
5. Hock, H.H. 1986. *Principles of Historical Linguistics*. Berlin: Mouton de Gruyter
6. Hock, H. H. and B. Joseph. 1996. *Language history, language change, and language relationship: An introduction to historical and comparative linguistics*. Berlin: Mouton de Gruyter
7. Trask, R.L. 1996. *Historical Linguistics*. London: Arnold.

### Suggested Readings:

1. Batty, A. and I. Roberts (eds.). 1995. *Clause Structure and Language Change*. Oxford University Press.
2. Benveniste, Emile. 1971. *Problems in General Linguistics*. University of Miami press.
3. Bhat, D.N.S. 1972: *Sound Change*. Bhasha prakashan, Pune.
4. Bloomfield, L. 1964. *Language*. IBH publication.(reprint) (Ch. 17-27)
5. Chambers, J. K., P. Trudgill and N. Schilling-Estes (eds.). 2007. *The Handbook of Language Variation and Change*. Blackwell.
6. Crisma, P. and G. Longobareli (eds.). 2009. *Historical syntax and Linguistic theory*. Oxford University Press.
7. Davis, G. W. and G. K. Iverson (eds.). 1992. *Explanation in Historical Linguistics*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
8. Ferguson, C. A. 1990. From esses to aiches: identifying pathways of diachronic change. In W. Croft, K. Denning and S. Kemmer (eds.). *Studies in Typology and Diachrony*. Amsterdam/Philadelphia: John Benjamins Publishing Company: 59-78.
9. Fisiak, J. (ed.). 1980. *Historical Morphology*. The Hague: Mouton
10. Fisiak, J. (ed.). 1984. *Historical Syntax*. Berlin, New York: Mouton de Gruyter
11. Fisiak, J. (ed.). 1997. *Linguistic Reconstruction and typology*. Berlin, New York: Mouton de Gruyter
12. Fromkin, V., R. Rodman, N. Hyams. 2003. *An Introduction to Language*. Thomson Wadsworth.
13. Greenberg, J. H. 1962. *Essays in Linguistics*. (Ch. 3, 4)
14. Greenlee, M. and J. J. Ohala. 1980. Phonetically Motivated Parallels between Child Phonology and Historical Sound Change. *Language Sciences* Vol. 2 No. 2: 283-308
15. Harris, A. C. and L. Campbell. 1995. *Historical Syntax in cross-linguistic perspective*. Cambridge University Press.
16. Hockett, C.F. 1958. *A Course in modern Linguistics*. Oxford & IBH publication. (Ch. 42-60)
17. Hoenigswald, H.M. 1960. *Language change and Linguistic reconstruction*. The University of Chicago press.
18. Jeffers, R.J. & Lehiste, L. 1982. *Principles and methods for Historical Linguistics*. The MIT press.
19. Joseph, B. D. and R. D. Janda (eds.) 2004. *The Handbook of Historical Linguistics*. Blackwell Publishing
20. Labov, W. 1994. *Principles of Linguistic Change Volume 1: Internal Factors*. Blackwell.
21. Labov, W. 2001. *Principles of Linguistic Change Volume 2: Social Factors*. Blackwell.

22. Langacker, Ronald W. 1973. *Language and its structure*. New York: Harcourt, Bruce & World. (Ch. 7, 8.)
23. Lehmann, W.P. 1968. *Historical Linguistics, an introduction*. Oxford & IBH publishing Co.
24. Sapir, Edward. 1921. *Language*. (ch. 7, 8, 9.)
25. Trudgill, P. 2002. *Sociolinguistic Variation and Change*.

## **LNG: 303 DIALECTOLOGY**

### **Course Objectives:**

To introduce the methodology, procedures and frameworks related to the study of regional and social variation found in languages.

### **Learning Outcomes:**

1. Students will be able to draw isoglosses and prepare dialect areas based on given data
2. Students will be able to familiarize themselves with approaches to dialectology

### **Topical Outline:**

#### **Unit 1 Introduction**

**6 hours**

Dialect: definitions; language and dialect, idiolect, dialect and accent; Dialectology: study of regional/geographical variation in language- accent, vocabulary, morphology, syntax; mapping of regional variation; related terms: dialect geography, linguistic geography, geo-linguistics

#### **Unit 2 Methodology**

**8hours**

Methods in dialectology- questionnaires, selection of informants and localities, identification of and mapping of linguistic features; new technology and recording of dialects and dialect areas; Social dialects, social and urban dialectology

#### **Unit 3 Dialect Maps**

**6hours**

Isogloss, bundles of isoglosses, dialect maps, dialect atlases, dialect areas- focal, transitional and relic, sub-dialect areas, dialect boundaries, contiguous and non-contiguous dialect areas

#### **Unit 4 Case Studies**

**8hours**

Historical survey of studies in linguistic geography: the origin of the linguistic atlases of Germany, France, Italy, New England, dialect surveys in the US and UK; a survey of the Indian languages and dialects: The Linguistic Survey of India, Marathi Dialect Survey, Kannada Dialect Survey, Dialect survey in Punjab, language use survey in Pondicherry, Dialects of Khasi, Dialects of Kashmiri

#### **Unit 5 Dialects in contact**

**8hours**

Maintenance and loss of dialects, dialect contact, dialect borrowings, dialect leveling, new dialect formation, koineisation; micro-linguistic areas



## **Unit 6 Perceptual dialectology**

**8hours**

Attitudes towards standard and non-standard dialects, speakers' perspectives on dialect areas and dialect boundaries

## **Unit 7 Frameworks in dialectology**

**6 hours**

Structural dialectology, generative perspective, the dynamic model

**Practical work:** Small-scale work like dialect study questionnaire in Beal (2006)

### **Course Readings:**

1. Beal, J. C. 2006. *Language and Region*. London and New York: Routledge
2. Chambers, J. K. and P. Trudgill. 1980. *Dialectology*. UK, USA, Australia: Cambridge University Press
3. Francis, W. N. 1983. *Dialectology: An Introduction*. London and New York: Longman
4. Petyt, K. M. 1980. *The Study of dialect: An Introduction to Dialectology*. London: Andre Deutsch
5. Trudgill, P, 1983. *On Dialect*. Oxford: Blackwell

### **Suggested Readings:**

1. Itagi, N. H. and S. K. Singh. 2002. *Linguistic Landscaping in India*. Mysore: Central Institute of Indian Languages
2. Nettle, D. 1988. *Explaining Global Patterns of Language Diversity*. *Cambridge Archaeological Journal* 17: 354-374
3. Newton, B. 1972. *Generative Interpretations of Dialect: Study of Modern Greek Phonology*. London: Cambridge University Press
4. Preston, D. R. (ed.). 1999. *Handbook of Perceptual Dialectology Volume 1*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
5. Long, D. and D. R. Preston (eds.). 2002. *Handbook of Perceptual Dialectology Volume 2*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
6. Sastry, J. V. 1994. *A Study of Telugu Regional and Social dialects: Prosodic Analysis*. Mysore: Central Institute of Indian Languages
7. Subramoniam, V. I. 1974. *Dialect Survey of Malayalam*. Trivandrum: University of Kerala
8. Weinreich, U. 1954. Is a structural dialectology possible? *Word* 10: 388-400.
9. *Journal of Linguistic Geography*: an e-journal by Cambridge Journals, Cambridge University Press

## **LNG: 304 TRANSLATION STUDIES**

### **Course Objectives:**

To introduce the students to the fundamental concepts in translation and Translation Studies

### **Learning Outcomes:**

After successfully completing this course students will be able to

1. critically analyze and evaluate translated texts taking into account concepts and issues in Translation
2. compare and evaluate MAT and FAMT systems

### **Topical Outline:**

#### **Unit 1 Translation**

**10 hours**

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

#### **Unit 2 Role of translation and translator/interpreter**

**8 hours**

Role of translation: in comparative literary studies, in multilingual countries like India- in intercultural communication, in nation-building (post-independence)-especially in language planning (corpus planning and status planning); role of translator/interpreter: making information available from one language into another, mediator in communication situations like immigration offices, legal proceedings and hospital communication in multilingual countries, business communications in multinational companies etc.

#### **Unit 3 Types of Translation**

**8hours**

Intralingual and inter-language; full and partial, total and restricted, rank bound and unbounded; translation and transliteration; translation and interpreting; subtitling; dubbing

#### **Unit 4 Issues in Translation**

**8hours**

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

#### **Unit 5 Types of text and translation**

**8hours**

Translation of literary texts: poetry, drama, novel, short story and essay; translation of scientific and technical texts: translation of scientific texts, problem of technical

terms; news, editorials in newspapers, thought provoking articles, advertisements, posters etc.

### **Unit 6 Translation issues with reference to specific texts**

**10 hours**

The teacher will decide for class discussions on a literary text of each category, a technical text translated from: Indian language into English, from an Indian language into another Indian language, English into one or more Indian languages

### **Unit 7 Machine Translation**

**6 hours**

Machine-Aided Translation (MAT), Fully Automatic Machine Translation (FAMT); issues in MAT and FAMT

**Practical work:** Students will choose original texts and translated texts and compare the two; they will discuss issues in translation in the context of translation theories.

### **Course Readings:**

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

### **Suggested Readings:**

1. Asher, R. E. (ed.) 1994. *The Encyclopedia of Language and Linguistics*. Oxford: Pergamon
2. Baker, M. 2001. *Routledge Encyclopedia of Translation Studies*. London & New York: Routledge
3. Booch, A. D. 1958. *Aspects of Translation*. London: Secker and Warburg.
4. Hatim, B. and J. Munday. 2004. *Translation an advanced resource book*. London & New York: Routledge.
5. Newmark, P. 1981. *Approaches to Translation*. Headington: Pergamon Press.
6. Newmark, P. 1998. *A Textbook of Translation*. UK: Prentice Hall International Ltd.
7. Nida, E. A. & C. R. Taber. 1969. *The Theory & Practice of Translation*. UK: Oxford University Press.
8. Riccardi, A. (ed.) 2002. *Translation Studies Perspectives on an Emerging Discipline*. UK: Cambridge University Press.
9. Somers, H. (ed.) 2003. *Computers and Translation: a translator's guide*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

10. Steiner, G. 1978. *After Babel: Aspects of Language Translation*. UK: OUP.
11. Theodore, S. 1969. *The Art of Translation*. London: Jonathan, Cape Thirty Bedford Square.
12. van Eynde, F. (ed.) 1993: *Linguistic Issues in Machine Translation*. London: Pinter Publishers.
13. Venuti, L. (ed.) 2000. *The Translation Studies Reader*. UK: Routledge.

## **LNG: 305 SEMANTICS- 2**

### **Course Objectives:**

This course aims at analyzing language at the semantics-syntax interface. It is aimed at introducing three main approaches in semantics – compositional, formal and cognitive.

### **Learning Outcomes:**

On successfully completing the course, students will be able to apply concepts and methods in compositional, formal and cognitive semantics to meaning-level problems in semantics.

### **Topical Outline:**

#### **Unit 1: Introductory**

**6 hours**

Semantics and semiotics; semantics in a model of grammar.

#### **Unit 2: Word meaning**

**4 hours**

Words and grammatical categories; words and lexical items; lexical universals.

#### **Unit 3: Sentence meaning**

**10 hours**

Situations types (semantic classification of verbs in static and dynamic situations). Tense and aspect. Mood and evidentiality

#### **Unit 4: Participant roles**

**6 hours**

Argument and predicator; grammatical relations and thematic roles

#### **Unit 5: Compositionality of meaning**

**8 hours**

Componential analysis; Katz's theory within Generative Grammar; Talmy's approach (field, path, manner); Jackendoff's conceptual structure (event, state, object, place, property); Pustejovsky's syntax of event structure.

#### **Unit 6: Logic and Truth**

**8 hours**

(Denotational vs. representational approaches to meaning) Model theoretic semantics; translating a language into logical metalanguage; semantics of logical metalanguage; Quantifiers (all, every, some)

#### **Unit 7: Cognitive Semantics**

**8 hours**

Metaphor, metonymy, image schemas, polysemy. Langacker's cognitive grammar.

**Practical work:** Students will demonstrate sample analyses of meaning using models introduced in the course.

**Course Readings:**

1. Hurford, J. R. and B. Heasley 1983. *Semantics- A course-book*. Cambridge Univ. press.
2. Lyons, J. 1977. *Semantics: Vol. I and II*. Cambridge Univ. Press.
3. Lyons, J. 1995. *Linguistic Semantics: An Introduction*. Cambridge: Cambridge Univ. Press.
4. Saeed, J. 2003. *Semantics*. Blackwell Publishers.

**Suggested Readings:**

1. Allwood, J. et al. 1997 reprint. *Logic in Linguistics*. Cambridge: CUP.
2. Fellbaum, C. (ed.) 1988. *WordNet: An Electronic Lexical Database*. Cambridge, Massachusetts: MIT Press.
3. Keith, A. 2009. *Encyclopedia of Semantics*. Elsevier.
4. Kempson, R. 1977. *Semantic Theory*. Cambridge Univ. Press.
5. Lehrer, A. 1974. *Semantic fields and lexical structure*. Amsterdam: North Holland.
6. Leech, G.N. 1974. *Semantics*. Penguin.

## **LNG: 306 COMPUTATIONAL LINGUISTICS-I**

### **Course Objectives:**

To introduce some basic concepts in Computational Linguistics.

### **Learning Outcomes:**

After successfully completing this course students will be able -

1. To extract and analyse text corpora
2. Understand foundational tasks in Computational Linguistics such as e-dictionary making, speech recognition and synthesis.

### **Topical Outline:**

#### **Unit 1 Introduction to Computer**

**11 hours**

Fundamentals of computer; Hardware (input, output, processing, etc.) and Software (OS and Application); computer generation; programming languages; Database and database type, DBMS; flowchart and algorithm; Compilers and interpreters (information processing, structuring and manipulating data); Basic internet.

#### **Unit 2 CL Basic concepts**

**7 hours**

Computational Linguistics, Language Technology and Natural Language Processing. History of Computational Linguistics;

#### **Unit 3 CL in relation to allied disciplines**

**7 hours**

CL and its relation to allied disciplines; Philosophy, psychology, Artificial Intelligence, Mathematics, Sociology, etc.

#### **Unit 4 Corpus Linguistics**

**7 hours**

What is corpus? Speech and written corpus, corpus compilation, corpus (annotation, rule based, knowledge based), Tagging and Tree banks. CIIL corpus of Indian Languages and Kolhapur Corpus of Indian English.

#### **Unit 5 Computational Lexicography**

**7 hours**

E-Dictionary (E-Thesaurus, WordNet, FrameNet, ConceptNet, VerbNet, MRD and others), corpus based dictionaries, lexical databases and online dictionaries.

#### **Unit 6 Speech Technology**

**8 hours**

Spectrogram analysis, phonetics and phonology; Speech synthesis (Text to Speech) and Speech analysis (Speech to Text); speaker recognition; Automatic Speech Recognition. Models (HMM, DTW, ect.)

### **Practical Work:**

1. Demonstration and practical in computer software, hardware and internet.
2. Demonstration and development of dictionary.

### **Course Readings:**

1. Dash, N.S. 2005. *Corpus Linguistics and Language Technology*. New Delhi, Mittal Publications.
2. Dutoit, T. 2001. *An Introduction to Text-to-Speech Synthesis*. Kluwer Academic Publishers.
3. Hays, D. G. 1967. *Introduction to Computational Linguistics*. New York, American Elsevier Publishing Company.
4. Jurafsky, D. and J. H. Martin. 2008. *Speech & Language Processing*. Pearson.
5. Lawrence, R. 2008. *Fundamentals of Speech Recognition*. Pearson Education.
6. Mitkov, R. (ed.) 2003. *Computational Linguistics*. Oxford University Press.
7. Noble, H. M. 1988. *Natural Language Processing*. Blackwell.
8. Oates, B. J. 2007. *Researching Information systems and computing*. New Delhi, SAGE Publications.
9. Pereira, F. and B. Grosz. (ed.). 1994. *Natural Language Processing*. MIT Press.
10. Rajapurohit, B. B. 1994. *Technology and Languages*. Mysore, CIIL.
11. Rolph, G. 1994. *Computational Linguistics*. Cambridge University Press.
12. Sangal, R. et al. (ed.) 2003. *Recent Advances in Natural Language Processing*. Mysore, CIIL.
13. Taylor, P. 2009. *Text to Speech Synthesis*. Cambridge University Press.

### **Suggested Readings:**

1. Bara, B.G. and G. Guida. (ed.) 1984. *Computational Models of Natural Language Processing*. Elsevier Science Publishers B.V.
2. Basu, A. and U. N. Singh. (ed.) 2005. *Proceedings of the Second Symposium on Indian, Morphology, Phonology & Language Engineering*. Mysore, CIIL.
3. Biber, D. et al. 1998. *Corpus Linguistics Investigating language structure and use*. Cambridge University Press.
4. Cole, R. and J. Mariani. 1997. *Survey of the state of the Art in Human Language Technology*. Cambridge University Press.
5. Hausser, R. 1999. *Foundations of Computational Linguistics*. Springer.
6. McTear, M. 1987. *The Articulate Computer*. Blackwell.
7. Mitkov and Nicolas 1997. *Recent Advances in Natural Language Processing*. John Benjamins Publishing Company.
8. Nerbonne, J. 1998. *Linguistics Database*. California, CSLT Stanford Publications.



9. Nivre, J. 2006. *Inductive Dependency Parsing*. Springer.
10. Waschauer, Mark and Kern, Richard (ed.). 2000. *Network Based Language Teaching: Concepts and Practice*. Cambridge University Press.
11. Wisbey, R. A. 1971. *The Computer in Literary and Linguistics Research*. Cambridge University Press.
12. Banerjee, S. and A. Lavie. (2005) "METEOR: An Automatic Metric for MT Evaluation with Improved Correlation with Human Judgments" in *Proceedings of Workshop on Intrinsic and Extrinsic Evaluation Measures for MT and/or Summarization* at the 43rd Annual Meeting of the Association of Computational Linguistics (ACL-2005), Ann Arbor, Michigan, June 2005. pp. 65-72.
13. Coughlin, D. 2003. "Correlating Automated and Human Assessments of Machine Translation Quality" in *MT Summit IX*, New Orleans, USA: 23-27
14. Doddington, G. 2002 "Automatic evaluation of machine translation quality using n-gram cooccurrence statistics". *Proceedings of the Human Language Technology Conference (HLT)*, San Diego, CA pp. 128-132
15. Gaspari, F. 2006 "Look Who's Translating. Impersonations, Chinese Whispers and Fun with Machine Translation on the Internet" in *Proceedings of the 11th Annual Conference of the European Association of Machine Translation*. pp. 149-158
16. Lavie, A., K. Sagae, and S. Jayaraman. 2004 "The Significance of Recall in Automatic Metrics for MT Evaluation" in *Proceedings of AMTA 2004*, Washington DC. September 2004. pp. 134-143
17. Papineni, K. et al. 2002. "BLEU: a method for automatic evaluation of machine translation" in *ACL-2002: 40th Annual meeting of the Association for Computational Linguistics* pp. 311-318 <http://acl.ldc.upenn.edu/P/P02/P02-1040.pdf>

#### **Relevant Journals:**

1. MIT Journal of Computational Linguistics
2. International Journal of Applied Linguistics.
3. Indian Journal of Applied Linguistics.
4. International Journal of Translation.
5. International Journal of Lexicography. Link: <http://www.ij/oxfordjournals.org>

#### **Website Links:**

1. [http://en.wikipedia.org/wiki/computational\\_linguistics](http://en.wikipedia.org/wiki/computational_linguistics)
2. [http://www.coli.uni-saarland.de/~hansu/what\\_is\\_cl.html](http://www.coli.uni-saarland.de/~hansu/what_is_cl.html)
3. <http://ai-depot.com/intro.html>
4. <http://library.thinkquest.org/2705/istory.html>
5. <http://www.logos-ca.com>
6. <http://www.athel.com/corpus.html>

7. [http://liceu.uab.es/~joaquim/speech\\_technology/tecnol\\_parla/recognition/refs\\_reconeixement.html](http://liceu.uab.es/~joaquim/speech_technology/tecnol_parla/recognition/refs_reconeixement.html)
8. [http://www.dukehealth.org/eye\\_center/specialties/low\\_vision\\_rehabilitation/care\\_guides/speech\\_recognition\\_and\\_text\\_to\\_speech\\_technology](http://www.dukehealth.org/eye_center/specialties/low_vision_rehabilitation/care_guides/speech_recognition_and_text_to_speech_technology)

# **LNG: 307 DEVELOPMENT OF LINGUISTIC THEORY-1**

## **Course Objectives:**

1. To provide students a historical perspective about the major developments in linguistic theory.
2. To provide students an integrated view of linguistic sciences.

## **Learning Outcomes:**

1. Students will understand the historical development in linguistic thought from Plato to Chomsky's generative tradition.
2. Students will also understand the development of linguistic thought and tradition.

## **Topical Outline:**

### **Unit1 History of Linguistics**

**10hours**

The ancient Indian Tradition and the western tradition, the linguistic tradition in Arabic, the Chinese linguistic tradition. The historical and comparative linguistics, Philology, Linguistics in 19<sup>th</sup> Century.

### **Unit 2 The Modern Linguistic tradition**

**10 hours**

Structuralism: Saussure: Language and langue. Linguistics and Semiology. Sign-signified-signifier. Immutability and mutability of sign. Static and Evolutionary Linguistics: Diachrony and Synchrony. Synchronic Linguistics: Identities, realities and values; Syntagmatic and associative relations; Langue and parole.

### **Unit 3 Structuralism in America**

**10hours**

Structural or Descriptive Linguistics: Harris: methods in structural Linguistics; discovery procedures. Elements and their distribution; Corpus; Levels of analysis. Bloomfield; Form and meaning: assumptions. Hockett: Two models of Grammatical Description. Item and process; item and arrangement; Form-class, Constructions and Intermediate constituent Analysis. Greenberg: Definition of Linguistic Units.

### **Unit 4 The Prague school**

**10 hours**

The contribution of Prague school to phonology and functionalism. The ideas of Trubetzkoy, Jakobson and others.

### **Unit 5 The Generative Tradition: Chomsky**

**10 hours**

The Generative Approach: Chomsky 1957: Independence of grammar; Phrase Structure; Goals of Linguistic Theory; Transformations. Chomsky 1965: Generative grammars as theories of Linguistic competence; the Organization of Generative Grammar; Descriptive and Explanatory theories; Evaluation procedures; categories

and relations in syntactic Theory: deep structure and surface structure. Extended standard Theory. Chomsky 1982: Study of Rule systems vs. study of subsystems of Principles. Minimalism.

### **Course Readings:**

1. Bloomfield, L. 1933. *Language*. New York: Henry Holt.
2. Chomsky, N. 1957. *Syntactic Structures*. Mouton
3. Chomsky, N. 1965. *Aspects of the Theory of Syntax*. MIT.
4. Chomsky, N. 1982. *Some Concepts and Consequences of the Theory of Government and Binding*. MIT.
5. Cook, V. J. 1984. *Chomsky's Universal Grammar*.
6. Harris, Z. S. 1951. *Methods in Structural Linguistics*.
7. Hockett, C. F. 1954. Two Models of Grammatical Description. In *Word* - 10
8. Horrocks, G. 1987. *Generative Grammar*. Longman London.
9. Joos, M. (ed.) 1957. *Readings in Linguistics*.
10. Matthews, P. 2001. *A Short History of Structural Linguistics*. CUP.
11. Saussure, F. De. 1916. *A Course in General Linguistics*, 1966. New York: McGraw Hill Book Co.
12. Robert Henry Robins (1997). *A Short History of Linguistics*. London: Longman.

### **Suggested Reading:**

1. Beaugrande, R. De. 1991. *Linguistic Theory: The Discourse of Fundamental Works*. London: Longman Linguistic Library.
2. Carroll, J. 1953. *The Study of Language*. Cambridge: Harvard University Press.
3. Davis, P. W. 1973. *Modern Theories of Language*. New Jersey: Prentice Hall, Inc.
4. Harris R. 2001. *Saussure and his Interpreters*. Edinburgh University Press.
5. Hymes, D. and F. John. 1975. *American Structuralism*. New York: Mouton Publishers.
6. Joseph, J. E. N. Love, and J. Taylor. 2001. *Landmarks in Linguistic Thought*. New York: Routledge.
7. Joseph, J. E. 2002. *From Whitney to Chomsky: Essay in the History of American Linguistics*. Amsterdam: John Benjamin Publishing Company.
8. Lepschy, C. G. 1970. *A Survey of Structural Linguistics*. London: Faber and Faber.
9. Malmberg, B. 1964. *New Trends in Linguistics*. Stockholm: Lund.
10. Matilal, B. K. 1990. *The Word and The World: India's Contribution to the Study of Language*. Delhi: Oxford University Press.
11. Robey, D. (ed.). 1973. *Structuralism: An Introduction*. Wolfson College Lectures, 1972. Oxford: Clarendon Press.
12. Sapir, E. 1921. *Language*. New York: Harcourt Brace.

13. Steiner, P. (ed.). 1982. *The Prague School: Selected Writings, 1929-1946*. Austin: University of Texas Press.
14. Waterman, J. T. 1963. *Perspectives in Linguistics*. The Univ. of Chicago Press.

# LNG-308 INTRODUCTORY LINGUISTICS

## Course Objectives

The course is designed for students who wish to gain an understanding of some basic background concepts in the field of Linguistics.

## Learning Outcomes

On successfully completing the course students are able to –

1. Critically assess some basic notions in Linguistics
2. Attempt to apply notions in Linguistics in their own research
3. Use their understanding of the basics of Linguistics in studying further courses such as Language and Media or Linguistic History of South Asia.

## Topical Outline

### Unit 1: General Concepts

**4 hours**

Views on language; Written and spoken facets of language expression; Etic- and Emic- levels in language; Paradigmatic and Syntagmatic relationships; Context-sensitivity vs. Contrastiveness; Generated (rule-based) and Enumerated (list-based) components of language.

### Unit 2: Language Subsystems -1

**8 hours**

*Phonetics*: Speech production mechanism; Consonants and Vowels; Suprasegmental sounds.

*Phonology*: Phoneme, Phone and Allophone; Phonotactics and Morphophonology

### Unit 3: Language Subsystems -2

**10 hours**

*Morphology*: Word, Morpheme, Allomorph, Free morpheme, Bound morpheme -- prefix, suffix, infix; Compound Words.

*Syntax*: Words and Phrases; Clauses; Types of Sentences.

*Semantics*: Meaning at the word and sentence levels. Semantic fields. Meaning in context.

### Unit 4: Different Perspectives on Language

**18 hours**

*Historical:* Genetic features and areal features. Approaches to reconstructing earlier stages of a language: internal reconstruction, the comparative method. Linguistic sources for historical study.

*Social and Ethnological:* Language in relation with society and culture. Approaches: sociolinguistic-variationist, ethnolinguistic, linguistic relativity.

*Psychological:* biological basis of human language, brain-language relationship and its models, cerebral dominance and lateralization, bilingual brain, language in evolutionary context.

## **Unit 5: Applications of Linguistics**

**10 hours**

Language Pedagogy, Language Technology, Speech-Language Pathology

### **Readings**

- Fromkin, Victoria; Rodman, Robert; Hyams, Nina. 2003. *An Introduction to Language*. Wadsworth: Singapore.
- Bauer, L. 2007. *The Linguistics Student's Handbook*. Edinburgh: Edinburgh University Press.
- Fasold, R. & J. Connor-Linton. 2006. *An introduction to language and linguistics*. Cambridge: Cambridge University Press.
- Lyons, John. 1986. *Language and Linguistics- An Introduction*. Cambridge Univ. Press.
- Meyerhof, M. 2006. *Introducing Sociolinguistics*. London: Routledge.
- Sampson, G. 1985. *Writing Systems: An Introduction*. Londo

## **LNG: 401 FIELD METHODS/DISSERTATION**

### **Course Objectives:**

1. This course is for students of Linguistics who are preparing for their role as researchers and practitioners. It focuses on language as it is spoken and our ability as researchers to render that language in a form that is suitable for analysis.
2. To provide students with hands-on experience in the general task of investigating a language with native speakers.

### **Learning Outcomes:**

1. The Students will learn how to collect/ record data, how to manage and store data, transcribe language data and analyse it for a range of purposes.
2. The Students will deal with the context in which data collection takes place and will learn research ethics and protocols.
3. The Students will be able to address basic understanding and analytic techniques through practical investigation.

### **Topical Outline:**

#### **Unit 1 Field Linguistics-Goals of linguistic fieldwork**

**6 hours**

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

#### **Unit 2 Purposes and techniques of field-methods in linguistics**

**7 hours**

Questionnaire preparation; Different types of questionnaire; Selection of informant;Elicitation techniques; Data collection, transcription, organization, analysis, and preservation; Instruments in fieldwork.

#### **Unit 3 Planning sessions, note taking, and data management**

**7 hours**

Selection of data collection site, choosing an informant, note taking, record keeping, data management, transfer of data to database.

#### **Unit 4 Grammar data collection technique**

**7 hours**

Phonological data gathering technique, morphology data gathering technique, syntax data gathering technique, semantics, pragmatics and text collection.

#### **Unit 5 Data Analysis**

**6 hours**

Analyzing the collected data, making paradigms



**Unit 6 Fieldwork Ethics****3 hours**

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

**Unit 7 Academic Writing****2 hours**

Writing a research proposal, report writing, maintaining a bibliography

**Unit 8 Data collection with Informants****12 hours**

**Practical work:** students submit a dissertation on the analysis of linguistic aspects of any language.

**Course Readings:**

1. Abbi, A. 2001. *Manual of Linguistic Fieldwork and Structures of Indian languages*. Lincom Europa: Munich.
2. Bower, C. 2008. *Linguistic Fieldwork*. Palgrave: Macmillan.
3. Butt, M., T. H. King, Maria- Eugenia Nino, F. Segond. 1999. *Grammar Writer's Cook Book*. Stanford: CSLI Publications.
4. Comrie, B., M. Haspelmath, and B. Bickel. 2008. Conventions for interlinear morpheme-by-morpheme glosses.  
Online: <http://www.eva.mpg.de/lingua/resources/glossingrules>.
5. Dahl, Ö. 1985. *Tense and aspect systems*. Oxford: Blackwell (Appendix with translation questionnaire used for surveying contexts in which tense and aspect markers are used.)
6. Foley, W. A. 2002. Field methods In *The Linguistics Encyclopedia*, 2nd editioned. By Kirsten Malmkjær, 131–137. London and New York: Routledge
7. Newman P. and M. Ratliff ( Eds.) 2001. *Linguistic Fieldwork*. Cambridge: Cambridge University Press.
8. Payne, T. E. 1997. *Describing Morphosyntax: A Guide for Field Linguists*. Cambridge: Cambridge University Press.
9. Samarin, W.J. 1967. *Field Linguistics: Guide to Linguistic Field Work*. New York: Holt, Rinehart and Winston.
10. Shopen, T. 2007. *Language Typology and Syntactic Description*. Vol.1,2,3. Cambridge: Cambridge University Press. Basic Word-List Swadesh (1955)- Gudschinsky's (1956) List, alphabetically arranged by Samarin (1967).

**Suggested Readings:**

1. Crowley, T. 2007. *Field Linguistics. A Beginner's Guide*. Oxford: OUP.
2. Dixon, R. M. W. 2010. *Basic Linguistic Theory. Volume 1 Methodology*. Oxford: Oxford University Press.

3. Milroy, L. 1987. *Observing and Analysing Natural Language. A Critical Account of Sociolinguistic Method.* (Language in Society 12). Oxford: Basil Blackwell.
4. Mosel, U. 2006. Sketch Grammar. In *Essentials of Language Documentation.* (Trends in Linguistics. Studies and Monographs 178.) ed. by Jost Gippert, Nikolaus P. Himmelmann, and Ulrike Mosel, 301–309. Berlin and New York: Mouton de Gruyter.
5. Schiffrin, D. 1994. *Approaches to Discourse.* (Blackwell Textbooks in Linguistics.) Oxford and Cambridge: Blackwell

#### The Lingua Descriptive Studies Questionnaire

(Comrie & Smith 1977; a questionnaire primarily aimed for grammar-writing, but with useful structural questions that should be addressed in the field; the Lingua Questionnaire underlies the North Holland/Croom Helm/Routledge Descriptive grammar series).

Questionnaire: [www.eva.mpg.de](http://www.eva.mpg.de)

Tools: [www.hrelp.org](http://www.hrelp.org)

## **LNG:402 CONTACT LINGUISTICS**

### **Course Objectives:**

1. To provide the students with a broad overview of the field of Contact Linguistics and introduce them to various approaches to the study of language contact and its outcomes.
2. To introduce students to the basic methodologies used in the study of language contact.

### **Learning Outcomes:**

On successfully completing the course

1. Students will be able to identify a contact situation and describe the outcome of contact
2. Students will be able to use the methods of contact linguistics to identify contact features in a linguistic variety
3. Students will learn to explore both language-internal and language-external motivations for language change. They will learn methods of argumentation in contact linguistics.

### **Topical Outline:**

#### **Unit 1: Language Contact -Problems of definitions and classification 10 hours**

Internal vs. contact-induced language change; language contact: outcomes and processes; approaches to language contact: general linguistic and sociolinguistic; borrowing vs. shift (interference, substratum influence); ‘transfer’ as a neutral term; replication; classifications of language contact (Thomason, Winford, others); mixed language; fieldwork in contact situations

#### **Unit 2 Language Maintenance Situations**

**8 hours**

Lexical borrowing and structural borrowing; Haugen’s classification of lexical contact phenomena; case studies on lexical diffusion; code-switching/code-mixing; bilingual mixed languages; convergence areas

#### **Unit 3 Language Shift (Second Language Acquisition)**

**8 hours**

Bilingualism: definitions, degrees and types of bilingualism; Individual SLA and group SLA; New Englishes: substratum influence; language attrition and death; language endangerment

#### **Unit 4 Creation of new languages**

**8 hours**

Socio-historical origin and development of pidgins: superstrate and substrate languages; linguistic features of pidgins; socio-historical context of creation of creoles; linguistic features of creoles; the role of substrate influence vs. universals in development of creoles

## **Unit 5 Language Contact: factors and constraints**

**6 hours**

Contact-based explanations in Linguistics vis-à-vis language internal explanations;  
Constraints on language change

## **Unit 6 Contact and Linguistics**

**10 hours**

Genetic classification and language contact; contact, convergence and typology (microareas and macro areas); contact and grammaticalisation; contact and prehistory.

**Practical work:** Students collect a small sample of data from one or more languages in contact; they present a linguistic analysis of the data within the framework of Contact Linguistics.

### **Course Readings:**

1. Thomason, S. 2001. *Language Contact: An Introduction*. Washington DC: Georgetown University Press.
2. Thomason, S. and T. Kaufmann. 1988. *Language contact, creolization and genetic linguistics*.
3. Weinreich, U. 1968 (1953). *Languages in contact*. Berlin: Mouton.
4. Winford, D. 2003. *An Introduction to Contact Linguistics*. Blackwell Publishing Ltd.

### **Suggested Readings:**

1. Annamalai, E. 2001. *Managing Multilingualism in India*. New Delhi: Sage
2. Appel, R. and P. Muysken. 1987. *Language contact and bilingualism*. Edward Arnold.
3. Arends, J., P. Muysken and N. Smith (eds.) 1995. *Pidgins and Creoles: An Introduction*. John Benjamins.
4. Arora, H. 2004. *Syntactic Convergence: The Case of Dakkhini Hindi-Urdu*. Delhi: Publication Division, University of Delhi.
5. Bakker, P. 1997. *A Language of our own: The genesis of Michif*. Oxford U.P.
6. Brenzinger, M. (ed.) 1992a. *Language Death: Factual and theoretical explorations with special reference to East Africa*. Berlin: Mouton de Gruyter.
7. Bhatia, T. and B. Kachru. (eds.) *The Handbook of Bilingualism*. Wiley Blackwell.
8. Clements, J. Clancy. 1996. *The genesis of a language: The formation and development of Korlai Portuguese*. John Benjamins.
9. Coulmas, F. (ed.) 1997. *The Handbook of Sociolinguistics*. Blackwell.
10. Drechsel, E. 1997. *Mobilian Jargon*. Clarendon Press.
11. Hall, R.A. Jr. 1972. 'Pidgins and Creoles as Standard Languages'. In *Sociolinguistics*, (ed.) Pride and Holmes. 1972:142-154.
12. Herzfeld, M. (ed). 1983. Language in the Balkans: *Anthropological Linguistics* 25:4.

13. Hickey, R. (ed.) 2010. *The Handbook of Language Contact*. Wiley Blackwell.
14. Hock, H. H. & B. Joseph. 1992. *Principles of Historical Linguistics*. Mouton.
15. Holm, J. 1988. *Pidgins and Creoles*: Vol. 1. Cambridge University Press.
16. Holm, J. 1989. *Pidgins and Creoles*: Vol. 2. Cambridge University Press.
17. Hosali, P. 2000. *Butler English*. B.R. Publication.
18. Milroy, L. & P. Muysken. 1995. *One speaker, two languages: Cross-disciplinary perspectives on code-switching*. Cambridge University Press.
19. Mougeon, R. and E. Beniak. 1991. *Linguistic consequences of language contact and restriction. The case of French in Ontario, Canada*. Oxford University Press.
20. Muhlhausler, P. 1986. *Pidgin and Creole Linguistics*. Blackwell.
21. Mukherjee, A. 1996. *Language Maintenance and language Shift. : Panjabis and Bengalis in Delhi*, New Delhi: Bahari Publications.
22. Pathak, R. S. 1985. 'Language variation in bilingual settings: A north Indian case study'. *Indian Linguistics* Vol. 46: No.1-2:9-24.
23. Myers-Scotton, C. 1993a. *Duelling languages: Grammatical structure in code-switching*. Oxford University Press.
24. Myers-Scotton, C. 1993b. *Social motivations for codeswitching: Evidence from Africa*. Oxford U. Press.
25. Romaine, S. 1988. *Pidgin and Creole languages*. Longman.
26. Romaine, S. 1989. *Bilingualism*. Oxford: Blackwell.
27. Sankoff, G. 2001. Outcomes of Language Contact. In Peter Trudgill, J. Chambers & N. Schilling-Estes, eds., *Handbook of Sociolinguistics*. Oxford: Basil Blackwell, pp. 638-668.
28. Todd, L. 1984. *Modern Englishes: Pidgins and Creoles*. 2<sup>nd</sup> Edition. Blackwell.
29. Thomason, S. G. (ed.) 1997. *Contact Languages: A wider perspective*. John Benjamins.

## **LNG: 403 LANGUAGE TEACHING**

### **Course Objectives:**

To offer the students a foundation in approaches and techniques for the teaching of second or foreign languages from the perspective of linguistics and language acquisition research.

### **Learning Outcomes:**

After successfully completing this course students will be able to -

1. summarize and evaluate major theories of language teaching, historical trends in language teaching methodology
2. To understand and evaluate current approaches to second and foreign language instruction.

### **Topical Outline:**

#### **Unit 1 Introduction**

**5hours**

Issues involved in language teaching: goals of teaching, curriculum and syllabus designing, teaching methods, teaching materials and testing, and their interdependence on each other (e.g. English for specific purposes- the specific needs would decide syllabus, method/s, materials and tests); interrelationship between language acquisition/learning research- especially second language acquisition research and language teaching.

#### **Unit 2 Second Language Acquisition (SLA)**

**6 hours**

Second language learning/acquisition research: a recent history (1950 – present); background ideas of SLA research; the main approaches: cognitive approaches vs. empirical approaches.

#### **Unit 3 Language Teaching Methods**

**9 hours**

A short history of teaching methods; an overview of various teaching methods in relation to different needs of language learners and goals of teaching; major teaching methods; the grammar-translation method, communicative approach, the eclectic method, direct method, reading method, audio-lingual method, total physical response, the silent way; other methods: mimicry-memorization method, the practice method, the phonetic method, the language control method, the psychological method

#### **Unit 4 Designing curriculum & syllabus**

**6 hours**

Curriculum and syllabus, the role of the syllabus, product-oriented vs. process oriented syllabuses, types of syllabuses: grammatical, situational and notional-functional.

**Unit 5 Teaching Material****6 hours**

Selection and grading of teaching material, lesson-plan, programmed instructions, courses for special purposes, teaching aids, language laboratory and audio-visual aids.

**Unit 6 Language Testing****6 hours**

The purpose of language tests (achievement, proficiency, placement, diagnostic, aptitude); norm-referenced and criterion-referenced tests; reporting of results, rating scales, profiles and outcome statements; testing of language for specific purposes; design, construction and validation of language tests, test validity, test reliability; classroom language assessment and alternative assessment practices.

**Unit 7 Language Teaching in India****4 hours**

Introduction of English from the first standard in regional medium schools, method/s used for it, assessment of the programme; three-language formula and its implementation in various states; English for specific purposes; teaching of Indian languages for specific purposes (Regional Language Centers of Central Institute for Indian Language, Mysore and American Institute of Indian Studies)

**Practical work:** Observation of live classroom teaching in a language teaching institute, interaction with teachers on syllabus designing, teaching methods and materials, relating these observations and discussions with taught theories and approaches.

**Course Readings:**

1. Cook, V. 2011. *Second Language Learning and Language Teaching*. Arnold.
2. Ellis R. 1990. *Instructed Second Language Acquisition: Learning in the Class Room*. Oxford: Basil Blackwell.
3. Halliday, M.A. K., A. McIntosh and P. Stevens. 1964. *The linguistic sciences and language teaching*. Longman.
4. Saville- Troike, M. 2006. *Introducing Second Language Acquisition*. New York: Cambridge University Press.
5. Stern, H. H. 2001 (11<sup>th</sup> impression). *Fundamental Concepts of Language Teaching*. UK: Oxford University Press.

**Suggested Readings:**

1. Agnihotri, R. K. & A. L. Khanna. 1994. *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India*. New Delhi. Sage Publications.
2. Ayoun, D. 2003. *Parameter setting in Language Acquisition*. London, New York: Continuum.
3. Braid, S. M. 1999. *The Acquisition of Second Language Syntax*. Arnold.

4. Dietrich, R. W. Klein and C. Noyau. 1995. *The Acquisition of Temporality in a Second Language*. Amsterdam & Philadelphia: John Benjamins Publishing Company.
5. Finocchiro, M.&C. Brumfit, Christopher. 1983. *Functional-Notional Approach- from theory to practice*. Oxford University Press.
6. Flynn, S. And W. O'neil (eds.) 1988. *Linguistic theory in Second Language Acquisition*. Dordrecht, Boston, London: Kluwer Academic Publishers
7. Gass, S. M. And J. S. Schachter (eds.). 1989. *Linguistic Perspectives on Second Language Acquisition*. Cambridge: Cambridge University Press.
8. Hughes, Arthur. 1989. *Testing for language teachers*. Cambridge University press.
9. Keith, J. 1982. *Communicative syllabus, design and methodology*. Pergamon press.
10. Kelkar, A. R. 1983. The Format of teaching grammars, in *Essays in Honour of Hockett*. (ed.) F.B. Agard and et al. (pages 472-85) Leiden: E. J. Brill.
11. Klein, E. C. and G. Martohardjono (eds.). 1998. *The Development of Second Language Grammar: A Generative Approach*. Amsterdam/Philadelphia: John Benjamins Publication Company.
12. Klein, W. 1986. *Second Language Acquisition*. Cambridge: Cambridge University Press.
13. Lado, R. 1961. *Language testing*. Longman.
14. Mackey, W. F. 1965. *Language Teaching Analysis*. Longman.
15. Wilga, M. R. 1968. *Teaching Foreign Language skills*. The Univ. of Chicago Press. Press, Chicago.
16. Wilkins, D. A. 1976. *Notional syllabuses*. Oxford Univ. Press.



## **LNG: 404 LANGUAGE TYPOLOGY**

### **Course Objectives:**

1. This course is an introduction to the principles and practices of linguistic typology, i.e. the cross-linguistic comparison of languages independent of their historical and geographical connections.
2. To examine similarities and variation between languages in terms of their structural characteristics, attempt to account for the distribution of the variation and similarities encountered and provide explanations for the patterns uncovered.

**Learning Outcomes:** After successfully completing this course students

1. will be familiar with the main trends in language typology in terms of Phonology, Morphology, Syntax, and Semantics
2. will understand the key methodological principles of typology and have a greater understanding of the ways in which languages are similar (linguistic universals) and different (linguistic diversity) and examine the common features and trends which limit the diversity.

### **Topical Outline:**

#### **Unit 1 Language typology and language universals**

**7 hours**

Language typology and language universals: types of universals; genetic, areal and typological classification of languages; formal and substantive universals; implicational and non-implicational universals. Morphological types of languages-agglutinative, analytic (isolating), synthetic fusional, infixing and polysynthetic (incorporating) languages.

#### **Unit 2 Approaches to language typology.**

**7 hours**

Inductive and Deductive approaches: Chomsky's concept of language universals and parametric variations; word-order typology (various approaches); Greenberg's word-order universals for verb medial and verb final languages and related features in terms of South Asian languages.

#### **Unit 3 Phonological typology**

**7 hours**

Phonological: retroflexion, aspiration, nasalization, stress with special reference to South Asian languages. Typology of consonant systems. Typology of vowel systems.

#### **Unit 4 Morphological typology**

**7 hours**

Reduplication, echo-formation, causatives (morphological, lexical and periphrastic causatives), passives, person, number, gender, case, aspect, tense.

### **Unit 5 Syntactic typology**

**8 hours**

Syntactic typology: Noun phrase, relative clauses, anaphors, reciprocals and reflexives, pronouns, relative-correlative clauses, long distance binding, complementation, quotative, verb-be, pro-drop, conjunctive participle, negation, dative-genitive subjects, ergativity, case markings.

### **Unit 6 Syntactic and semantic typology**

**7 hours**

Semantic and Sociolinguistic typology: universals of the semantics of kinship and colour terms, politeness phenomena and Brown & Levinson's cross-cultural universals, language and space and spatial typology.

### **Unit 7 Typological Changes**

**7 hours**

Typological change: internal and contact-induced; Convergence, constraints on contact-induced typological change.

**Practical Work:** Students will present comparative data of their mother tongue on any of the topics presented in the course such as word order, relativization strategies, and negation etc.

### **Course Readings:**

1. Arora, H. and K. V. Subbarao. 1989. 'Convergence and Syntactic reanalysis: The case of *so* in Dakkhini'. *Studies in Linguistic Science*. Vol.19.
2. Bazell, E. 1985. *Linguistic typology*. London: SOAS.
3. Comrie, B. 1981. *Language Universals and Linguistic typology*. Oxford: Basil Blackwell.
4. Croft, W. 1990. *Typology and Universals*. Cambridge: CUP.
5. Emeaneau, M.B. 1956. 'India as a Linguistic area'. *Language*. 32.3-16
6. Hawkins, J.A. 1983. *Word Order Universals*. New York: Academic press.
7. Lehman, W.P. (ed.) 1978. *Syntactic Typology*. Austin: University of Texas Press.
8. Mascia, C.P. 1976. *Defining a Linguistic area: South Asia*. Chicago: Chicago University Press.
9. Mukherjee, A. (ed.) 1989. *Language Variation and Change*. Hyderabad: Osmania University.
10. Shopen, T. (ed.) *Language Typology and Syntactic Description*. 3 vols. Cambridge: Cambridge University Press.
11. Song, J. J. 2001. *Linguistic Typology: Morphology and Syntax*, Harlow: Longman.
12. Song, J.J. (ed.) (2011). *The Oxford Handbook of Linguistic Typology*. Oxford. Oxford University Press.
13. Swarajya Lakshmi, V. and A. Mukherjee. 1996. *Word Order in Indian Languages*. Hyderabad. Booklins Corporation.
14. Whaley, L.J. (1997). *Introduction to typology: The unity and diversity of language*. Newbury Park: Sage.

15. *WALS: World Atlas of Linguistic Structures* Online. URL. <http://wals.info/>.

**Suggested Readings:**

1. Bisang, W. (2001). *Aspects of typology and universals*. Berlin: Akademie Verlag
2. Cysouw, M. 2005. Quantitative methods in typology. In G. Altmann, R. Köhler and R. Piotrowski. *Quantitative linguistics: an international handbook*, ed. by Berlin: Mouton de Gruyter.
3. Grijzenhout, J. 2009. *Phonological domains: universals and deviations*. Berlin, New York: Mouton de Gruyter.
4. Nichols, J. 1992. *Linguistic diversity in space & time*. Univ. of Chicago Press
5. Nichols, J. 2007. What, if anything, is typology? *Linguistic Typology*. Volume 11, Issue 1, Pages 231–238.

## LNG: 405 SYNTAX- 2

### Course Objectives:

To give a comprehensive introduction to the concepts and principles of syntactic theory, in the framework of Principles and Parameters and Minimalism within the generative framework of Chomskyan tradition.

### Learning Outcomes:

After successfully completing the course -

1. The students will be familiar with the main features of Chomsky's Minimalist Syntax, the operation of the syntactic computational component within this model of grammar, and the methods and solutions to specific syntactic phenomena developed within this framework.
2. The students will learn to analyze complex data, and enhance their ability to critically reflect on difficult problems and present reasoned argumentation.

### Topical Outline:

#### Unit 1 The Principles and Parameters Theory

**9hours**

Some basic concepts in the principles and parameter theory; how the field developed to this point. The modular approach, Constraints: X-bar, vP Shells, Theta Theory, The EPP, A-Movement, PRO, wh-movement, the concepts of parameters, universal grammar and parametric variation.

#### Unit 2 From Principles and Parameters Theory to the Minimalist Program 8 hrs

Reasons for discarding D- Structure and S-structure. How does the computational system work in the minimalist program? Functional categories and the significance of DP analysis; AGR o p , AGR-P and Tense phrase, scope for innovation to account for language specific phrasal categories.

#### Unit 3 Some Key Concepts in the Minimalist Program

**8 hours**

Spell-out, greed, procrastination, last resort, AGR-based case theory, multiple-speechhypothesis, Features:strong and weak features; interpretable and non-interpretable features,Inflection, and Agreement.Phi-Features (gender, number, person). Constituents, Heads, Complements and Adjuncts; Theta-Roles and the ThetaCriterion; C-Selectional and S-Selectional Features; Feature Checking and Merge.

#### Unit 4 Bare Phrase Structure

**8 hours**

Phrase Structure and Move; Complements, Specifiers, and Adjuncts; Structural Relations, C-Command, Binding; Ditransitive Verbs, Binary Branching and vP. Functional Categories, TP; Head Movement; Do-support; Tense Chains. A-Movement and the EPP; Case; Unaccusatives, Passives; The DP; Possessors;

Theta-Assignment; nPCP and Illocutionary Force, Finite CP Complements, Non-Finite CP Complements; Control Clauses and PRO, Raising, Object Control ECM; Adjunct Clauses.

### **Unit 5 Transformational Components**

**9 hours**

The copy theory of movement, its properties, motivation for move alpha, LF and PF movement, checking devices and features of convergence. CP and Illocutionary Force, Finite CP Complements, Non-Finite CP Complements; Control Clauses and PRO, Raising, Object Control ECM; Adjunct. Wh-expressions; Checking Features; Wh-in-situ; Superiority Effects. Locality in Language and Island Effects: Local Movement; Successive Movement; Islands (Wh-Islands, DP Islands, Subject Islands, Adjunct Islands).

### **Unit 6 Logical Form**

**8 hours**

Question of semantic interpretation in the minimalist program; how does it differ from that in the principles and parameters theory?

**Practical work:** Application of Minimalist Syntax for language analysis.

### **Course Readings:**

1. Adger, D. 2004. *Core Syntax. A Minimalist Approach*. OUP: Oxford.
2. Aoun, I. and D. Sportiche. 1983. On the Formal Theory of Government. In *the Linguistic Review* 2 – 3.
3. Carnie, A. 2007. *Syntax: A Generative Introduction*. Blackwell.
4. Chomsky, N. 1957. *Syntactic Structures*. Mouton: The Hague.
5. Chomsky, N. 1965. *Aspects of the theory of Syntax*. Cambridge, MIT Press.
6. Chomsky, N. 1972. *Language and Mind*. New York: Harcourt Brace Jovanovitch
7. Chomsky, N. 1976. *Reflections on Language*. London: Temple Smith.
8. Chomsky, N. 1981a. *Lectures on Government and Binding*. Dordrecht: Foris.
9. Chomsky, N. 1981b. Principles and Parameters in Syntactic Theory. In N.Hornstein and D. lightfoot (eds.), *Explanations in linguistics*. London: Longman.
10. Chomsky, N. 1986a. *Knowledge of language: Its nature, Origin and Use*. New York: Prager.
11. Chomsky, N. 1986b. *Barriers*. Cambridge.MIT Press.
12. Chomsky, N. 1995. *Minimalist programme*. Dordrecht : Foris.

### **Suggested Readings:**

1. Cinque, G. and R.S. Kaynes (eds.). 2005. *Oxford Handbook of Comparative Syntax*. UK:CUP
2. Cook V.J. 1982. *Chomsky's Universal Grammar*.
3. Cook, V.J. and Mark Newson.1998. *Chomsky's Universal Grammar* (Second Edition) Blackwell.

4. Culicover, P.2009. *Natural Language Syntax*. UK: CUP.
5. Freidin, R. 1994. *Foundations of Generative Syntax*. U.S.A. MIT Press.
6. Haegeman, L. 1991. *Introduction to Government & Binding Theory*.
7. Horrocks G. 1987. *Generative Grammar*. Longman, Lords.
8. Horstein, N., J. Nunes and Kl. Grohmann. 2005. *Understanding Minimalism*. Cambridge: Cambridge University Press.
9. Poole, G.2002. *Syntactic Theory*. Palgrave.
10. Weibelhuth, G. (ed.) 1995. *Government and Binding Theory and the Minimalist Program*. Blackwell.

## **LNG: 406 DISCOURSE STUDIES**

### **Course Objectives:**

1. This course aims to give an introduction to spoken and written discourse.
2. To provide an overview of the main, contemporary currents in the field of discourse analysis.

### **Learning Outcomes:** After successfully completing this course the students

1. understand the ways in which language is used and meanings generated and organised in written and spoken texts, taking into account the social contexts of production and processing
2. learn to apply approaches in discourse studies in the analysis of various discourse types.

### **Topical Outline:**

#### **Unit 1 Introduction**

**6 hours**

Perspectives on discourse analysis; contemporary methods and traditions of discourse analysis; resources for analysing discourse.

#### **Unit 2 Interactive pragmatics**

**8 hours**

Speech act theory, politeness theory, conversational implicature, relevance theory.

#### **Unit 3 Conversational analysis**

**8 hours**

Ethnomethodology, conversation, turn-taking (TRP), mechanisms of turn-taking, adjacency pairs, sequences (pre-sequence), preference organisation, openings and closings, topic management and topic shift, conversational repairs, limitations of CA.

#### **Unit 4 Critical discourse analysis**

**10 hours**

Early analyses of classroom discourse, Sinclair and Coulthard's 'exchange structure': act, move (IRF), transaction, lesson, limitations of IRF model; construction of ideology in discourse – symbolic power and social discrimination;

#### **Unit 5 Narrative analysis**

**8 hours**

Properties of narratives, taxonomy of participants in narratives, narrative as enactment of identities and relations, gender differences in narrative style.

#### **Unit 6 Interactional sociolinguistics**

**10 hours**

Conversational cues, socio-cultural knowledge in conversational inference, mechanisms of miscommunication, cross-cultural perspectives on speech events.

**Practical work:**Class-work and home assignments: analyzing texts and conversations using various approaches in discourse analysis.

### **Course Readings:**

1. Brown, G. and G. Yule. 1983. *Discourse Analysis*. Cambridge: CUP.
2. Coulthard, M. 1977. *An Introduction to Discourse Analysis*. London : Longman.
3. Fairclough, N. 1989. *Language and Power*. London: Longman.
4. Schiffrin, D. 1988. *Discourse Markers*. Cambridge: CUP.
5. Wodak, R. and M. Meyer (eds). 2001. *Methods for Critical Discourse Analysis*. London: Sage.

### **Suggested Readings:**

1. Bardovi-Harlig, K. 1990. "Pragmatic Word Order in English Composition." In Connor, Ulla & Ann M. Johns (eds.). *Coherence in Writing: Research and Pedagogical Perspectives*. pp. 43-65.
2. Bland, S. K. 1988. "The Present Progressive in Discourse: Grammar versus Usage Revisited." *TESOL Quarterly*. 22: 53-68.
3. Carrell, P. L. 1982. "Cohesion Is Not Coherence." *TESOL Quarterly*. 16: 479-487.
4. Chafe, W. 1994. *Discourse, Consciousness, and Time*. Chicago: UCP.
5. Ford, C. E. 1993. *Grammar in Interaction*. Cambridge: CUP.
6. Ford, C. E. & S.A. Thompson. 1986. "Conditionals in discourse: a Text-based study from English." In *On Conditionals*: 353-372.
7. Fox, B. 1987. "Anaphora in Popular Written English Narratives." In Tomlin (ed.). pp. 157-174.
8. Fox, B. A. and S. A. Thompson. 1990. "A Discourse Explanation of the Grammar of Relative Clauses in English Conversation." *Language* 66: 297-316.
9. Fraser, B. 1999. "What are discourse markers?" *Journal of Pragmatics*. 31: 931-952.
10. Freed, A. F. 1994. "The Form and Function of Questions in informal Dyadic Conversation." *Journal of Pragmatics*. 21: 621-44.
11. Givón, T. 1987. "Beyond Foreground and Background." In Tomlin, R. S. (ed.) *Coherence and Grounding in Discourse*. pp. 175-188.
12. Halliday, M.A.K. 1985. *An Introduction to Functional Grammar*. London: Edward Arnold.
13. Hughes, R. & M. McCarthy. 1998. "From sentence to discourse: discourse grammar and English language teaching." *TESOL Quarterly*. 32: 263-287.
14. Matthiessen, C. and S.A. Thompson. 1988. "The structure of discourse and subordination." In Haiman & Thompson (eds.). *Clause combining grammar and discourse*. pp. 275-329.



15. Nunan, D. 1993. *An introduction of discourse analysis*. Harmondsworth, England: Penguin.
16. Riddle, E. 1986. "The Meaning and Discourse Function of the Past Tense in English." *TESOL Quarterly*. 20: 267-286.
17. Sacks, H., E.A. Schegloff, and G. Jefferson. 1974. A simplest systematics for the organization of turn-taking for conversation. *Language* (50): 696-735.
18. Schiffrin, D. 1987. *Discourse Markers*. Cambridge: CUP.
19. Schiffrin, D. et al (ed.), 2001. *Handbook of Discourse Analysis*. Oxford: Blackwell.
20. Schiffrin, D. 2003. 'Discourse Markers'. In L. Horn and G. Ward (Eds). *The Handbook of Pragmatics*. Blackwell.
21. Stirling, L. "The Multifunctionality of anaphoric expressions: a typological perspective." *Australian Journal of Linguistics*. 21:7-23.
22. Thompson, S. A. and A. Mulac. 1991. "The Discourse Conditions for the Use of Complementizer *that* in conversational English." *Journal of Pragmatics*.15: 237-51.
23. Thompson, S. and Mann, W., eds. *Discourse description: diverse analyses of afund raising text*. pp. 295-325.
24. Tomlin, R. S. (ed.). 1987. *Coherence and Grounding in Discourse*. Amsterdam: JBPC.
25. van Dijk, T. A., et al (eds.). 1997. *Discourse as Social Interaction*. London: Sage.

## **LNG: 407 PSYCHOLINGUISTICS**

### **Course Objectives:**

To introduce to the students some important concepts and frameworks in language processing, comprehension and production, language acquisition and learning.

### **Learning Outcomes:**

After successfully completing this course students will be able to

1. evaluate approaches to language acquisition
2. observe and describe various processes involved in language understanding and production with the help of simple experiments

### **Topical Outline:**

#### **Unit 1 Introduction**

**8hours**

Scope and nature of psycholinguistics, psycholinguistics and neurolinguistics; language and other signalling systems, biological basis of human language, brain language relationship and its models, cerebral dominance and lateralization, bilingual brain, language in evolutionary context, experimental studies of teaching language to other primates

#### **Unit 2 Language and Cognition**

**8hours**

Cognition- definition, views about cognition and language- Chomskian view, Cognitive Linguistics, Sapir-Whorf hypothesis; linguistic relativity and perceptual categories

#### **Unit 3 Language processing and production**

**4 hours**

The process of perception- comprehension and production; perceptual units and perceptual strategies

#### **Unit 4 Speech Processing**

**6 hours**

Features in speech perception and production, psychological reality of features, phonemes, allophons; perception of consonants, vowels tone of voice, speaker identification; theories of speech processing

#### **Unit 5 Sentence processing and discourse comprehension**

**6 hours**

Structures and their psychological reality, major constituent boundaries as processing breaks and their psychological reality, deep and surface structures and their psychological reality, abstract surface-structure cues to sentence processing, syntax module vs. interactionist processing; discourse comprehension

## **Unit 6 Meaning Processing**

**6 hours**

Mental representation of words and meanings; word recognition, parsing and parsing strategies, models of semantic memory

## **Unit 7 Language acquisition**

**6 hours**

First language acquisition, bilingual acquisition, second language acquisition or learning; theories and environmental factors towards language acquisition in children; the critical period hypothesis, behaviourist, mentalistic or nativist, interactionist – motherese; developmental stages of language acquisition; acquisition of formal aspects of language – phonology, lexical items, grammatical and syntactic categories; three periods in the history of child language studies- diary, large sample and longitudinal

## **Unit 8 Language Learning**

**6 hours**

Process of learning language as a formal system and as major factor in communication; learning a language and learning through language, learning and communicative strategies; second language teaching; psychology of reading and writing

**Practical work:** Carrying out small-scale experiments in aspects of language processing and production.

### **Course Readings:**

1. Aitchison, J. 1981. (2<sup>nd</sup> ed.): *The Articulate Mammal: An Introduction to Psycholinguistics*. Hutchinson & Co. London
2. Garnham, A. 1985. *Psycholinguistics – Central Topics*. Methuen: London and New York
3. Garman, M. 1990. *Psycholinguistics*. Cambridge, New York, Melbourne: Cambridge University Press.
4. Clark, H. H.; Eve. V. Clark. 1977. *Psychology and Language: An Introduction to Psycholinguistics*
5. Tartter, V. C. 1998. *Language and its normal processing*. Thousand Oaks, London and New Delhi: Sage Publications

### **Suggested Readings:**

1. Aitchison, J. 1990: 'Language and Mind: Psycholinguistics'. In *Encyclopedia of Language*, ed. N.E. Collinge: Routledge, NY.
2. Allen, J. 2007. *Natural Language Understanding* (2<sup>nd</sup> edition). Pearson Education Inc.

3. Altman, G. T. M. (ed.). 2000. *Psycholinguistics: Critical Concepts in Psychology Vol. I (From Sounds to words)*. London and New York: Routledge.
4. Altman, G. T. M. (ed.). 2000. *Psycholinguistics: Critical Concepts in Psychology Vol. II (Accessing Lexical Representations and Adult Reading)*. London and New York: Routledge.
5. Altman, G. T. M. (ed.). 2000. *Psycholinguistics: Critical Concepts in Psychology Vol. III (Sentence Processing and discourse Processing)*. London and New York: Routledge.
6. Altman, G. T. M. (ed.). 2000. *Psycholinguistics: Critical Concepts in Psychology Vol. IV (Language Acquisition and Acquisition of Reading Skills)*. London and New York: Routledge.
7. Altman, G. T. M. (ed.). 2000. *Psycholinguistics: Critical Concepts in Psychology Vol. V (Spoken Language Production)*. London and New York: Routledge.
8. Altman, G. T. M. (ed.). 2000. *Psycholinguistics: Critical Concepts in Psychology Vol. VI (Neurobiology of Normal and Disordered Language)*. London and New York: Routledge.
9. Ambridge, B. and E. V. M. Lieven. 2011. *Child Language Acquisition: Contrasting Theoretical Approaches*. Cambridge University Press
10. Atkinson, M. 1992: *Children's syntax: An Introduction to principles and Parameters*. Oxford: Blackwell.
11. Ayoun, D. 2003. *Parameter Setting in Language Acquisition*. London: Continuum.
12. Berlin, B. and P. Kay. 1969. *Basic Color Terms*. Berkeley: University of California Press.
13. Berwick, R. 1985. *The Acquisition of Syntactic Knowledge*. Cambridge/ MA: MIT Press.
14. Burenhult, N. and S. C. Levinson. 2008. Language and landscape: a cross-linguistic perspective. *Language Sciences* 30: 135-150.
15. Butterworth, B. (ed.). 1983. *Language Production Vol. 2 Development, Writing and Other Languages processes*. Academic Press.
16. Carstairs-McCarthy, A. 1999. *The Origins of Complex Language: An inquiry into the evolutionary beginnings of sentences, syllables and truth*. Oxford: Oxford University Press
17. Clark, E. V. 2003. *First Language Acquisition*. Cambridge: Cambridge University Press
18. Clark, E. V. (ed.). 1995. *The Proceedings of the 27<sup>th</sup> Annual Child Language Research Forum*. Stanford: Centre for the Study of Language and Information.
19. Cooper, D. L. 1999. *Linguistic Attractors: The cognitive dynamics of language acquisition and change*. Amsterdam/Philadelphia: John Benjamins Pub. Company

20. Cooper, W. E. and E. C. T. Walker (eds.). 1979. *Sentence Processing: Psycholinguistic studies presented to Merrill Garrett*. New Jersey: Lawrence Earlbaum Associates, Publishers
21. Dennett, D. 1996. *Kinds of Minds*, New York. Basic Books, and London: Weidenfeld & Nicolson.
22. Fletcher, P. and M. Garman (eds.). 1986. *Language Acquisition*. Cambridge: Cambridge University Press.
23. Forrester Michael A.: 1996: *Psychology of Language – A Critical Introduction*. SAGE Publication, London, New Delhi.
24. Greene, J. 1972. *Psycholinguistics*. (Chomsky and Psychology). Penguin
25. Guasti, M. T. 2003. *Language Acquisition: The Growth of Grammar*. Cambridge, Massachusetts and London, England: A Bradford Book- The MIT Press
26. Hart, J. ‘T., R. Collier and A. Cohen. 1990. *A Perceptual Study of Intonation: An Experimental-Phonetic Approach to Speech Melody*. Cambridge: Cambridge University Press
27. Holzman, M. 1997. *The Language of Children* (2<sup>nd</sup> edition). Blackwell.
28. Ingram, David.1989. *First Language Acquisition: method, description and explanation*.
29. Jakobovits Leon A. and Murray S. Miron (eds.). 1967. *Readings in the Psychology of Language*. Prentice Hall International.
30. Jameson, K. and R. G. D’Andrade. 1997. It’s not really red, green, yellow, blue: an inquiry into perceptual color space. In C. L. Hardin and L. Maffi (ed.) *Color categories in thought and language*. UK, USA, Australia: Cambridge University Press: 295-319.
31. Joshi, A., B. Webber and I. Sag (eds.). 1981. *Elements of discourse understanding*. Cambridge: Cambridge University Press.
32. Levinson, S. C. 1996b. Relativity in spatial conception and description. In Gumperz, J. and S. C. Levinson (eds.). *Rethinking linguistic relativity*. UK, USA and Australia: Cambridge University Press: 177-202.
33. Lucy, J. A. 1997. The linguistics of “color”. In C. L. Hardin and L. Maffi (ed.) *Color categories in thought and language*. UK, USA, Australia: Cambridge University Press: 320-346.
34. Lust, B. C. and C. Foley (ed.). 2004. *First Language Acquisition: Essential Readings*. Blackwell.
35. MacWhiney, B. and E. Bates (eds.). 1989. *The cross-linguistic study of sentence processing*. Cambridge: Cambridge University Press
36. Pinker, S.1984. *Language Learnability and Language Development*. Cambridge/ MA: Harvard.
37. Wildgen, W. 2004. *The Evolution of Human Language: Scenarios, Principles and Cultural Dynamics*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

38. Yeni-Komshian, G. H., J. F. Kavanagh and C. A. Ferguson (eds.). 1980. *Child Phonology Vol. 1 Production*. New York, London, Toronto, Sydney, San Francisco: Academic Press
39. Yeni-Komshian, G. H., J. F. Kavanagh and C. A. Ferguson (eds.). 1980. *Child Phonology Vol. 2 Perception*. New York, London, Toronto, Sydney, San Francisco: Academic Press

## **LNG: 408 NEUROLINGUISTICS**

### **Course Objectives:**

To introduce topics in the field of Neurolinguistics

### **Learning Outcomes:**

After successfully completing this course students will be

- 1) Acquire a knowledge of the Normal development of language, language disorders.
- 2) Able to diagnose and prognosis of aphasia linguistically.

### **Topical Outline:**

#### **Unit 1 Brain-language relationship**

**10 hours**

Historical overview. Issues in Neurolinguistics and linguistics aphasiology, cerebral dominance, lateralization and handedness: Models of Brain- Language relationship- Classical connectionist, hierarchical, global and process models.

#### **Unit 2 Brain Pathology and Language Breakdown**

**8 hours**

Aphasia and its classification, classical categories, linguistic account, overview of linguistic aphasiology, anomia and agrammatism; dyslexia and its classification.

#### **Unit3 Linguistics and language pathology**

**8 hours**

Use of linguistics in diagnosis and prognosis of language disorders; language pathology and normal language. Speech and Language Tests, Speech Therapy material.

#### **Unit 4 Language Pathology and Language Disorders**

**8 hours**

Stuttering; Nature and analysis of language in psychopathological conditions; schizophrenic language , language in mental retardation.

#### **Unit 5 Clinical Neurolinguistics**

**7 hours**

Dementia: cortical, subcortical Right – Brain Damage, Disorders of the written word: dyslexia and dysgraphia.

#### **Unit 6 Language Disorders: Case Studies**

**9 hours**

Broca's aphasia, Wernicke's aphasia, "Other" aphasia (transcortical motor aphasia, transcortical sensory aphasia, subcortical aphasia), Adult disorders, Pediatric disorders

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

### **Course Readings:**

1. Ahlsen, E. 2006. *Introduction to Neurolinguistics*. Amsterdam & Philadelphia: John Benjamins Pub. Co.
2. Lesser, R. 1990. 'Language in the Brain: Neurolinguistics'. In *Encyclopedia of Language*: ed. N.E. Collinge. New York: Routledge. 205-231.
3. Obler, L. K. and K. Gjerlow. 1999. *Language and the Brain*. Cambridge University Press
4. Stemmer, B. and H. A. Whitaker. (eds). 1998. *Handbook of Neurolinguistics*. London, Academic Press.

**Suggested Readings:**

1. Caplan, D. 1987. *Neurolinguistics and Linguistics Aphasiology*. Cambridge: Cambridge University Press.
2. Goodglass, H. 1993. *Understanding Aphasia*. San Diego: Academic Press.
3. Ingram, J. C.L. 2007 *Neurolinguistics*. Cambridge: Cambridge University Press
4. Jakobson, R. 1968. *Child Language, Aphasia and phonological Universals*. The Hague: Mouton.
5. Peng, F. C.C. 2005 *Language in the Brain- Critical Assessments*. New York: Continuum, London.



## **LNG: 409 INDO-ARYAN LANGUAGES**

### **Course Objectives:**

1. To introduce the students to the distribution of Indo-Aryan languages in time and space.
2. To describe the distinguishing linguistic features of old, middle and new Indo-Aryan languages

### **Learning Outcomes:**

After successfully completing this course students will be able to

1. use linguistic terminology in the description of Indo-Aryan languages
2. apply the basic principles of phonology, morphology, syntax and semantics to the analysis of Indo-Aryan languages
3. conduct guided research on aspects of IA languages.

### **Topical Outline:**

#### **Unit 1 NIA: Historical and geographical background**

**8 hours**

A brief outline of the development and distribution of Indo-Aryan languages. Transformation of Old Indo-Aryan structures into Middle Indo-Aryan structures. Emergence of the main sub-groupings of New Indo-Aryan and their development from the Middle Indo-Aryan period. The characteristics on which the Old-Middle-New periodization is based.

#### **Unit 2 Topics in New Indo-Aryan phonology**

**8 hours**

Consonant and vowel systems of the major New-Indo-Aryan languages. The phonology of any two of the following languages: Marathi, Hindi, Gujarati, Bangla, Panjabi.

#### **Unit 3 Topics in NIA morphology**

**7 hours**

Nouns, adjectives, and adverbs: the structure of nouns; formation of noun stems; gender and number markers; case markers and postpositions and the formation of adverbs of major Indo-Aryan languages. Structure of one of the major NIA language, e.g. Hindi, Marathi, Bangla, etc.

#### **Unit 4 Noun Morphology (contd.)**

**8 hours**

Numerals: Method of counting; cardinals and ordinals classification; formation of compounds and fractions. Pronouns: Personal pronouns and pronominal suffixes.

#### **Unit 5 Verb Morphology**

**6 hours**

Verb structure, determination of verb stems, intransitive, transitive and causative.

### **Unit 6 Syntax**

**7 hour**

Comparison of sentence types: (the teacher will select two languages)

### **Unit 7 Vocabulary**

**6 hours**

Sources of vocabulary: loans and coinings. The influence of non-Indo-Aryan languages on Modern Indo-Aryan languages.

**Note:** (Keeping in view the specific needs of the students in a given year the teacher in charge of the course may make some changes in some specific topics.)

### **Practical Work:**

1. Comparing linguistic features across branches of NIA.
2. Applying the knowledge of descriptive linguistics in the analysis of a NIA language.

### **Course Readings:**

1. Cardona, G. and D. Jain. 2003. *The Indo-Aryan Languages*. London: Routledge.
2. Masica, C.P. 1991. *The Indo-Aryan Languages*. Cambridge University Press.
3. Beames, J. 1872. *Modern Aryan languages of India*, London.
4. Chatterji, S.K. 1960. *Indo-Aryan and Hindi*. Calcutta: Firma K.L. Mukhopadhyay.

### **Suggested Readings:**

1. Bhatia, T. K. 1993. *Panjabi*. London: Routledge
2. Bloch, J. 1919. *La Formation de la langue Marathe*. Translated into Marathi by V.G. Paranjape, 1941; into English by Devraj Chanana, 1970. The Formation of the Marathi Language
3. Bubenik, V. 1996. *The Structure and Development of Middle Indo-Aryan Dialects*. Delhi: Motilal Banarsidass.
4. Bubenik, V. 1989. 'On the origins and elimination of ergativity in Indo-Aryan languages'. *Canadian Journal of Linguistics* 34: 377-398.
5. Bubenik, V. 1991. 'Nominal and pronominal objects in Prakrit'. Pp. 19-30 in H.H. Hock (ed.) *Studies in Sanskrit Syntax*. Delhi: Motilal Banarsidass.
6. Bubenik, V. 1995. 'Passives and ergatives in Middle Indo-Aryan'. in H. Andersen (ed.) *Historical Linguistics*, pp. 49-57. Current Issues in Linguistic Theory 124. Amsterdam: Benjamins. 1995.
7. Dey, P. 1979. 'On rule ordering in Bangla phonology'. *Indian Linguistics*. Vol. 40. pp. 24-34.

8. Dhongde, R. V. 1985. *Tense, aspect, and mood in English and Marathi*. Pune: Deccan College.
9. Dhongde, R.V. and K. Wali. 2009. *Marathi*. London: Routledge.
10. Ghatage, A.M. 1962. *Historical linguistics and Indo-Aryan languages*. Univ. of Bombay
11. Gurtu, M. 1985. *Anaphoric relations in Hindi and English*. CIEFL diss.
12. Kelkar, A. R. 1958. *Phonology and Morphology of Marathi*. Cornell diss.
13. Kelkar, A. R. 1968. *Studies in Hindi-Urdu*, I. Pune: Deccan College.
14. Master, A. 1965: *Indo-Aryan*. Librairie D'amerique Et b'orient, Paris.
15. Master, Alfred. 1964. *A Grammar of Old Marathi*. Oxford: Clarendon Press
16. Ohala, M. 1983. *Aspects of Hindi phonology*. Dehli: Motilal Banarsidass.
17. Pandharipande, R. 1997. *Marathi*. London: Routledge.
18. Paul, J. 1985. On some aspects of Dey's and Singh's analysis of Bangla phonology. *Indian Linguistics* Vol. 46. pp. 8-21.
19. Trump, E. 1872: *Grammar of the Sindhi language* (reprint 1986). New Delhi: Asian Education services.
20. Turner, R.L. 1962-66. *A Comparative Dictionary of the Indo-Aryan Languages*. London: Oxford University Press.
21. Wali, K. 2005. *Marathi*. Lincom Europa.
22. Wali, K. And O. N. Koul. 1997. *Kashmiri*. London: Routledge.

## **LNG: 410 DRAVIDIAN LANGUAGES**

### **Course Objectives:**

1. To introduce the students to the distribution of Dravidian languages in time and space.
2. To describe the distinguishing linguistic features of old and new Dravidian languages and various subgroups.

### **Learning Outcomes:**

After successfully completing this course students will be able to -

1. use linguistic terminology in the description of Dravidian languages
2. apply the basic principles of phonology, morphology, syntax and semantics to the analysis of Dravidian languages
3. conduct guided research on aspects of Dravidian languages.

### **Topical Outline:**

#### **Unit 1 The Dravidian Language Family**

**8 hours**

Dravidian languages: geographical locations, demographic information; sub-groups of the Dravidian Language Family, subgroupings by Caldwell, Zvelebil and Krishnamurti, extra Indic affiliations of Dravidian languages, scripts used for writing the languages; Dravidian language family and other language families in South Asia; The proto-Dravidian (PDr): the material and methods for its reconstruction; Migration patterns and genetic studies.

#### **Unit 2 Comparison among the four subgroups**

**5 hours**

The teacher chooses one modern language each from South Dravidian I, South Dravidian II (South-Central Dravidian), Central Dravidian and North Dravidian for comparison of linguistic features.

#### **Unit 3 Phonology**

**8 hours**

PDr vowels, consonants, phonotactics, morphophonemics (change in the length of verbal stem-final vowels with vowel-initial suffixes); their correspondences in modern Dravidian languages

#### **Unit 4 Morphology**

**6 hours**

Roots, stems, formatives- structure of roots and formatives, derivational suffixes and nominal compounds; status of adjectives and adverbs as separate word classes, syntactically definable, formation of adjectives and adverbs; clitics

**Unit 5 Nouns Morphology****7 hours**

Structure of nouns, formation of noun stems, gender and number systems, the gender and number markers; case markers and postpositions; Pronouns: personal, interrogative, demonstrative, and relative pronouns; Numerals: method of counting; cardinals and ordinals; classifiers; numerals inflected for gender; formation of compounds and fractions, quantifiers; formation of time and place adverbs (inclusion in nominal category as they inflect for case)

**Unit 6 Verb Morphology****7 hours**

Structure of verbs, derivation of verb stems: intransitive, transitive, and causative; forms and functions of finite and non-finite verbs; infinitive, past participle, negative participles, relative participles and verbal nouns; passive and reflexive; pronominal suffixes; verbal compounding; serial verbs

**Unit 7 Syntax****6 hours**

Word order in phrases, clauses, sentences; simple, compound, complex sentence, sentence negation, relative-correlative constructions, causatives, reflexivity and reciprocity, anaphora.

**Unit 8 Lexicon****3 hours**

Borrowings from Indo-Aryan, Perso-Arabic, Portuguese and English

**Practical Work:** Assignments on particular linguistic features across Dravidian languages or any sub-branch of the family.

**Course Readings:**

1. Andronov, M. S. 1970. *Dravidian Languages*. Moscow: Nauka Publishing House (Central Department of Oriental Literature).
2. Caldwell, R. 1856. *A Comparative grammar of the Dravidian family of languages*. Madras: University of Madras.
3. Krishnamurti, Bh. 2003. *The Dravidian Languages*. United Kingdom: Cambridge University Press
4. Krishnamurti, Bh. *Comparative Dravidian Linguistics: current perspectives*. Oxford University Press
5. Steever, (ed.). 1998. *The Dravidian Languages*. London, New York: Routledge
6. Zvelebil, Kamal V. 1990: *Dravidian Linguistics- an introduction*. Pondicherry: Pondicherry Institute of Linguistics and Culture.

### Suggested Readings:

1. Asher, R. E. 1989. *Tamil*. London and New York: Routledge (Reprint of the book published in 1985 by Croom Helm Ltd.)
2. Bhasakara, P. 1980. *Konekor Gadaba: a Dravidian Language*. Poona: Deccan College Postgraduate and Research Institute.
3. Bhat, d. N. S. 1967. *Descriptive analysis of Tulu*. Poona: Deccan College Postgraduate and Research Institute.
4. Bhattacharya, S. 1957. *Ollari, A Dravidian Speech*. New Delhi: Department of anthropology (Memoir No. 3), Government of India.
5. Bhattacharya, S. 1961. Naiki of Chanda. *Indo-Iranian Journal* 5: 85-117.
6. Burrow, T. 1968. *Collected papers on Dravidian Linguistics*, Annamalainagar: Annamalai University (originally in *BSOAS* 9, 10, 11, 12)
7. Burrow, T. & Emeneau, M.B. 1984: *A Dravidian etymological dictionary*. Oxford:
8. Ekka, Francis. 1972. Remarks on the treatment of PDr \*o: in Kurux and Malto. *International Journal of Dravidian Languages*. 1.2: 19-28.
9. Elfenbein, J. 1998. Brahui. In Steever, (ed.). *The Dravidian Languages*: 388-414.
10. Emeneau, M. B. 1955. *Kolami, a Dravidian Language*. UCPL 12. Berkeley: University of California Press (Reprinted, 1961. Annamalainagar: Annamalai University).
11. Emeneau, M. B. 1957. Toda, a Dravidian Language. *Transactions of the Philological Society*: 15-66.
12. Emeneau, M. B. 1970. *A Sketch of comparative Dravidian Phonology*. Annamalainagar: Annamalai University.
13. Emeneau, M. B. 1984. *Toda Grammar and Texts*. Philadelphia: American Philological Society.
14. Gai, S. W. 1946. *Historical Grammar of Old Kannada*. Poona: Deccan College Postgraduate and Research Institute.
15. Grierson, G. A. 1906. *Linguistic survey of India*, Vol. IV (Munda and Dravidian Languages), Sten Konow (ed.). ( Reprinted, 1967. Delhi: Motilala Banarasidass).
16. Grignard, A. 1924. *A Short Grammar of the Oraon Language*. Calcutta: Catholic Orphan Press.
17. Hahn, F. 1900. *Kurukh Grammar*. Calcutta: Bengal Secretariat Press.
18. Israel, M. 1979. *A Grammar of the Kuvi language*. Tiruvanthapuram: International School of Dravidna Linguistics.

19. Joseph, P. M. 1989. The word Dravida. *International Journal of Dravidian Linguistics* 18.2: 134-142.
20. Kapp, D. B. 1978. Palu Kurumba riddles: specimens of a South Dravidian tribal language. *Bulletin of the School of the Oriental and African Studies* 41.3: 512-522.
21. Kapp, D. B. 1984. Alu Kurumba riddle. *Bulletin of School of Oreiental and African Studies* 47.2: 302-323.
22. Krishnamurti, Bh. 1961. *Telugu Verbal bases*. California: University of California Press.
23. Lehmann, T. 1989. *A Grammar of Modern Tamil*. Pondicherry: Pondicherry Institute of Language and Culture.
24. McAlpin, D. W. 1974. Towards Proto-Elamo-Dravidian. *Language* 50: 89-101.
25. McAlpin, D. W. 1975. Elamite and Dravidian: further evidence of relationship. *Current Anthropology* 16: 105-115.
26. McAlpin, D. W. 1979. Linguistic pre-history: the Dravidian Situation. In M. Deshpande and P. Hook (eds.). *Aryan and Non-Aryan in India*. Ann Arbor: University of Michigan, Center for South and Southeast Asian Studies: 175-89.
27. Menges, K. H. 1977. Dravidian and Lataic. *Anthropos* 72: 129-179.
28. Mitchell, A. N. 1942. *A Grammar of Maria Gondi as spoken by the Bison horn or Dandami Marias of Bastar State*. Jagdalpur.
29. Natarajan, G. V. 1985. *Abhujmaria Grammar*. Mysore: Central Institute of Indian Languages.
30. Ramachandran, P. 1973. *Language of Middle Malayalam*. Trivandrum: Dravidan Linguistic Association of India.
31. Ramaswami, N. 1997. *Diglossa: Formal and Informal Tamil*. Mysore: Central Institute of Indian Languages.
32. Reddy, J. 1979. *Kuwi Grammar*. Mysore: Central Institute of Indian Languages.
33. Retnamma, K. 1994. *Early Inscriptional Malayalam*. Thiruvananthapuram: Dravidian Linguistic Association Publications.
34. Schiffman, H. F. 1999. *A Reference Grammar of Spoken Tamil*. Cambridge: Cambridge University Press.
35. Sabir, A. R. 1995. Morphological Similarities in Brahui and Balochi Languages. *International Journal of Dravidian Languages*. 24.1: 1-8.
36. Smith, I. 1991. Interpreting conflicting Isoglosses: Historical Relationship among the Gondi Dialects. In Lakshmi Bai and R. Reddy (ed.). *Studies in*

- Dravidian and General Linguistics: A Festschrift for Bh. Krishnamurti.* Osmania University Publications in Linguistics no. 6. Hyderabad: Osmania University, Department of Linguistics: 27-38.
37. Sekhar, A. C. 1953. *Evolution of Malayalam*. Poona: Deccan College Postgraduate and Research Institute.
  38. Sridhar, S. N. 1990. *Kannada*. London and New York: Routledge.
  39. Subrahmanya Sastri, P. s. 1947. *A comparative Grammar of the Tamil Language*. Tiruvadi, Tanjore Dist.
  40. Subrahmanyam, P. S. 1971. *Dravidian Verb-Morphology*. Annamalainagar: Annamalai University
  41. Subrahmanyam, P. S. 1968. The Position of Tulu in Dravidan. *Indian Linguistics* 29: 47-66.
  42. Subrahmanyam, P. S. 1969. The Central Dravidna Languages. *Journal of American Oriental Society* 89: 739-750.
  43. Shanmugam, S.V. 1971. *Dravidian Nouns: Comparative Study*. Annamalainagar: Annamalai University.
  44. Tyler, S. A. 1968. Dravidian and Uralian: the lexical evidence. *Language* 44.4: 798-812.
  45. Tyler, S. A. 1969. *Koya: an Outline Grammar, Gommu dialect*. UCPL 54. Berkely and Los Angeles: University of California Press.
  46. Winslow, M. 1862. *Comprehensive Tamil and English Dictionary of High and Low Tamil*. Madras (reprint 1987. New Delhi: Asian Educational Services).
  47. Zvelebil, K. V. 1972. The Descent of the Dravidians. *International Journal of Dravidian Linguistics* 1: 57-63.
  48. Zvelebil, K. V. 1973. *The Irula Language*. Wiesbaden: Otto Harroasowitz.
  49. Zvelebil, K. V. 1979. *The Irula (Erla) Language Part II*. Wiesbaden: Otto Harroasowitz.
  50. Zvelebil, K. V. 1982. Betta Kurumba: first Report on a Tribal Language. *Journal of American Oriental Society* 102: 523-527.
  51. Zvelebil, K. V. 1988. Jenu Kurumba: A Breif Report on a 'tribal' language of the Nilgiri area. *Journal of American Oriental Society* 108: 197-301.
  52. Zvelebil, K. V. 1990. The Language of the Sholegas, Niligiri area, South India. *Journal of American Oriental Society*. 110.2: 417-433.
  53. *International Journal of Dravidian Linguistics* (Journal of the Dravidian Linguistics Association, India)



## **LNG: 411 TIBETO-BURMAN LANGUAGES**

### **Course Objectives:**

To introduce the history, development and the structure of Tibeto-Burman family of languages

### **Learning Outcomes:**

After successfully completing this course students will

1. Know the geographical and demographic background of TB languages
2. Understand the bases for classifications of TB languages.
3. Analyse linguistically and understand contact induced changes in TB languages
4. Be able to conduct guided research on aspects of TB languages

### **Topical Outline:**

#### **Unit 1 Geographical and Demographic Background**

**7 hours**

The language families in India, their broad geographical location with special reference to the Tibeto-Burman (TB) languages. The migration and spread of TB speakers in India, TB languages spoken outside India, primary sources of data.

#### **Unit 2 The classifications of TB languages**

**7 hours**

Grierson, Konow, Shafer, Benedict, Egerod, Nishida, George van Driem and others

#### **Unit 3 Other grouping**

**4 hours**

Sino Tibetan, Tibeto-Karen and Chinese, place of Chinese in Sino-Tibetan and sub-groupings.

#### **Unit 4 Major phonological & morphological Characteristics**

**7 hours**

Phonology; Consonants and vowels, tones, etc. Morphology, noun, pronoun, verb, adjective, adverb, affixes; numerals.

#### **Unit 5 Major Syntactic, Semantic and other Characteristics**

**7 hours**

TB syntax, deixis, reconstruction, general features.

#### **Unit 6 Linguistic Study of any Two Tibeto-Burman languages**

**8 hours**

Tibetan, Burmese, Garo, Manipuri/Meithei etc. - Phonology, Morphology and Syntax.

#### **Unit 7 Contact induced changes**

**10 hours**

Loans and coinings. The influence of non-Tibeto-Burman languages; Munda substratum hypothesis; pronominalization. Indo-Aryan contact and convergence, spread of some traits, like classifiers.

**Practical Work:** Linguistic study of any two TB languages.

### Course Readings:

1. Bell, C.A. 1919. *Grammar of colloquial Tibetan*. Calcutta.
2. Benedict, P. 1972. *Sino-Tibetan: A conspectus*. Cambridge Univ. Press.
3. Bhat, D.N.S. & M. S. Ningomba. 1997. *Manipuri Grammar*. Munich: Lincom Europa.
4. Burling, R. 1961. *A Garo Grammar*. Pune: Deccan College.
5. Chang, K., B. Shefts. 1964. *A manual of spoken Tibetan*. Seattle, University of Washington Press.
6. Chelliah, S. 1997. *A Grammar of Meithei*. The Hague: Mouton de Gruyter.
7. Coupe, A.R. 2007. *A Grammar of Mongsen Ao*. Berlin/New York: Mouton de Gruyter.
8. Grierson, G.A. (ed.) 1909. *Linguistic Survey of India*. (vol. III, part I, II, III) Calcutta: Superintendent of Government Press.
9. Hale, A. 1982. *Research on Tibeto-Burman languages*. Mouton. New York: Publishers.
10. Hyslop, G. at el (edi) *North East Indian Linguistics vol 1- 5*, Cambridge University Press.
11. Matisoff, A. J. 2003. *The Handbook of Proto-Tibeto-Burman: System and Philosophy of Sino-Tibetan Reconstruction*. Berkeley: University of California Publications.
12. Sharma, S. R. 2007. *Byangsi Grammar and Vocabulary*. Pune, Deccan College.
13. Sharma, S. R. 2010. *Pronominalization in Tibeto-Burman languages and Munda Hypothesis: The state of Art*. (in K.S. Nagaraja & K. Mankodi Ed. Austroasiatic Linguistics. Pp.334-345. Central Institute of Indian languages, Mysore.
14. Sprigg, R. K. 1955. The tonal system of Tibetan (Lhasa dialect) and nominal phrase, in *Bulletin of the School of Oriental Studies*, London.
15. Thurgood, G. and R. J. LaPolla (eds.) 2003, 2007. *The Sino-Tibetan Languages*. London & New York. Routledge.

### Suggested Readings:

1. Matisoff, A. J. 1973. *The Grammar of Lahu*. University of California Publications in Linguistics # 75. Berkeley and Los Angeles, Univ. of California Press.
2. Shafer, R. 1955. Classification of Sino-Tibetan languages. *Word* 11: 94-111.

3. Shafer, R. 1966. *Introduction to Sino-Tibetan languages*, part 1, 2, 3. Wiesbaden: Otto Harrassowitz.
4. van Driem, G.L. 1987. *A Grammar of Limbu*. Berlin, Mouton de Gruyter.
5. van Driem, G.L. 2001. *Languages of the Himalayas: An Ethnolinguistic Handbook of the Greater Himalayan Region, containing an Introduction to the Symbiotic Theory of Language* (2 vols.). Leiden: Brill.
6. Yoshio and et al. 1995. (Ed.). 2001. *Languages of the Himalayas*. Brill. Leiden. Boston.
7. Yoshio and et al. 1995. (Ed.) *New Horizons in Tibeto-Burman Morpho-syntax*. National Museum of Ethnology. Osaka, Japan.

## **LNG: 412AUSTRASIATIC LANGUAGES**

### **Course Objectives:**

1. The course will introduce the study of the history, classification and geographical spread of Austro-Asiatic language speakers in the world.
2. The course will introduce the diachronic and synchronic context and major structural features of Austro-Asiatic languages.

### **Learning Outcomes:**

After successfully completing this course -

1. The students will have an understanding of Austro-Asiatic languages, its spread and major characteristic features of languages.
2. The students will have read some of the important work and some of the primary literatures.
3. The students will be able to analyse the formal structures of the Austro-Asiatic languages.

### **Topical Outline:**

#### **Unit 1 Austro-Asiatic languages: An introduction**

**7 hours**

Survey of Austroasiatic languages: languages and their terminologies, Sources of information: Census, Linguistic survey of India, their limitations; their geographical spread and population; their external history, broad groupings and their place within AA. Their main characteristic features.

#### **Unit 2 Classification of Munda languages**

**7 hours**

Classification of Munda languages: Schmidt's, Pinnow's and Bhattacharya's, Zide and Anderson.

#### **Unit 3 Grammatical Characteristics of Munda languages**

**7 hours**

Comparison of Munda languages- its phonology, and morphology: Gender, number, case system, Numeral system, Nouns and verbs in Munda languages, Incorporation, Syntactic characteristics.

#### **Unit 4 Classification of Mon-Khmer languages**

**7 hours**

Classification of Mon-Khmer languages, Diffloth and others.

#### **Unit 5 Grammatical characteristics of Mon-Khmer languages**

**7 hours**

Comparison of Mon-Khmer languages- its phonology, and morphology: Gender,number, case system, Numeral system, Syntactic characteristics.

## **Unit 6 Comparative Munda and Mon-Khmer languages and Nicobarese**

**7 hours**

Comparison of Munda, Mon-khmer and Nicobarese languages- its phonological, morphological and syntactic characteristics.

## **Unit 7 Proto- Austro-Asiatic**

**8 hours**

Characteristics of Proto-Austro-asiatic: phonology, morphology and syntactic reconstruction.

**Practical work:** Students will present the comparative analysis of linguistic features of Munda and Mon-Khmer sub-branch of Austro-Asiatic languages.

### **Course Readings:**

1. Anderson, Gregory D.S. 2001. "A New Classification of South Munda: Evidence from Comparative Verb Morphology." *Indian Linguistics* 62:21-36
2. Anderson, Gregory D.S. 2003. "Dravidian influence on Munda." *International Journal of Dravidian Linguistics* 32/1:27-48.
3. Anderson, Gregory D.S. 2004. "Advances in proto-Munda reconstruction." *Mon-Khmer Studies* 34:159-184.
4. Anderson, Gregory D.S. 2006. *The Munda Verb. Typological Perspectives*. Berlin: Mouton de Gruyter (Trends in Linguistics, Studies and Monographs, 174).
5. Anderson, G. D.S. 2008. "Introduction to the Munda languages." In: Gregory D.S. Anderson (ed.), *The Munda Languages*. London / New York: Routledge. [Routledge Language Family Series]. 1-10.
6. Bhattacharya, S. 1973. Gender in the Munda languages, in: Philip N.J., et al (ed). *Austro-Asiatic Studies I*. Honolulu: The University Press of Hawaii.
7. Bhattacharya, S. 1975. *Studies in Comparative Munda Linguistics*. Shimla: Indian Institute of Advanced Study.
8. Bhattacharya, S. 1975. Munda languages- a new classification, in *Indo-Iranian Journal*, Vol.17.1: 97-101.
9. Diffloth, G. 1980. Austroasiatic languages, in: *Britannica Encyclopaedia*, Vol 2.
10. Diffloth, G. & Zide, N. 1990. Austroasiatic Languages, in: Bright, W. (ed.): *International Encyclopaedia Of Linguistics*.
11. Ghosh, A. 1988. *Bibliotheca Austroasiatica*, Calcutta: FIRMA KLM LTD,
12. Hoffmann, J., & Emelen, Von A., 1930-41: *Encyclopaedia Mundarica*, in 13 Vols., Patna.
13. Nagaraja, K.S. 1985. *Khasi A Descriptive analysis*, Pune: Deccan College.

14. Pinnow, H.J. 1963. The position of the Munda languages within the Austroasiatic language family, in: Shorto, K.L. (ed.) *Linguistic Comparison In South East Asia And The Pacific*.
15. Pinnow, H.J. 1965. Personal pronouns in the Austroasiatic languages: a historical study, in: Milner & Henderson ed. *Indo-Pacific Linguistic Studies (Lingua 14)*, Holland: Amsterdam.
16. Pinnow, H. J. 1966. A Comparative study of the Verb in Munda languages, in Zide, N.H. ed. *Studies In Comparative Austroasiatic Linguistics*, Mouton.
17. Ramamurti, G.V. 1931. *A manual of the Sora Language*, Madras.
18. Ramaswamy, N. 1992. *Bhumij Grammar*. Mysore: Central Institute of Indian Languages.
19. Sebeok, T.A. 1942. An examination of the Austroasiatic language family, in *Language*, Vol. 18.3: 206-17.
20. Sinha, N.K. 1975. *Mundari Grammar*, Mysore: Central Institute of Indian Languages.

### **Suggested Readings:**

1. Biligiri, H.S. 1965. *Kharia: Phonology, Grammar and Vocabulary*. Pune: Deccan College
2. Bodding, P. O. 1922-25. *Materials for a Santali Grammar part I & II*, Dumka.
3. Drake, J. 1903. *A grammar of the Kurku language*, Calcutta.
4. Nagaraja, K.S. 1989. *Austroasiatic Linguistics, an annotated Bibliography*. Pune: Deccan College.
5. Munda, R. 1969. *Proto- Kherwarian sound system* (memo.)
6. Radhakrishnan, R. 1981. *Noncowry word, phonology, affixal morphology and roots of Nicobarese language*. Canada: Linguistic Research Inc.
7. Sidwell, P. 2009. *Class: tying the Austroasiatic Languages: history and state of the art*. Munich: Loncom Europa.
8. Zide, N.H. 1969. Munda and Non-Munda AA languages, in *Current Trends in Linguistics*, Vol. 5.
9. Zide, N.H. 1978. *Studies in the Munda Numerals*. Mysore: Central Institute of Indian Languages.
10. Zograph, G. A. 1982. *Languages of South Asia*. (Translated by G. L. Campbell). London: Routledge and Kegan Paul.

## **LNG 413: COMPUTATIONAL LINGUISTICS- 2**

### **Course Objectives:**

1. To develop practical knowledge of computational linguistics.
2. To develop simple programs independently.

### **Learning Outcomes:**

After successfully completing this course the student will be able to complete tasks in Computational Linguistics such as segmentation, morphological analysis, tagging and parsing etc.

### **Topical Outline:**

#### **Unit 1 Computational Morphology**

**10 hours**

Spell-checker; Morphological tagging (Supervised and unsupervised) Morphological recognizer, analyzer and generator; finite state morphology, two level morphology, rule based approach and other approaches, PC-KIMMO.

#### **Unit 2 Parsing**

**12 hours**

Parsing and Parser (top-down and bottom-up parsing), chart parsing (Left to right and right to left), CYK parser, Stanford parser. CFG, LFG, TAG, GPSG, HPSG.

#### **Unit 3 Applications**

**13 hours**

Information extraction and retrieval, Cooperative response system, Word Sense Disambiguation; POS Tagger (Penn, Stanford, IIIT, Hyderabad), Data and Text Mining, Sentiment analysis (Probabilistic model); Computer Aided Language Teaching (CALT) Tools.

#### **Unit 4 Machine Translation (MT)**

**10 hours**

History, generation; assisted and automatic MT, methods (Direct, Transfer and Interlingua), Approaches (Corpus based, Rule based, etc.), MT Systems (Google translation, TAUM-METEO, SYSTRAN, ANUSARAKA and MANTRA)

#### **Unit 5 NLP in India**

**5 hours**

Computational Linguistics past, present and future in Indian scenario.

#### **Unit 6 Future of Computational Linguistics**

**2hours**

### **Practical Work:**

1. Demonstrations of Machine Translation, POS tagger, etc.
2. Analysis of linguistics problems and their possible solutions.
3. Development of tools and short assignment.

### **Course Readings:**

1. Dash, N.S. 2005. *Corpus Linguistics and Language Technology*. New Delhi, Mittal Publications.
2. Hays, D. G. 1967. *Introduction to Computational Linguistics*. New York, American Elsevier Publishing Company.
3. Hutchins, W.J. 1986. *Machine Translation past, present & future*. Ellis Horwood ltd.
4. Jurafsky, D.&J. H. Martin. 2008. *Speech & Language Processing*. Pearson.
5. Mitkov, R. (ed.) 2003. *Computational Linguistics*. Oxford University Press.
6. Noble, H. M. 1988. *Natural Language Processing*. Blackwell.
7. Oates, B. J. 2007. *Researching Information systems and computing*. New Delhi, SAGE Publications.
8. Pereira, F. &B. Grosz. (ed.). 1994. *Natural Language Processing*. MIT Press.
9. Rajapurohit, B. B. 1994. *Technology and Languages*. Mysore, CIIL.
10. Grishman, R. 1994. *Computational Linguistics*. Cambridge University Press.
11. Sangal, R.et. al. (ed.) 2003. *Recent Advances in Natural Language Processing*. Mysore, CIIL.

### **Suggested Readings:**

1. Banerjee, S. and A. Lavie. 2005. "METEOR: An Automatic Metric for MT Evaluation with Improved Correlation with Human Judgments" in *Proceedings of Workshop on Intrinsic and Extrinsic Evaluation Measures for MT and/or Summarization* at the 43rd Annual Meeting of the Association of Computational Linguistics (ACL-2005), Ann Arbor, Michigan, June 2005. pp. 65-72.
2. Bara, B.G. &G. Guida. (ed.) 1984. *Computational Models of Natural Language Processing*. Elsevier Science Publishers B.V.
3. Basu, A. &U. N. Singh. (ed.) 2005. *Proceedings of the Second Symposium on Indian, Morphology, Phonology & Language Engineering*. Mysore, CIIL.
4. Biber, D. et al. 1998. *Corpus Linguistics Investigating language structure and use*. Cambridge University Press.
5. Cole, R. and J. Mariani. 1997. *Survey of the state of the Art in Human Language Technology*. Cambridge University Press.



6. Coughlin, D. 2003. "Correlating Automated and Human Assessments of Machine Translation Quality" in *MT Summit IX*, New Orleans, USA pp. 23–27
7. Doddington, G. 2002 "Automatic evaluation of machine translation quality using n-gram cooccurrence statistics". *Proceedings of the Human Language Technology Conference (HLT)*, San Diego, CA pp. 128–132
8. Gaspari, F. 2006 "Look Who's Translating. Impersonations, Chinese Whispers and Fun with Machine Translation on the Internet" in *Proceedings of the 11th Annual Conference of the European Association of Machine Translation* pp. 149-158.
9. Hausser, R. 1999. *Foundations of Computational Linguistics*. Springer.
10. Lavie, A., K. Sagae, and S. Jayaraman. 2004 "The Significance of Recall in Automatic Metrics for MT Evaluation" in *Proceedings of AMTA 2004*, Washington DC. September 2004. pp. 134-143.
11. McTear, M. 1987. *The Articulate Computer*. Blackwell.
12. Mitkov and Nicolas 1997. *Recent Advances in Natural Language Processing*. John Benjamins Publishing Company.
13. Nerbonne, J. 1998. *Linguistics Database*. California, CSLT Stanford Publications.
14. Nivre, J. 2006. *Inductive Dependency Parsing*. Springer.
15. Papineni, K. et al. 2002. "BLEU: a method for automatic evaluation of machine translation" in *ACL-2002: 40th Annual meeting of the Association for Computational Linguistics* pp. 311–318  
<http://acl.ldc.upenn.edu/P/P02/P02-1040.pdf>
16. Waschauer, M. and R. Kern. (ed.). 2000. *Network Based Language Teaching: Concepts and Practice*. Cambridge University Press.
17. Wisbey, R. A. 1971. *The Computer in Literary and Linguistics Research*. Cambridge University Press.

### Relevant Journals:

1. Indian Journal of Applied Linguistics.
2. International Journal of Applied Linguistics.
3. International Journal of Lexicography. Link –  
<http://www.ij/oxfordjournals.org>
4. International Journal of Translation.
5. MIT Journal of Computational Linguistics

### Website Links:

1. [http://en.wikipedia.org/wiki/computational\\_linguistics](http://en.wikipedia.org/wiki/computational_linguistics)
2. [http://www.coli.uni-saarland.de/~hansu/what\\_is\\_cl.html](http://www.coli.uni-saarland.de/~hansu/what_is_cl.html)
3. <http://ai-depot.com/intro.html>
4. <http://library.thinkquest.org/2705/istory.html>
5. <http://www.logos-ca.com>

6. [http://www.computing.dcu.ie/~plambert/Lam\\_Bib\\_03.htm](http://www.computing.dcu.ie/~plambert/Lam_Bib_03.htm)
7. More links on [www.google.co.in](http://www.google.co.in)

## LNG 414: COGNITIVE LINGUISTICS

### Course Objectives:

1. To introduce a cognitive approach to the study of language
2. To explore the relationship between linguistic structure, thought and the nature of embodied human experience.

### Learning Outcomes:

After successfully completing this course students will be able to –

1. analyse lexical and grammatical features used to encode spatial/temporal distinctions in language using the cognitive framework
2. use concepts in cognitive linguistics in one's own guided research

### Topical Outline:

#### Unit 1 Introduction

**6 hours**

What is cognitive Linguistics? Emergence, cognitive linguistics vs. Chomsky's Generative Grammar and applications of cognitive linguistics

#### Unit 2 The organization of Conceptual Structure

**9 hours**

Frame, Domain, Spaces, construal, iconicity, and perspective, landmarks and trajectories, spatial relationships and image schemata, conceptual metaphors, frames, categorization and prototypes, mental spaces.

#### Unit 3 Categories, Concepts and Meanings

**8 hours**

Encyclopaedic approaches to meaning, Conceptual metaphor and metonymy

#### Unit 4 Conceptualization and Construal Operations

**9 hours**

Attention/Salience; Judgment/Comparison; Perspective/Situatedness;  
Constitution/Gestalt

#### Unit 5 Cognitive approaches to Lexical Semantics

**9 hours**

Metaphors, Metonymy, Hyponymy, Meronymy

#### Unit 6 Cognitive Grammar

**9 hours**

The conceptual basis of grammar; cognitive grammar-word classes; motivating a construction grammar

**Practical Work:** Students analyse lexical and grammatical features used to encode spatial/temporal distinctions in language using the cognitive framework.

### **Course Readings:**

1. Croft, W. & A. Cruse. 2004. *Cognitive Linguistics*. CUP.
2. Cuyckens, G. 2007. *The Oxford Handbook of Cognitive Linguistics*. OUP
3. Driven et al. 2004. *Cognitive Exploration of Language and Linguistics*. John Benjamin.
4. Evans, V. 2007. *A Glossary of Cognitive Linguistics*. Edinburgh Univ. Press.
5. Evans, V. and M. Green. 2006. *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press
6. Fauconnier, G. 1997. *Mappings in Thought and Language*. CUP.
7. Jackendoff, R. 2007. *Language, Consciousness, Culture: Essays on Mental Structure*. MIT
8. Langacker, R. 1987. *Foundations of Cognitive Grammar*. Stanford Univ. Press

### **Suggested Readings:**

1. Birdwhistell, R. L. 1975. Background considerations to the study of the body as medium of expression. In J. Benthall (ed.), *The Body as a medium of expression*. Allen Lane. Penguin Books Ltd.: 36-58
2. Gao, H. (2001). *The physical foundation of the patterning of physical action verbs*. Lund University Press. Chapter 5: Combinability of Physical Action VV Compounds: 111-126
3. Pinker, S. (1994). *The Language Instinct*. New York: Morrow. Chapter 4: How language works: 83-125; Chapter 10: Language organs and grammar genes: 297-331

## **LNG: 415 STYLISTICS**

### **Course Objectives:**

1. To explain the goals of stylistics
2. To discuss various approaches and methods to style
3. To explain what is involved in a stylistic analysis of a literary text
4. Identify the principles and tools of stylistic analysis

### **Learning Outcomes:**

After successfully completing this course students will be able to -

1. Better understand the lexico-semantic level of language description
2. Carry out a stylistic analysis of a texts drawn from a range of genres

### **Topical Outline:**

#### **Unit 1 Style: Definitions and Theories**

**4 hours**

The scope of stylistic study; The notion of language and literary style; Linguistic Patterning; Deviation from the code, Figurative Language; Stylistic Analysis and Literary Interpretation; Expressive Means and Stylistic Devices; Attempts at refutation of Style, Style as a notational term; Style as linguistic variation. The concept of style: definitions, the domain of style, style as purpose, style as choice. Monist, dualist and pluralist theories of style.

#### **Unit 2 Stylistics: nature, function and scope**

**7 hours**

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 semiolinguistic approach to verbal art; distinction between linguistic analysis and stylistic analysis.

#### **Unit 3 General principles and methods of stylistic analysis**

**8 hours**

Levels of linguistic analysis; context sensitivity; creativity in language; transformation and style; code and message; text and discourse; defamiliarisation, foregrounding and interpretation, parallelism and verbal repetition, deviation, poetic license; structure and texture; coherence and cohesion.

#### **Unit 4 Levels of stylistic analysis**

**8 hours**

Expressive means and stylistic devices: phonetic, lexical, syntactic; Sentence meaning, word meaning, utterance meaning.

**Unit 5 Stylistics of discourse (stylistics of literary genres)****8 hours**

Poetic discourse; narrative discourse; drama texts.

**Unit 6 Analysis of literary pieces: The language of poetry.****7 hours**

Rhythm, metre and sound patterns. The diction of poetry. Figurative language. The poetic image.

**Unit 7 Analysis of literary pieces: The language of prose and drama 8 hours**

Macrostylistics of prose. Elements of narrative. Mind style. Point of view in fiction. Microstylistics of prose. Bakhtin's theory of discourse in the novel. Style in sdrama.

**Practical Work:** Students will analyse texts using stylistic methodology.**Course Readings:**

1. Barry, Peter. 2002. *Beginning Theory: an Introduction to Literary and Cultural Theory*. New York: Manchester United Press.
2. Richard Bradford. 1997. *Stylistics*. London and New York: Routledge.
3. Hynes, John. 1995. *Style*. London: Longman.
4. Madden, Frank. 2002. *Exploring Poetry*. London: Longman.
5. Verdonk, Peter. 2002. *Stylistics*. Oxford: OUP.
6. Weber Jean Jacques. *The Stylistics Reader: From Roman Jakobson to the Present* New York: Arnold.

**Suggested Readings:**

1. Bennet, Tony 1979. *Formalism and Marxism*. London: Methuen.
2. Birch, D. and M. O'Toole. 1998. *Functions of Style*. London: Pinter.
3. Bradford, R. 1997. *Stylistics*. London: Routledge.
4. Brown, G. and George Yule (1983) . *Discourse Analysis*. London: OUP.
5. Carter, R. (ed.). 1982. *Language and Literature: An Introductory Reader in Stylistics*. London: George Allen and Unwin.
6. Chatman, S. (ed.), 1971. *Literary Style: A Symposium*. OUP.
7. Crystal, David. 1994. *The Cambridge Encyclopedia of the English Language*. London: CUP.
8. Enkvist, N. E, Spencer J, Gregory M.J. 1964. *Linguistics and Style*. Oxford University Press
9. Erlich Victor 1969. *Russian Formalism*. Mouton.

10. Freeman D.C. (ed). 1981. *Essays in Modern Stylistics*. London: Muthern and Co.
11. Gargesh, R. 1990. *Linguistic Perspectives to Literary Style*. Delhi: University of Delhi.
12. Halliday, M. A. K 1964. *The Linguistic Study of Literature*. In Proceedings of 9th International Congress of Linguistics. H. Lunt (ed.). Marton
13. Hough G. 1964. *Styles and Stylistics*. London: Routledge and Kegan Paul.
14. Jakobson R. 1969. Closing Statement: Linguistics and Poetics. In Sebeok T. A. (ed) *Style in Language* 1960.
15. Kachru B.B. & Stahlke, H.W. (eds). 1972. *Current Trends in Stylistics*. Alberta: Champaign III & Edmonton.
16. Leech, G.N. 1969. *A Linguistic Guide to English Poetry*. Bloomington: Indiana University Press.
17. Mills, S. 1995. *Feminist stylistics*. London: Routledge.
18. Richards, I. A. 1929. *Practical Criticism*. Routledge & Kegan Paul.
19. Riffatere, M. 1978. *Semiotics of Poetry*. Bloomington: Indiana University Press.
20. Rostrevar - Hamilton S.G. 1949. *The Tell - Tale Article*. London: William Heinemann Ltd.
21. Sebeok, T.A. (ed.), 1960. *Style in Language*. Cambridge: CUP.
22. Sharma, V.P. *Stylistics of Figurative Language*. Delhi: University of Delhi.
23. Toolan, M. 1992. *Language, Text and Context. Essays in Stylistics*. Routledge.
24. Turner, C.W. 1973. *Stylistics*. Harmondsworth: Penguin.
25. Verdonk, P. 2002. *Stylistics*. Oxford University Press.

## **LNG: 416 INDIAN GRAMMATICAL TRADITIONS**

### **Course Objectives:**

To acquaint the student with the early linguistic speculations of India.

### **Learning Outcomes:** After successfully completing this course

1. The students will have had glimpses of the major Sanskrit Shastras and the principles and methods of analysing the language in them with particular reference to the padapatha.
2. The students will possess an introductory knowledge of the Ashtadhyayi, a model of descriptive grammar of Sanskrit.
3. The students will be able to compare the Indian tradition of Linguistics with modern Linguistics and Phonetics.

### **Topical Outline:**

#### **Unit 1 Overview of Language Studies in Ancient India:**

**8 hours**

The language and grammar tradition in ancient India: Pre-Paninian, Paninian and post – Paninian approaches to language and grammar, Poetics and Philosophy.

#### **Unit 2 Nirukta and Lexicography**

**8 hours**

Yaska's Nirukta and Amarkosh, Nirukata, Nighantu, Paninian derivation

#### **Unit 3 Phonetics in Ancient India**

**8 hours**

Phonetics in Ancient India, Paninian Siksa, Vajasnayik Pratisakhya, categories of classification and description of speech sounds.

#### **Unit 4 The Grammar Tradition**

**9 hours**

Rigveda Padapathas; Introduction to Paninian grammatical tradition-Panini's predecessors, structure of Ashtadhyayi, sutra-format, concept of a rule and treatment of exceptions, meta-language of Panini, karaka theory, an overview of Panini's successors- Katyayana, Patanjali.

#### **Unit 5 Post- Panini tradition**

**8 hours**

Katyayana, Patanjali Mahabhasya, Bhartrhari and other traditions: Buddhist and Jain Tradition.

#### **Unit 6 Meaning in Indian Grammatical Tradition**

**9 hours**



Nyaya and Mimamsa traditions- Bhaṭṭa and Prabhakara, The Buddhist philosophers-  
Dināga and Dharmakīrti. Bhāṭṭhari's Sphoṭa-vāda, Meaning in Poetics- literal and  
metaphorical meanings.

### Course Readings:

1. Allen, W.S. *Phonetics in Ancient India*. Oxford University Press.
2. Cardona, G. 1980. *Panini: A Survey of Research*, MLBD.
3. Cardona, G. 1988. *Panini: His Work and Its Traditions*, MLBD.
4. Kapoor, K. 1991. 'Bhartrhari on Lexical Meaning' in V. Prakasam (ed.) *Linguistics at Large*. Hyderabad.
5. Kapoor, K. 1992. 'Norm and Variation: A Classical Debate' in R.N. Srivastava (ed.) *Language and Text*. Delhi.
6. Kunjūni R. K. 1963. *Indian Theories of Meaning Indian theories of meaning*. Adyar Library and Research Centre.
7. Jha, V.N. *Linguistic Analysis of the RīgVeda Pādapatha*. Delhi: Sadguru Publication.
8. Matilal, B.K. 1990. *The word and the world: India's contribution to the study of language*. Oxford.
9. Matilal, B.K. 1971. *Epistemology, Logic and Grammar in Indian Philosophical Analysis*, Mouton (new edition Oxford University Press 2005).
10. Roodbergen, J.A.F. 2012. *Panini's Astadhyayi: A Brief Exposition*. Pune: VSM.

### Suggested Readings:

1. Agarwal, V. S. 1958. 'Yaska and Panini' in *Cultural Heritage of India*, Vol.I, pp. 293-310.
2. Apte, J. F. 1958. 'The Vedāṅgas' in *The Cultural Heritage of India*, Vol.I. pp. 264-292.
3. Bhandarkar, R. G. 1883-85. *Development of Language and of Sanskrit*. JBBRAS 16: 245-74. (=Wilson Philological Lectures of 1871).
4. Bhāṭṭhari, Vākyapadīya (Kāṇḍa I & III )
5. Cardona, G. 1980. *Panini: A Survey of Research*. MLBD.
6. Cardona, G. 1988. *Panini: His Work and Its Traditions*. MLBD.
7. Goldstucker T. *Panini*. (original in 1861), (reprint by Varanasi Chukhamba in 1965).
8. Katre, S. M. 1987. *Astadhyayi of Panini*. Austin. University of Texas Press.
9. Mahulkar, D. D. 1981. *The Prāyidākhya Tradition*. Baroda: M.S. University.
10. Pandit, M. D. 1990. *Zero in Panini*. University of Poona.
11. Renou, L. 'Panini' in *Current Trends in Linguistics*, Vol.5

12. Sarup, L.1967. (2<sup>nd</sup> Reprint) *The Nighantu and the Nirukta*. Motilal Banarasidass.
13. Satyavat, 'Sanskrit Grammar' in *The Cultural Heritage of India*, Vol.5
14. Uhlenbeck, A.1989. *Manual of Sanskrit Phonetics*. Luzac and Co.
15. Varma, S., 1961. *Critical Studies in the Phonetic Observations of Indian Grammarians*. Munshi Ram Manohar Lal.
16. Vasu, S. C. 1897. *The Ashtadhyayi of Panini*. Panini office.

## **LNG:417 ANTHROPOLOGICAL LINGUISTICS**

### **Course Objectives:**

To introduce students to the field of anthropological linguistics- an interdisciplinary field to study interrelationships between language and culture

### **Learning Outcomes:**

After successfully completing this course students will be able to -

1. evaluate claims of linguistic relativity
2. apply one of the approaches to understand incorporation of cultural aspects in morphosyntax and semantics of a language

### **Topical Outline:**

#### **Unit 1 Introduction**

**8hours**

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

#### **Unit 2 Methodology in Anthropological Linguistics**

**10hours**

Linguistic descriptions, especially meanings of grammatical structures (cognitive grammar (Langacker), semantic approach to grammar (Wierzbicka), construction grammar (Fillmore)); ethnography; issues in correlating morpho-syntactic structures of a language with cultural aspects of a community, cross-linguistic studies.

#### **Unit 3 Relativism and Universalism**

**8 hours**

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

#### **Unit 4 Reflections of culture in vocabulary and grammar**

**8hours**

Culturally salient aspects in vocabulary and grammar: case studies like Kenneth Hale's study of reflections kinship system in syntactic patterns; notions of ethnosyntax (Enfield, Wierzbicka), ethnosemantics.

#### **Unit 5 Ethnography of Communication**

**8hours**

Ethnography of communication, Ethnography of Speaking- Dell Hymes' model: studies involving looking at culturally defined conventions for speaking in particular social events like greetings, settling disputes, formal meetings, public events. Hymes revisited.

## **Unit 6 Language and Ethnicity**

**8hours**

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

**Practical work:** Application of one of the approaches taught in the course to morphological/syntactic/semantic features of languages known to the students.

### **Course Readings:**

1. Boas, F. 1911. Introduction in *F. Boas (ed.) Handbook of American Indian languages. Smithsonian Institution Bureau of American Ethnology Bulletin 40*. Washington: Government Printing Office: 5-83.
2. Duranti, A. 1997. *Linguistic Anthropology*. Cambridge University Press.
3. Foley, W. 1997. *Anthropological Linguistics: An Introduction*. Blackwell.
4. Sapir, E. 1912. Language and environment. *The American Anthropologist* Vol. 14: 226-242.
5. Whorf, B. L. 1956a (1939). The Relation of habitual thought and behaviour to language. In J. B. Carroll (ed.) *Language, thought and reality: selected writings of Benjamin Lee Whorf*. Cambridge: MIT Press: 134-159.
6. Whorf, B. L. 1956d (1941). Language, mind and reality. In J. B. Carroll (ed.) *Language, thought and reality: selected writings of Benjamin Lee Whorf*. Cambridge: MIT Press: 246-270.

### **Suggested Readings:**

1. Basilius, H. 1952. *Neo-Humboldtian ethnolinguistics*. *Word* Vol. 8: 95-105.
2. Dorain, N. C. 1999. Linguistic and ethnographic fieldwork. In J. A. Fishamn (ed.) *Handbook of language and ethnic identity*. New York: Oxford University Press: 25-41.
3. Duranti, A. 2003. Language as culture in U.S. anthropology. *Current Anthropology* Vol. 44 No. 3: 323-347.
4. Duranti, A. (ed.). 2004. *A companion to Linguistic Anthropology*. Blackwell.
5. Enfield, N. J. (ed.). 2002. *Entnosyntax: Explorations in Grammar and Culture*. Oxford University Press

6. Fishman, J. A. 1989. *Language and Ethnicity in Minority Sociolinguistic Perspective*. Clevedon, England: Multilingual Matters
7. Fishman, J. A. (ed). 1999. *Handbook of language and ethnic identity*. New York: Oxford University Press.
8. Fought, Carmen. 2006. *Language and Ethnicity*. New York: Cambridge University Press.
9. Goddard, C. 2003. Whorf meets Wierzbicka: variation and universals in language and thinking. *Language Sciences* 25: 393-432
10. Gumperz, J. and S. C. Levinson (eds.). 1996. *Rethinking linguistic relativity*. UK, USA and Australia: Cambridge University Press.
11. Gumperz, J. and D. Hymes (eds.). 1972. *Directions in sociolinguistics: the ethnography of communication*. New York: Holt, Rinehart & Winston.
12. Gupta, S. M. 1979. The ethnography of speaking of the Bhil tribe in India. *The Eastern Anthropologist* 32(2): 83-90
13. Hale, K.L. 1966. Kinship reflections in syntax: some Australian languages. *Word* Vol. 22: 318-324.
14. Heath, S. B. and B. V. Street with M. Mills. 2008. *On Ethnography: Approaches to Language and Literacy Research*. New York: Teachers College Press and London and New York: Routledge.
15. Hill, J. H. and B. Mannheim. 1992: Language and world view. *Annual Review of Anthropology*. 21: 318-406
16. Hymes, D. 1964. *Language in culture and society*. New York: Harper and row Publishers.
17. Hymes, D. 1962. The ethnography of speaking. In T. Galdwin and W.C. Sturtevant (ed.) *Anthropology and human behaviour*. Washington: Anthropological Society of Washington: 13-53.
18. Lanehart, S. 1999. African American Vernacular English. In J. Fishman (ed.). *Handbook of Language and Ethnic Identity*. New York: Oxford University Press: 211-225.
19. Lee, D. 1950. Lineal and nonlinear codifications of reality. *Psychosomatic Medicine* Vol. XI March- April: 90-97 (reprinted in The Bobbs-Merrill Reprint Series in the Social Sciences Vol. 4 (1961). Indiana: The Bobbs-Merrill Company. Inc).
20. Levinson, S. C. 1996c. Frames of reference and Molyneux's questions: crosslinguistic evidence. In P. Bloom, M. A. Peterson L. Nadel and M. F. Garrett (eds.) *Language and space*. Massachusetts: Massachusett Institute of Technology: 109-169.

21. Lucy, J. A. 1996. The scope of linguistic relativity: an analysis and review of empirical research. In Gumperz, J. and S. C. Levinson (eds). *Rethinking linguistic relativity*. UK, USA and Australia: CUP:37-69.
22. Mathiot, M. (ed.). 1979. *Ethnolinguistics: Boas, Sapir and Whorf revisited*. The Hague: Mouton.
23. Mahapatra, B. P. 1972. Ethnolinguistic approach. *Indian Linguistics* 33:24-30.
24. Mandelbaum, D. G. (ed.) *Selected writings of Edward Sapir in language, culture and personality*. Berkeley and Los Angeles: University of California Press: 160-168.
25. Niemeier, S. and R. Dirven (eds.). 1997. *The Language of emotions: Conceptualization, Expression and Theoretical Foundation*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
26. Prasad, G. S. and H. K. Singh. 2012. *Linguistic Anthropology*. New Delhi: Crescent Publishing Corporation.
27. Schiffman, H. 1999. South and Southeast Asia. In J. Fishman (ed.). *Handbook of Language and Ethnic Identity*. New York: Oxford University Press: 431-443.
28. Seary, E. R.; G. M. Story and W.J. Kirwin. 1968. *The Avalon Peninsula of Newfoundland: an ethnolinguistic study*. Ottawa: National Museum of Canada Bulletin No. 219
29. Smith, H. L. and C. A. Ferguson. 1951. Language and culture. US: Department of State: Foreign Service Institute (six-page article; reprinted in *The Bobbs-Merrill Reprint Series in the Social Sciences* Vol. 4 (1961). Indiana: The Bobbs-Merrill Company, Inc)
30. Stout, D. B. 1947. Ethno-linguistic observations on San Blas Cuna. *International Journal of American Linguistics* Vol. XIII No. 1: 9-12.
31. Whorf, B. L. 1956b (1938). Language: plan and conception of arrangement. In J. B. Carroll (ed.) *Language, thought and reality: selected writings of Benjamin Lee Whorf*. Cambridge: MIT Press: 125-133.
32. Wierzbicka, A. 1999. *Emotions Across Languages and cultures: Diversity and Universals*. Cambridge University Press
33. Wierzbicka, A. 1996. *Semantics: Primes and Universals*. Oxford: OUP
34. Wierzbicka, A. 1987. *English Speech Act Verbs: A Semantic Dictionary*. Sydney: Academic Press
35. Wierzbicka, A. 1980. *Lingua Mentalis: Semantics of Natural Language*. London: Academic Press.
36. Wierzbicka, A. 1979. Ethno-syntax and the philosophy of grammar. *Studies in Language* 3.3: 313-383

37. Winkin, Y and S. J. Sigman. 1984. The ethnography of communication: twenty years later. *Papers in Linguistics (Research in Language and Social Interaction)* 17(1): 1-6.

## **LNG: 418 DEVELOPMENT OF LINGUISTIC THEORY-2**

### **Course Objectives:**

1. To give the students a historical perspective on the development of linguistic theory.
2. To give students an integrated view of linguistic science.

### **Learning Outcomes:**

On completing the course successfully, students will become familiar with

### **Topical Outline:**

#### **Unit 1 Tagmemics**

**10 hours**

K.L. Pike's theory of Language: The Concepts of Particle, Wave and Field in Language Analysis; Tagmemic Analysis at the Levels of Phonology, Morphology and Syntax.

#### **Unit 2 Systematic Functional Grammar**

**10 hours**

The Firthian tradition MAK Halliday's Theory of grammatical categories: Levels of Language: Form, Substance and Situation; Chain and Choice; Grammar: Structure, Unit, Rank, System, Delicacy and Realization; Lexis; Phonology; Graphology.

#### **Unit 3 Firth's Theory of Language**

**10 hours**

Firth's Ideas on Language and Context: Speech Events: Form-Meaning Correspondence; Communication: Comprehension in Context of Situation; Meaning: Linguistic Form in Context.

#### **Unit 4 Other generative traditions**

**10 hours**

Non transformational approaches to syntax; LFG, HPSG and others.

#### **Unit 5 Other Linguistic traditions**

**10 hours**

Relativist linguistic tradition- Sapir and Whorf. Linguistic typology approach to study language.

### **Course Reading:**

1. Berry, M.1975.*Introduction to Systemic Linguistic I: Structure and Systems*. London : B.T.Batsford Ltd.
2. Berry, M.1977.*Introduction to Systemic Linguistic II: Levels and Links*. Structure and



- Systems*. London: B.T. Batsford Ltd.
3. Brend, R.M. and K.L. Pike (eds.).1976.*Trends in Linguistic Studies and Monographs II:Tagmemics Theoretical Discussion (VOL-II)*. The Hauge: Mouton
  4. Brend, R. M. 1974. *Advances in Tagmemics*. Amsterdam: North Holland Publishers.
  5. Cook, W.A. 1969. *Introduction to Tagmemic Analysis*.NewYork: Holt, RineHartAnd Winston
  6. Dirven , R. and V.Fried.(ed.).1987. *Functionalism in Linguistics (Linguistic & Literary Studies in Europe, Volume 20)*.Amsterdam: John Benjamin's Publishing Co.
  7. Firth. J.R.1957a *Papers in Linguistics 1934 -1951*.Oxford:Oxford University Press.
  8. Firth,J.R. 1957b *Studies in Linguistic Analysis (Special Volume of the Philosophical Society)*.Oxford: Blackwell.
  9. Firth J.R. 1968.*The Tongues of Men and Speech*.(ed.F.R.Palmer).London: Longman
  10. Halliday,M.A.K.1961."Categories of the Theory of the Grammar".In Word, 17.
  11. Harris, R. 1988. *Language, Saussure and Wittgenstein: How to play Games with Words*. London:Routledge.
  12. Hockett, C.F.1958. *A Course in Morden Linguistics*.NewYork: McMillan.
  13. Joos, M. (ed.).1963.*Reading in Linguistics*. New York : American Council of Learned Societies.

### **Suggested Reading:**

1. 1.Cook, V. J. : 1984. *Chomsky's Universal Grammar*.
2. Jakobson, R.1942.*Six Lectures on Sound and Meaning*.Translated by John Mephram. 1978.Sussex:The Harvester Press.
3. Jakobson R.1979. "The Twentieth Century in European and American Linguistics: Movements
4. Jones, K.L. 1980. "A Synopsis of Tagmemics ".In E. A. Moravesik and J. R. Worth. (eds.).*Syntax and Semantics .Vol. 13.Current Approaches to Syntax*. New York: Academic Press.
5. Robins, R.H. 1967. *A Short History of Linguistics*.London.Longman
6. Wittgenstein, L. 1953.*Philosophical Investigations*. Oxford: Blackwell.

## **LNG 419: ADVANCED PHONETICS**

### **Course Objectives:**

The course builds on the students' learning of Phonetics in the first semester with a special focus on spectral analysis.

### **Learning Outcomes:**

1. Students will hone their transcription skills through a small, phonetic field study on an unfamiliar language
2. They will develop laboratory skills for the acquisition of experimental phonetic data
3. Students will acquire in-depth knowledge of the mechanisms involved in the production, perception and acoustics of speech
4. Students will learn to critically understand and apply primary theories in the field of phonetics.

### **Topical Outline**

#### **Unit 1 Basic Acoustics and Digital Signal Processing**

**10 hours**

Sampling theory; FFT, LPC, spectrograms, pitch tracking; A/D (analogue to digital conversion); Using PRAAT speech analysis software

#### **Unit 2 Pitch Tracking, Prosody, ToBI basics**

**8 hours**

ToBI (Tones and Break Indices System); Boundary Tone combos, Bi-tonal pitch accents; Downstepping, intermediate Phrases

#### **Unit 3 Formants and Resonance**

**8hours**

Vowels: Perturbation Theory; vowels – tube models; spectral analysis techniques; digital signal processing

#### **Unit 4 Sonorant acoustics**

**8 hours**

Transitions and Perception; spectral analysis

#### **Unit 5 Obstruent Acoustics**

**8hours**

Vocal Tract Physiology and Static Palatography; spectral analysis

#### **Unit 6 Speech Synthesis**

**8 hours**

Synthesis: Issues in speech synthesis, Models for speech synthesis, Different speech synthesis systems, Prosodic aspects in speech synthesis, Development of speech synthesis system. Evaluation methodologies for speech synthesis systems. speech synthesizers, text-to-speech systems.

**Practical work:** Students use software (e.g. PRAAT) for spectral analysis.

### Course Readings:

1. Johnson, K. 2003. *Acoustic and Auditory Phonetics*, 2nd ed. Malden, MA: Blackwell.
2. Ladefoged, P. and K. Johnson. 2011. *A Course in Phonetics*. 6th edition. Boston: Wadsworth Cenage Learning.
3. Ladefoged, P. 2005. *Vowels and Consonants: An Introduction to the Sounds of Languages*. 2nd edition. Oxford: Blackwell. 206pp. Paper. Includes CD-ROM; same material is also available [online](#)
4. Lawrence J. R., G. J. Borden, K. S. Harris. 2007. *Speech Science Primer*, 5th ed., Baltimore, MD: Lippincott, Williams & Wilkins.
5. Raphael, L., G. Borden., and K. Harris. 2007. *Speech Science Primer*. 5th edition. Lippincott Williams & Wilkins.
6. Stevens, K. 1998. *Acoustic Phonetics*. Cambridge MA: MIT Press.

### Suggested Readings:

1. Allen, J. 'Linguistic aspects of speech synthesis' <http://www.pnas.org/content/92/22/9946.full.pdf>
2. Dutoit, T. 1997. *An Introduction to Text to Speech Synthesis*. Dordrecht: Kluwer.
3. *Journal of Phonetics* 1991. Special volume on Speech Synthesis and Phonetics.
4. Reetz, H. & A. J. 2008. *Phonetics: Transcription, Production, Acoustics, and Perception*. Blackwell.

### Useful websites

1. Doulos SIL is a freely available phonetics font for your computer. You may download it from this weblink:  
[http://scripts.sil.org/cms/scripts/page.php?site\\_id=nrsi&id=DoulosSILfont](http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=DoulosSILfont)
2. Praat is a great, freely available software package for phonetic analysis. Praat may be used to record, edit and play sound files on your computer. Praat is available for download at: <http://www.fon.hum.uva.nl/praat/>

## **LNG 420: LINGUISTIC ARCHAEOLOGY**

**Course Objectives:** To demonstrate to students a method which brings together linguistic and archaeological evidence of South Asian prehistory, with a particular focus on the Indus Valley civilization, its links with neighbouring regions and its implications for social history.

### **Learning Outcomes:**

After successfully completing the course,

1. Students will be familiar with linguistic approaches to the study of linguistic (pre)history.
2. Students will have some experience in combining the methods/evidence of Linguistics and Archaeology for investigate puzzles in the pre-history of a language.

### **Topical Outline:**

#### **Unit 1 The scope of linguistic archaeology**

**6 hours**

Scope of the field of study designated as “linguistic archaeology”; assumptions and methods of five subfields of linguistics: historical-comparative linguistics, linguistic palaeontology, sociolinguistics, glottochronology or lexicostatistics, philology.

#### **Unit 2 The South Asian linguistic scene**

**10 hours**

Current locations of major south Asian languages; current locations of minor languages of historical importance; the prehistory and history of Indo-Aryan the Rigveda through Middle Indo-Aryan (MIA) to the modern (NIA) languages. The subgroupings and chronology of Dravidian and Munda languages; languages of the Tibeto-Burman family, isolated languages; languages whose existence is inferred; the sociolinguistic situation in ancient India (linguistic variation and diglossia within the Indo-Aryan speech community)

#### **Unit 3 Prehistoric languages of South Asia**

**8 hours**

Linguistic evidence in Old Indo-Aryan texts, contact between speakers of OIA and other languages; lexical evidence, Munda/AA loanwords in OIA, “Para-Munda” (Witzel and Kuiper); Dravidian loanwords in OIA; words attributable to languages of limited extent e.g. Burushaski and Tibeto-Burman languages, additional foreign words. Structural evidence. Linguistic area in South Asia before the arrival of Indo-Aryan languages in South Asia.

#### **Unit 4 The social context of linguistic convergence**

**5 hours**

Intensity, range and dynamics of contact; models of contact situations

**Unit 5 The Grierson hypothesis revisited: subgroups of Indo-Aryan 6 hours**

Sub-groupings of IA languages; Historical implications of the inner-outer hypothesis; major dialectal divisions in MIA; comparison of Vedic dialects, MIA dialectal divisions and spread of NIA languages.

**Unit 6 Palaeobotanical and etymological evidence for the prehistory of South Asian crop plants 8 hours**

Data on crop plants which have been identified in South Asian archaeological sites; evidence of early presence of these crop plants in South Asia (linguistic or textual evidence); prehistoric and historic communication between different language groups and different areas; rice cultivation in west and southern India vs. eastern India; crop names with Austroasiatic etymologies; borrowing of South Asian crop names into European languages.

**Unit 7 Some aspects of Dravidian prehistory based on vocabulary reconstruction 3 hours**

Prehistoric inferences based on the reconstructed vocabularies; Proto Dravidian; lessons regarding the relationship between linguistic and archaeological evidence.

**Unit 8 Maharashtrian place names and the question of a Dravidian substratum 2 hours**

Marathi place name suffixes of probable Dravidian origin, their distributional patterns; proposal for an early Dravidian substratum.

**Unit 9 Historical linguistics and archaeology in South Asia 2 hours**

Reconstruction of South Asian prehistory; avenues for collaboration between linguists and archaeologists.

**Practical Work:** Students correlate methods and data in Linguistics and Archaeology

**Course Reading:**

1. Southworth, F. 2005. *Linguistic Archaeology*. London: Routledge.
2. Southworth, F. 2013. *Linguistic Archaeology of South Asia* (Paperback) Taylor Francis Ltd, United Kingdom.

**Suggested readings:**

1. Anthony, D. W. 1995. Horse, wagon and chariot: Indo-European languages and archaeology. *Antiquity*, 69, 554–565.

2. Anthony, D. W. 2007. *The horse, the wheel, and language: How Bronze Age riders from the Eurasian steppes shaped the modern world*. Princeton: Princeton University Press.
3. Comrie, B. 2002 Farming Dispersal in Europe & the Spread of the Indo-European Language Family. In P. Bellwood & C. Renfrew (eds.) *Examining the farming/language dispersal analysis*. Cambridge: McDonald Monographs.
4. Ehret, C. 1988 Language change and the material correlates of language and ethnic shift. *Antiquity* 62: 564-573
5. Hock H. H. (ed.) *Historical Indo-European and Lexicographical Studies*. Berlin: Mouton de Gruyter.
6. Renfrew, C. 1987. *Archaeology and language: the puzzle of the Indo-European origins*. London: Penguin Books
7. Renfrew, C. 2002. 'The Emerging Synthesis': the Archaeology of Farming/Language Dispersals & other 'Spread Zones'. In P. Bellwood & C. Renfrew (eds.) *Examining the farming/language dispersal analysis*. Cambridge: McDonald Monographs
8. Sankoff, D. 1970. On the Rate of Replacement of Word-Meaning Relationship. *Language* 46/3: 564-569
9. Sherratt, A. 1997. The Archaeology of Indo-European : An Alternative View. In his *Economy & Society in Prehistoric Europe*. Princeton: PUN
10. Winn, M.M. 1974. Thoughts on the question of Indo-European movements into Anatolia and Iran. *Journal of Indo-European Studies* 2: 117-142
11. Winter, W. 1997. Lexical Archaisms in the Tocharian languages. In H.H. Hock (ed.) *Historical Indo-European and Lexicographical Studies*. Berlin: Mouton de Gruyter
12. Witzel, M. 2003. Linguistic Evidence for Cultural Exchange in Prehistoric Western Central Asia. Can be accessed as [http://www.sino-platonic.org/complete/spp129\\_prehistoric\\_central\\_asia\\_linguistics.pdf](http://www.sino-platonic.org/complete/spp129_prehistoric_central_asia_linguistics.pdf).

## **LNG: 421 LANGUAGE AND MEDIA**

### **Course Objectives:**

To develop a critical understanding of language used in mass media, its potentialities and impact on society

### **Learning Outcomes:**

After successfully completing this course students will be able to -

1. Analyse language use in different mass media such as newspapers, television, radio, cinema, blogs and internet etc.
2. Understand the impact of media on language and vice-versa.

### **Topical Outline:**

#### **Unit 1 Introduction of key concepts in language and media**

**10 hours**

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

#### **Unit 2 Development: studies in media language**

**10 hours**

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

#### **Unit 3 Alternative Median of Mass communication**

**10 hours**

Newspaper, Radio, Television, Film-Cinema, Folk Media, new media (internet, mobile)

#### **Unit 4 Exploration: analyzing media language**

**10 hours**

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

## Unit 5 Extension: language and media readings

10 hours

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

**Practical work:** Analysis of language use in newspapers, television, Internet, etc.

### Course Readings:

1. Bell, A. 1991. *The Language of News Media*. Wiley-Blackwell.
2. Boardman, M. 2005. *The language of Websites*. London, USA, Canada: Routledge.
3. Crystal, D. 2001. *Language and the Internet*. Cambridge: Cambridge University Press.
4. Durant, A. and M. Lambrou. 2009. *Language and Media: A Resource Book for Students*. London: Routledge
5. Goddard, A. 2002. *The Language of Advertising: Written Texts*. Routledge.
6. Jackson, K. 1998. *The Language of Cinema*. Routledge.
7. Monovich, L. 2002. *The Language of New Media*. MIT Press.
8. Reah, D. 2002. *Language of Newspapers*. London, USA, Canada: Routledge.

### Suggested readings:

1. Dimbleby, R. and G. Burton, 1995, *More than words: An introduction to communication*. London, Routledge.
2. McLuhan, M. 1964, *Understanding Media*. New York, McGraw –Hill
3. DeFleur. M. L. and E. E. Dennis, 1991, *Understanding mass communication*. New Delhi, Goyal Saab.
4. Penman, R. 1990. Facework and politeness: Multiple goals in courtroom discourse. *Journal of Language and Social Psychology*. 9.1/2:15-38.
5. Yan, X. 2008. TVtalk show therapy as a distinct genre of discourse. *Discourse Studies* 10.4:469-91.



## LNG-422 LINGUISTIC HISTORY OF SOUTH ASIA

**Course Objectives:** The course aims to give students an understanding of the linguistic methods for establishing linguistic relatedness and reconstructing language change with a specific focus on languages of South Asia.

**Learning Outcomes:** On successfully completing the course, students will have been introduced to the following -

1. The geographical distribution of modern south Asian languages, their attested histories and major linguistic features
2. Genetic, areal and typological classifications of south Asian languages
3. The notion of South Asia as a linguistic area
4. Linguistic methods for reconstructing linguistic (pre-)history

### Unit 1: Introduction

8 hours

Synchronic and diachronic approaches to language; interrelationship between diachronic and synchronic data; use of written records for historical studies; language classification; notion of language family; language isolates; criteria for typological classification; basic word order typology—SVO, SOV, etc.; methods of subfields of linguistics: historical-comparative linguistics, sociolinguistics, glottochronology or lexicostatistics, philology. Sources of information, Linguistic Survey of India and Census of India

### Unit 2 The South Asian linguistic scene

8 hours

Current locations of major south Asian languages; current locations of minor languages of historical importance. Language families in South Asia: Indo-Aryan: Classical and modern Indo-Aryan languages in and outside India, their external history and broad grouping, their main characteristic features. Dravidian: Classical and modern Dravidian languages in India broad grouping, their main characteristic features. Tibeto-Burman: Classical and modern Tibeto- Burman languages in India, broad grouping and their main characteristic features. Austro-Asiatic languages in India, their external history and broad grouping, their main characteristic features. Andamanese : their broad groupings, external history and their main characteristic features. Language Isolates. Languages whose existence is inferred; the sociolinguistic situation in ancient India (linguistic variation and diglossia within the Indo-Aryan speech community)

### Unit 3 Writing Systems

Writing System in South Asia: languages and scripts in South Asia. Writing systems of India - from early stages to their latest developments.

**Unit 3: Linguistic Change and Reconstruction****12 hours**

Sound change; gradualness and regularity of sound change; genesis and spread of sound change; phonetic and phonemic change; split and merger; conditioned vs unconditioned change; types of change—assimilation and dissimilation, coalescence, metathesis, deletion, epenthesis; social motivation for change; lexical diffusion of sound change; analogy and its relationship to sound change; reconstructing the proto-stages of languages, internal reconstruction and comparative method—their scopes and limitations; innovation and retention; sub grouping within a family; family tree and wave models; relative chronology of different changes.

**Unit 4: Language Contact and Dialect Geography****8****hours**

Linguistic borrowing—lexical and structural; Classification of loan words—Loan translation, loan blend, calque, assimilated and unassimilated loans; Bilingualism as the source for borrowing; dialect, idiolect; isogloss; methods of preparing dialect atlas, focal area, transition area and relic area. Structural Evidence: Indo-Aryan influence on Dravidian and Austro-asiatic languages. Dravidian influence on Indo-Aryan, Austro-Asiatic languages. Austro-Asiatic influence on Dravidian and Indo-Aryan languages.

**Unit 5: Areal Features of South Asia****6 hours**

South Asia as a linguistic area: phonological, morphological and syntactical features

**Unit 6 Palaeobotanical and etymological evidence for the prehistory of South Asian crop plants, place names and vocabulary****5 hours**

Data on crop plants which have been identified in South Asian archaeological sites; prehistoric and historic communication between different language groups and different areas; rice cultivation in west and southern India vs. eastern India; crop names with Austroasiatic etymologies. Marathi place names: proposal for an early Dravidian substratum; Marathi place names of probable Munda origin.

**Unit 7 Some aspects of Dravidian prehistory based on vocabulary reconstruction****3 hours**

Prehistoric inferences based on the reconstructed vocabularies; Proto Dravidian; lessons regarding the relationship between linguistic and archaeological evidence.

**Course Readings [suggested]**

1. Anderson, G. D.S. 2008. "Introduction to the Munda languages." In: Gregory D.S. Anderson (ed.), *The Munda Languages*. London / New York: Routledge. [Routledge Language Family Series]. 1-10.

2. Andronov, M. S. 2003. *A Comparative Grammar of the Dravidian Languages*. München: Lincom Europa (LINCOM Language Research 03)
3. Benedict, P. K. 1972. *Sino-Tibetan: a conspectus*. (Contributing editor: James A. Matisoff) Cambridge University Press.
4. Bhattacharya, S. 1972. "Dravidian and Munda: A Good Field for Areal and Typological Studies." III Seminar on Dravidian Linguistics, Annamalai University, 241-65
5. Bhattacharya, S. 1975. "Linguistic convergence in the Dravido-Munda culture area" *International Journal of Dravidian Linguistics* 4:199-214
6. Bradley, D. (ed.). 1997. *Tibeto-Burman Languages of the Himalayas*. Canberra: Australian National University (Pacific Linguistics)
7. Cardona, G., D. Jain, (eds.). 2003. *The Indo-Aryan Languages*. Routledge.
8. Chatterji, S. K. 1963. Languages and Literatures of Modern India, Section A.
9. Census of India. 1971. Grammatical sketches of Indian Languages with comparative vocabulary. (Part I).
10. Diffloth, G. & N. Zide. 1992. "Austro-Asiatic languages." In: William Bright (ed.): *International Encyclopedia of Linguistics*. New York: Oxford University Press. Vol. I:137-42
11. Emeneau, M.B. 1980. Language and Linguistic area. Essays selected by A. S. Dil. Stanford University Press.
12. Ghatage, A.M. 1962. *Historical Linguistics and Indo - Aryan Languages*, Bombay University Publication.
13. Hale, A. 1982. Research on Tibeto-Burman Languages. Mouton. *Trends In Linguistics - state - of art report - 14*.
14. Hock, H.H. 1986. *Principles of Historical Linguistics*. Berlin: Mouton de Gruyter
15. Hock, H. H. and B. Joseph. 1996. *Language history, language change, and language relationship: An introduction to historical and comparative linguistics*. Berlin: Mouton de Gruyter
16. Jensen, H. 1970. *Sign, symbol and script*. London: George Allen & Unwin Ltd.
17. Jenner, P. N., L. C. Thompson, and S. Starosta (eds.). *Austroasiatic Studies, Two Volumes*. Honolulu: University of Hawaii (Oceanic Linguistics, Special Publication, No. 13)
18. Grierson, G.A. 1903-28. *Linguistic Survey of India (11 vols.)*.
19. Krishnamurti, Bh. 2003. *The Dravidian Languages*. Cambridge University Press.
20. Kuiper, F. B. J. 1962. *Nihali, a Comparative Study*. Amsterdam,
21. Lorimer, D.L.R. 1935-38. *The Burushaski Language, 3 vols*. Oslo.

22. LaPolla, R. J. 2001. "The role of migration and language contact in the development of the Sino-Tibetan language family." R. M. W. Dixon and A. Y. Aikhenvald (eds.). *Areal Diffusion and Genetic Inheritance*. Oxford: Oxford University Press: 225-254
23. Masica, C.P. 1976. *Defining a Linguistic area: South Asia*. Chicago: Uni. of Chicago Press.
24. Masica, C.P. 1991. *The Indo-Aryan Languages*. Cambridge University Press.
25. Matisoff, J. A. 1991. "Sino-Tibetan linguistics: present state and future prospects." *Annual Review of Anthropology* 20: 469-504.
26. Meritt, R. 1977. *Guide to Languages of the World*. Stanford: Stanford Uni. Press
27. Nagaraja, K.S. 1989. *Austroasiatic Languages. A Linguistic Bibliography*. Pune: Deccan College, Post-Graduate & Research Institute
28. Parkin, R. 1991. *A Guide to Austroasiatic Speakers and their Languages*. Honolulu: University of Hawaii Press (Oceanic Linguistics Special Publication, 23)
29. Sidwell, P. 2009. *Classifying the Austroasiatic languages: history and state of the art*. LINCOM studies in Asian linguistics, 76. Munich: Lincom Europa.
30. Subrahmanyam, P. S. 1983. *Dravidian Comparative Phonology*. Annamalai University.
31. Trask, R.L. 1996. *Historical Linguistics*. London: Arnold.
32. van Driem, G. 2001. *Languages of the Himalayas: An Ethnolinguistic Handbook of the Greater Himalayan Region*. BRILL
33. Zvelebil, K. 1990. *Dravidian Linguistics: An Introduction*. Pondicherry Institute of Linguistics and Culture.
34. Zide, N. H. (ed.). 1966. *Studies in Comparative Austroasiatic Linguistics*. (Indo-Iranian Monographs, V). The Hague: Mouton
35. Zograph, G. A. 1982. *Languages of South Asia* (translated by G. L. Campbell). London: Routledge and Kegan Paul.

### **Suggested Readings:**

1. Beames, J. 1872–1879. *A comparative grammar of the modern Aryan languages of India: to wit, Hindi, Panjabi, Sindhi, Gujarati, Marathi, Oriya, and Bangali*. Londinii: Trübner, 3 vols.
2. Casule, I. 2010. *Burushaski as an Indo-European language*. Languages of the World 38. Munich: Lincom.
3. Renfrew, C. 2002. 'The Emerging Synthesis': the Archaeology of Farming/Language Dispersals & other 'Spread Zones'. In P. Bellwood & C.

- Renfrew (eds.) *Examining the farming/language dispersal analysis*. Cambridge: McDonald Monographs
4. Sankoff, D. 1970. On the Rate of Replacement of Word-Meaning Relationship. *Language* 46/3: 564-569
  5. Sen, S.1995). *Syntactic studies of Indo-Aryan languages*. Tokyo: Institute for the Study of Languages and Foreign Cultures of Asia and Africa, Tokyo University of Foreign Studies.
  6. Southworth, F. 2005. *Linguistic Archaeology*. London: Routledge.
  7. Southworth, F. 2013. *Linguistic Archaeology of South Asia*(Paperback)
    - a. Taylor Francis Ltd, United Kingdom.
  8. Vacek, J. 1976. *The sibilants in Old Indo-Aryan: A contribution to the history of a linguistic area*. Prague: Charles University.
  9. Witzel, M. 2003. Linguistic Evidence for Cultural Exchange in Prehistoric Western Central Asia. Can be accessed as [http://www.sino-platonic.org/complete/spp129\\_prehistoric\\_central\\_asia\\_linguistics.pdf](http://www.sino-platonic.org/complete/spp129_prehistoric_central_asia_linguistics.pdf).