

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-1
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 -1	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. (10th 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, pharyngalization.

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 stricture, 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.
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5. Goldsmith, J. (Ed.) 1995 *The Handbook of Phonological Theory*. Cambridge: Blackwell.
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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 subjacency and barriers: Constraints: complex NP constraint, WH-island constraint, subjacency 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. Jakobson, 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*. Stanford Univ. 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: Cambridge Univ. 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. Opler, 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 (11th 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.
14. Chatterji, S. K. 1963. *Languages and Literatures of Modern India*, Section A.
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
18. Donegan, P. J. 1993. "Rhythm and Vocalic Drift in Munda and Mon-Khmer" *Linguistics of the Tibeto-Burman Area* 16/1.
19. Emeneau, M.B. 1980. *Language and Linguistic area*. Essays selected by A. S. Dil. Stanford University Press.
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.
32. Matisoff, J. A., S. P. Baron & J. Lowe. 1996. *Language and dialects of Tibeto-Burman*, Center for Southeast Asia Studies: University of California, Berkeley.
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-grammarians theory of gradualness, exceptionlessness and regularity of sound change, conditioned sound change (assimilation, dissimilation, coalescence; metathesis; deletion, epenthesis) vs. unconditioned change (sound shifts); phonetic and phonemic changes- split and merger; transformational generative approach to sound change (sound change and phonological rule, rule addition, etc); cause and effect, genesis and spread of sound change.

Unit 3 Analogy

6 hours

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**8 hours**

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
2. 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
8. 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 19th 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. Bowerman, 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

Tools: 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.