

**CENTRAL UNIVERSITY OF RAJASTHAN  
DEPARTMENT OF LINGUISTICS  
SCHOOL OF HUMANITIES AND LANGUAGES**

**COURSE STRUCTURE & SYLLABUS**

**Programme: 4-Yr B.Sc in Linguistics**

**+ 1-Yr M.Sc in Linguistics**



**The NEP 2020 based Four-Year UG Programme** is an 8-semester (4-year) programme of 160 credits with multiple exit and entry options at the successful completion of courses assigned at the end of each year.

- Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.
- Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.
- Students who wish to undergo a 3-year UG programme will be awarded UG degree in the Major discipline after successful completion of three years securing 120 credits.
- Students who wish to undergo a 4-year UG programme will be awarded UG Honours degree in the major discipline after successful completion of four years degree programme with 160 credits.
- Students who meet minimum requirement of CGPA of 7.5, shall be eligible for a UG Honours with Research degree in respective discipline/field of study after successful completion of 160 Credit, including 12/16 Credits from a research project.

#### **Outline of Courses:**

- i. Major and Minor Courses:** Major and minor courses are 4 credits courses. An additional one to two credits may be for tutorials or practices.
- ii. Other Courses:** The Other courses are 3 Credits courses which included multi-disciplinary, Ability enhancement (language) and skill enhancement courses.
- iii. Value Added Courses (Common):** Courses under value-added, summer internship/ apprenticeship/ community outreach activities of 2 credits.
- iv. Final year research project/ dissertation:** Final year research project or dissertation will of 12 credits.
- v. Students qualifying and taking one-year Master's degree programme and have secured 200 credits will be awarded the Master's degree in Linguistics.**

## Structure of the Undergraduate Programme

Minimum Credit requirements to Award Certificate/ Diploma/ Degree under each category

S. No.	Broad category of Course	Minimum Credit requirement				
		UG Certificate (1-year)	UG Diploma (2-year)	UG degree (3-year)	UG Honors degree (4-year)	UG Honors with Research degree (4-year)
1	MAJOR STREAM	8	30	60	80	80
2	MINOR STREAM	8	16	24	44	32
3	MULTI/INTER DISCIPLINARY COURSES (IDC)	6	9	9	9	9
4	ABILITY ENHANCEMENT COURSES (AEC)	4	8	8	8	8
5	SKILL ENHANCEMENT COURSES (SEC)	6	9	9	9	9
	VALUE-ADDED COURSES (VAC)	8	8	8	8	8
6	SUMER INTERNSHIP	4*	4*	2	2	2
7	RESEARCH PROJECT/ DISSERTATION	-	-		-	12
	<b>Total</b>	<b>40+4*</b>	<b>80+4*</b>	<b>120</b>	<b>160</b>	<b>160</b>

**CORE:** MAJOR AND MINOR

**M/IDC:** MULTI/ INTER DISCIPLINARY COURSES

**AEC:** ABILITY ENHANCEMENT COURSES (LANGUAGE)

**SEC:** SKILL ENHANCEMENT COURSES

**INT:** INTERNSHIP

**DISS:** DISSERTATION

**VAC:** COMMON VALUE-ADDED COURSES

**Number of courses (with Credits) under each category of courses**

SN	Seme ster	CORE		IDC	AEC	SEC/INT/ DISS.	VAC
		Major(C)	Minor (E)				
1	I	1 (4C)	1 (4C)	1 (3C)	1 (2C)	1 (3C)	1 (4C)
2	II	1 (4C)	1 (4C)	1 (3C)	1 (2C)	1 (3C)	1 (4C)
3	III	2 (8C)	1 (4C)	1 (3C)	1 (2C)	1 (3C)	-
4	IV	4 (14C)	1 (4C)	-	1 (2C)	-	-
5	V	4 (14C)	1 (4C)	-	-	INT. (2C)	-
6	VI	4 (16C)	1 (4C)	-	-	-	-
<b>Total</b>		<b>16(60C)</b>	<b>6(24C)</b>	<b>3 (9C)</b>	<b>4 (8C)</b>	<b>3 (9C)+INT (2C)</b>	<b>2 (8C)</b>
7	VII	3 (12C)	2 (8C)	-		-	-
8	VIII	2 (8C)	3 (12C)*	-		PROJECT (12C)	-
<b>Total</b>		<b>21 (80C)</b>	<b>11(44C) OR 8(32C)+Proj(12C)</b>	<b>3 (9C)</b>	<b>4 (8C)</b>	<b>3(9C)+INT(2C)</b>	<b>2 (8C)</b>
9	I	4 (16C)	1 (4C)	-		-	-
10	II	1 (4C)	-	-		PROJECT (16C)	
<b>Total</b>		<b>26 (100C)</b>	<b>12 (48C)</b>	<b>3 (9C)</b>	<b>4 (8C)</b>	<b>3(9C)+INT(2C) +Project(16C)</b>	<b>2(8C)</b>

\* Project of 12 Credits in place of Minor courses for the 4-year UG Honors with Research degree programme

**CORE:** MAJOR AND MINOR

**M/IDC:** MULTI/ INTER DISCIPLINARY COURSES

**AEC:** ABILITY ENHANCEMENT COURSES (LANGUAGE)

**SEC:** SKILL ENHANCEMENT COURSES

**INT:** INTERNSHIP

**DISS:** DISSERTATION

**VAC:** COMMON VALUE-ADDED COURSES

## UNDER GRADUATION (UG)

### SEMESTER-I

S. No	Title of Courses	Type of Course	Credits
1	<b>4.5LIN01</b> [Core 1]: Introduction to Language and Linguistics	Major	4
2	Core 2: From another Department	Minor	4
3	IDC 1: Annexure III	IDC	3
4	SEC I: Annexure IV	SEC	3
5	AEC 1: Annexure V	AEC	2
6	VAC 1: Annexure VI	VAC	4
		<b>Total</b>	<b>20</b>

### SEMESTER II

S. No	Title of Courses	Type of Course	Credits
1	<b>4.5LIN02</b> [Core 3]: Introduction to Phonetics and Phonology	Major	4
2	Core 4: From another Department	Minor	4
3	IDC 2: Annexure III	IDC	3
4	SEC 2: Annexure IV	SEC	3
5	AEC 2: Annexure V	AEC	2
6	VAC 2: Annexure VI	VAC	4
		<b>Total</b>	<b>20</b>

### SEMESTER -III

S. No	Title of Courses	Type of Course	Credits
1	<b>5.0LIN01</b> [Core 5]: Sociolinguistics	Major	4
2	<b>5.0LIN02</b> [Core 6]: Introduction to Morphology	Major	4
3	Core 7: From another Department	Minor	4
4	IDC 3: Annexure III	IDC	3
5	SEC3: Annexure IV	SEC	3
6	AEC 3: Annexure V	AEC	2
		<b>Total</b>	<b>20</b>

#### SEMESTER -IV

S. No	Title of Courses	Type of Course	Credits
1	<b>5.0LIN03</b> [Core 8]: Introduction to Syntax	Major	4
2	<b>5.0LIN04</b> [Core 9]: Basic Semantics and Pragmatics	Major	4
3	<b>5.0LIN05</b> [Core 10]: Language Families of India	Major	4
4	Core 11: MOOC Course	Major	2
5	Core 12: From another Department	Minor	4
6	AEC 4: Annexure V	AEC	2
		<b>Total</b>	<b>20</b>

#### SEMESTER -V

S. No	Title of Courses	Type of Course	Credits
1	<b>5.5LIN01</b> [Core 13]: Formal Semantics	Major	4
2	<b>5.5LIN02</b> [Core 14]: Language, Brain and Mind	Major	4
3	<b>5.5LIN03</b> [Core 15]: Field Linguistics	Major	4
4	<b>5.5LIN04</b> [Core 16]: Experimental Phonetics and Phonology	Major	4
5	Core 17: From another Department	Minor	2
	Internship	SEC	2
		<b>Total</b>	<b>20</b>

#### SEMESTER -VI

S. No	Title of Courses	Type of Course	Credits
1	<b>5.5LIN05</b> [Core 18]: Historical Linguistics and Language Change	Major	4
2	<b>5.5LIN06</b> [Core 19]: Basic Computational Linguistics	Major	4
3	<b>5.5LIN07</b> [Core 20]: Language Structure and Grammar Writing	Major	4
4	<b>5.5LIN08</b> [Core 21]: Applied Linguistics	Major	4
5	Core 22: From another Department	Minor	4
		<b>Total</b>	<b>20</b>

### SEMESTER -VII

S. No	Title of Courses	Type of Course	Credits
1	<b>6.0LIN01</b> [Core 23]: Corpus Linguistics	Major	4
2	<b>6.0LIN02</b> [Core 24]: Advanced Morphology	Major	4
3	<b>6.0LIN03</b> [Core 25]: Advanced Syntax	Major	4
4	Core 26: DSE	Minor/Elective	4
5	Core 27: DSE	Minor/Elective	4
		<b>Total</b>	<b>20</b>

### SEMESTER -VIII

S. No	Title of Courses	Type of Course	Credits
1	<b>6.0LIN04</b> [Core 28]: Clinical Linguistics I	Major	4
2	<b>6.0LIN05</b> [Core 29]: Research Methodology in Linguistics	Major	4
3	Core 30: DSE	Minor/Elective	4
4	Core 31: MOOC Course	Minor/Elective	4
5	Core 32: DSE	Minor/Elective	4
6	<b>6.0LIN06</b> [In place of Core 30, 31, 32): Project	SEC/DISS	12
		<b>Total</b>	<b>20</b>

\* Project of 12 Credits in place of Minor courses for the 4-year UG Honors with Research degree programme.

## POST GRADUATION (PG)

### SEMESTER -I

S. No	Title of Courses	Type of Course	Credits
1	6.5LIN01 [Core 33]: Neurocognitive Linguistics	Major	4
2	6.5LIN02 [Core 34]: Clinical Linguistics II	Major	4
3	Core 35: DSE	Major (DE)	4
4	Core 36: DSE	Major (DE)	4
5	Core 37: DSE	Minor/ Elective	4
		<b>Total</b>	<b>20</b>

### SEMESTER -II

S. No.	Title of Courses	Type of Course	Credits
1	6.5LIN03 [Core 38]: Translation and Language Technology	Major	4
2	Core 39: DSE	Major (DE)	4
3	Core 40: Project	Minor	12
		<b>Total</b>	<b>20</b>

### List of Discipline Specific Major/Minor Elective Courses

#### Annexure I: List of Major/ Elective Courses

S.N.	Course Code	Course Title	Semester	Type of Course	Credits
1.	6.5LIN21	Advanced Field Linguistics and Language Documentation	PG-I	Major (DE)	4
2.	6.5LIN22	Application of Computational Linguistics	PG-I	Major (DE)	4
3.	6.5LIN23	Tools, Techniques and Terminology in Lexicography	PG-II	Major (DE)	4

**Annexure II: List of Minor/ Elective Courses**

S.N.	Course Code	Course Title	Semester	Type of Course	Credits
1.	6.0LIN41	Linguistic Typology: South Asia as a Linguistic Area	VII	Minor/Elective	4
2.	6.0LIN42	Forensic Linguistics	VII	Minor/Elective	4
3.	6.0LIN43	Language and Thought	VIII	Minor/Elective	4
4.	6.0LIN44	Sign Language Linguistics	VIII	Minor/Elective	4
5.	6.5LIN41	Indian Grammatical Tradition: Panini Linguistics	PG-I	Minor/Elective	4

**Annexure III: List of Interdisciplinary Course (3 Credit)**

S.N.	Course Code	Course Title	Semester	Type of Course	Credits
1.	4.5LIN61	Linguistic Diversity and Speech Community	I	IDC	3
2.	4.5LIN62	India as a Linguistic Area	II	IDC	3
3.	5.0LIN61	Language of Law and Administration	III	IDC	3

**Annexure IV: List of Skill Enhancement Course (2 Credit)**

S.N.	Course Code	Course Title	Semester	Type of Course	Credits
1.	4.5LIN71	Stylistics	I	SEC	2
2.	4.5LIN72	Techniques of Translation	II	SEC	2
3.	5.0LIN71	Multilingualism, Education & Language Policy	III	SEC	2
4.	5.5LIN71	Internship	V	SEC	2

**Annexure V: List of Ability Enhancement Course (2 Credit)**

<b>S.N.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Type of Course</b>	<b>Credits</b>
1.	4.5LIN81	Linguistics and Communication Skills I	I	AEC	2
2.	4.5LIN82	Linguistics and Communication Skills II	II	AEC	2
3.	5.0LIN81	Language and Cognition	III	AEC	2
4.	5.0LIN82	Speech Language Pathology	IV	AEC	2

**Annexure VI: List of Value-Added Course (4 Credit)**

<b>S.N.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Type of Course</b>	<b>Credits</b>
1.	4.5LIN91	Language and Gender	I	VAC	4
2.	4.5LIN92	Language Documentation and Revitalization	II	VAC	4

## **PROGRAM OUTCOMES**

On completion of this program the student should be able to:

**PO1:** Interpret the theoretical basis of the fundamental subfields of linguistics, which comprise phonetics, phonology, morphology, syntax, semantics, and pragmatics. The study ranges from single sounds to the interpretation of language within the context of any language being examined

**PO2:** Examine the cognitive, biological, cultural, and social complexities of language as a communication system to gain an understanding of how language changes and evolves, shapes social identities, and reflects distinctively human characteristics by applying linguistic theories and research to real-world problems.

**PO3:** Describe linguistic aspect scientifically through critical thinking and simultaneous acquisition of analytical skills by applying domain-specific knowledge to examine language data and work with real-world case studies as evidence and navigate the practical challenges by understanding the theoretical and methodological approaches

**PO4:** Design computing and rule-based statistical modelling of natural language that can solve problems in different areas, including artificial intelligence, machine translation, natural language interfaces, document processing, grammar and style checking, and computer-assisted language learning

**PO5:** Explain the idea of sustainable development by focusing on language policy, planning and linguistic rights in the context of educational use of language. Students must also understand the social responsibility of preserving linguistic heritage and documenting and initiating processes of language revitalization. They should identify the scope of linguistics in terms of research aptitude and cultivate the research insight necessary to pursue higher education for lifelong engagement in research

**PO6:** Enhance employability skills by developing critical thinking and communication skills, along with a deep understanding of how language works and the ability to apply this knowledge to a variety of fields, such as data analysis, research, content creation, and unique perspectives that are valuable in fields such as speech pathology, marketing, language technology, and other interdisciplinary fields.

## **Core 1: INTRODUCTION TO LANGUAGE AND LINGUISTICS**

**4.5LIN01**

**Semester-I**

**Credits: 4**

### **Course Objectives:**

By the end of this course the students will be able to:

- Understand the difference of human and non-human communication
- Understand the biological nature of human language
- Understand the nature of human language
- Understand the technicality of the grammatical and semantic aspects of language
- Understand the reasons and processes involved in language change

### **Learning Outcomes:**

By the end of this course the students will be able to:

- Understand the difference of human and non-human communication
- Understand the biological nature of human language
- Understand the nature of human language
- Understand the technicality of the grammatical and semantic aspects of language

### **Course Outline:**

#### **Unit 1. Language**

- Definition
- Nature and Types
- Evolution and Development
- Design features of Language

#### **Unit 2. Linguistics**

- A Brief History
- Saussurean Dichotomies
- Sign, Signifier and Signified
- Langage, Langue and Parole

#### **Unit 3. Language as a cognitive system**

- Chomsky's Concept of Universal Grammar

- Innateness Hypothesis
- Language Faculty
- Structure of Human Brain and Language

#### **Unit 4. The Structure of Language & Linguistics**

- Sound: Phonetics & Phonology
- Word: Morphology
- Phrase / Sentence: Syntax
- Meaning: Semantics & Pragmatics

#### **Readings**

Bloomfield, L: (1963). Language. Motilal Banarsidas

Chandler, Daniel (2002). Semiotics: The Basics. The Routledge.

Fromkin, V. & R. Rodman (1974). An Introduction to Language. Holt, Rinehart & Winston.

Joos, M. (ed.) (1957). Readings in Linguistics. Vol. 1. American Council of Learned Societies.

Lyons, J. (1968). Introduction to Theoretical Linguistics. CUP.

Varshney, R.L. (1977). An Introductory Textbook of Linguistics & Phonetics. Student store.

Bareilly.

## **Core 3: INTRODUCTION TO PHONETICS AND PHONOLOGY**

**4.5LIN02**

**Semester-II**

**Credits: 04 (3 + 1)**

The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15 hrs. for each credit inclusive of sessionals and tutorials. The credit distribution consists of theory (3) and practicum (1).

**Objectives of the Course: By the end of this course the students will be able to-**

- understand the notions of phonetics and phonology (different branches of phonetics, phonological notions of speech sounds, and the phonetics-phonology interface)
- explain the process of speech mechanism, speech production and speech perception
- illustrate the basic concepts of segmental and suprasegmental speech sounds
- transcribe speech sounds using IPA

**Learning Outcome: Students would be able to-**

- describe and transcribe the speech sounds of any given language
- establish the phoneme inventory of any given language

**Unit 1: Introduction to Phonetics and Phonology**

- Overview of Phonetics and Phonology
- Relationship between Phonetics and phonology
- Main Areas of Phonetics: articulatory, acoustic and auditory

**Unit 2: Units of Speech**

- Segmental and Suprasegmental (or Prosodic) units of speech
- Functional overview of the speech production process
- Airstream mechanism, Modes of phonation, Oro-nasal processes
- Classifications of segmental speech sounds: consonants and vowels
- Acoustic Phonetics

**Unit 3: Describing Speech Sounds**

- Describing Consonants: Places and Manners of Articulation
- Describing Vowels in relation to Cardinal Vowels

- Primary and Secondary articulation, Complex articulations
- Phonetic transcription: Introduction to IPA
- Transcribing sounds especially in relation to Indian languages

#### **Unit 4: Phonology**

- Phoneme, Phone, allophone
- Assumptions and principles of phonemic analysis
- Complementary distribution
- Structural phonology

#### **Unit 5: Prosodic Phonology**

- Syllable: syllable structure (Onset, Nucleus and Coda)
- Consonant clusters and Phonotactics
- Stress, tone, rhythm and Intonation

#### **Essential Readings:**

Clark, J.&Yallop, C. 1995. *An Introduction to Phonetics and Phonology* (2nd Edition). Blackwell Publishers Limited.

Odden, D. 2005. *Introducing Phonology*, Cambridge University Press

#### **Suggested Readings:**

Ball, M. J. and Rahilly, J. 2000. *Phonetics: The Science of Speech*. London: Arnold.

Catford, J. C. 1988. *A Practical Introduction to Phonetics*. Oxford: Oxford U Press.

Davenport, M. Hannahs, S. J. 2005. *Introducing Phonetics and Phonology*, Oxford University Press.

Gussenhoven, C. & Jacobs, H. 1998. *Understanding Phonology*. Edward Arnold Limited.

Ladefoged, P. 1993. *A Course in Phonetics* (3rd Edition), Harcourt Brace College Publishers

Ladefoged, P. & Maddieson, I. 1996. *The Sounds of the World's Languages*.

Lodge, K. 2009. *Fundamental Concepts in Phonology, Sameness and Difference*. Edinburgh U P Ltd.

Roach, P. 1993. *English Phonetics and Phonology, A Practical Course*. Cambridge U P.

Skandera, P. Burleigh, P. 2005. *A Manual of English Phonetics and Phonology*. Gunter Narr Verlag Tübingen.

## **Core 3: SOCIOLINGUISTICS**

### **5.0LIN01**

#### **Semester – III**

**Credits: 4**

#### **Course Objectives:**

This course aims to

- provide students with a comprehensive understanding of the intricate relationship between language and society.
- familiarize students with foundational concepts such as the knowledge of language, linguistic competence and performance, and the Whorfian Hypothesis, forming a basis for advanced exploration of sociolinguistic theory.
- enable students to analyze language variation, dialects, and social identities, and to develop critical and analytical skills for examining language practices within diverse communities.
- investigate language contact phenomena—including multilingual discourse and contact languages—and to understand the structural and social outcomes of such interactions.
- apply ethnographic approaches in analyzing real-world language use, fostering an understanding of the complexities of communication across cultural and social boundaries.
- cultivate an appreciation of the role of language in shaping social interaction and identity, preparing students to effectively engage with linguistic diversity in a globalized world.

#### **Learning Outcomes:**

By the end of this course students would be able to:

- analyze and evaluate language variation, including regional dialects, social dialects, and the role of social identity in shaping linguistic practices.
- recognize and discuss language contact phenomena, such as multilingual societies, multilingual discourse, and the ideologies surrounding multilingualism.
- apply ethnographic approaches, such as the ethnography of communication, ethnomethodology, and linguistic ethnography, to analyze language use in real-world contexts.
- synthesize theoretical knowledge with practical applications, demonstrating the ability to apply sociolinguistic principles to real-world scenarios and case studies.
- recognize the interdisciplinary nature of sociolinguistics and its connections with fields such as anthropology, sociology, and psychology.

## **Course Outline:**

### **Unit 1: Introduction to Sociolinguistics**

- Knowledge of Language
- Competence and Performance
- The Whorfian Hypothesis
- The Boundaries of Sociolinguistics
- Dell Hymes' Theory of Sociolinguistics

### **Unit 2: Language, Dialects, and Varieties**

- Language or Dialect?
- The role of social identity
- Standardization
- Regional Dialects, Social Dialects
- Styles, Registers and Genres

### **Unit 3: Language in Contact: Multilingual Societies and Multilingual Discourse**

- Competencies and convergence in multilingual societies
- Language ideologies surrounding multilingualism
- Metaphorical and situational code-switching

### **Unit 4: Contact Languages: Structural Consequences of Social Factors**

- Pidgin and Creole
- From Pidgin to Creole and Beyond
- Other Contact varieties: Mixed Languages

### **Unit 5: Ethnographic Approaches in Sociolinguistics**

- The ethnography of Communication
- Ethnomethodology
- Linguistic Ethnography

Assessment: 2 CIAs (midterms) and one end term examination. One of the CIAs will involve a sociolinguistic project where students explore a linguistic feature that correlates with a social variable. This project entails investigating how language use varies based on social factors such as age, gender, ethnicity, or socioeconomic status. Students will collect data, analyze linguistic patterns, and examine the social implications of language variation.

**Readings:**

Fishman, J. A., Tabouret-Keller, A., Clyne, M., Krishnamurti, B., & Abdulaziz, M. (1986). *The Fergusonian Impact. Vol. I: From Phonology to Society. Berlin, New York & Amsterdam: Mouton-de Gruyter.*

Holmes, J. (2008). *An Introduction to Sociolinguistics* (3rd ed). (London: Pearson Longman)

Hudson, R. (1996). *Sociolinguistics*. Cambridge University Press

Milroy, Leslie and M. Gordon. (2003). *Sociolinguistics*. London: Blackwell Publishing.

## **Core 6: INTRODUCTION TO MORPHOLOGY**

5.0LIN02

**Semester-III**

**Credits: 4**

### **Course Objectives**

The objective of the course is to enable the students to–

- acquire the basic concepts of morphology and their operations found in various languages of the world
- describe the language pattern by using extensive knowledge of linguistic structure that exists in the diversity of morphological patterns in human languages with special reference to Indian Languages
- determine the descriptive and theoretical grammatical rules and categories of languages across the world

### **Learning Outcomes**

By the end of the course students will be able to –

- define and explain key concepts and terminology in morphology
- demonstrate understanding of language structure and would be able to focus on morphological analysis of the lexicon and the rules
- identify and analyze morphemes and word structures in different languages
- distinguish between types of morphemes and morphological processes (inflection, derivation, compounding, etc.)

### **Course Outline**

#### **Unit 1: Introduction to Morphology**

- What is morphology?
- Identification of different morphemes
- The goals of morphological research
- Problems in Morphological Analysis
- Zero derivation; unmarked forms; discontinuous morphemes

#### **Unit 2: Basic Concepts**

- Types of morphemes
- Affixes, Stems, Bases, and Roots
- Morphs and Allomorphs

- Formal operations
- Some difficulties in morpheme analysis

### **Unit 3: Lexicon and rules**

- Productivity and the lexicon
- The form of morphological rules
- The morpheme-based model
- The word-based model
- Morphological changes (Pattern loss, Coalescence Analogical change, Reanalysis, and other changes)

### **Unit 4: Inflection and derivation**

- Inflectional Morphemes
- Derivational Morphemes (Derived nouns, Derived verbs, Derived adjectives, Properties of inflection and derivation)
- Conceptualizations in morphological theory
- The dichotomy approach
- The continuum approach
- A tripartition: contextual inflection, inherent inflection and derivation

### **Essential Readings:**

Haspelmath, M & Sims, A.D. 2010. *Understanding Morphology*. London: Hodder

### **Suggested Readings:**

Aronoff, M. & Fudeman, K. 2011. *What is Morphology?* Malden, MA: Willey-Blackwell.

Fromkin, V, Rodman, R. & Hyams, N. 2003. *An Introduction to Language*. Singapore: Thomson Wadsworth.

Geert, B. 2007. *The Grammar of Words: An Introduction to Linguistic Morphology*. Oxford:

Kroeger, P. R. 2005. *Analyzing Grammar: An Introduction*. Cambridge University Press.

Lieber, R. 2010. *Introducing Morphology*. Cambridge: Cambridge University Press.

Lieber,R. Stekauer, P. 2005. *Handbook of Word-Formation*. Springer

Matthews, P. 1974. *Morphology*. Cambridge University Press.

Nida, E. A. 1949. *Morphology: Descriptive Study of Words*. Ann Arbor: University of Michigan

## **Core 8: INTRODUCTION TO SYNTAX**

**5.0LIN03**

**Semester – IV**

**Credits:4**

### **Course Objectives:**

This course aims to

- examine the formal system of syntax and the mechanisms underlying the human ability to formulate grammatically correct sentences.
- explore the subconscious processes that native speakers employ in constructing sentences, providing insight into the linguistic theory of sentence formation.
- introduce students to the practical application of linguistic principles governing sentence structure and formulation.

### **Learning Outcomes**

By the end of this course, students will be able to:

- identify different parts of speech and phrases within a sentence, distinguishing between different word classes and phrases
- explain fundamental syntactic principles including phrase structure rules, transformational rules and X-bar theory to generate syntactically valid sentences and construct parse trees to represent their structures.
- apply different movement operations in syntax, including head movement, DP movement, and wh-movement.
- analyze and interpret syntactic phenomena in natural language data using the theoretical concepts and tools introduced in the course.
- critically evaluate syntactic analyses and theories, demonstrating an understanding of their strengths, weaknesses, and implications in linguistic research

### **Course Outline:**

#### **Unit 1: Components of a Sentence**

- Parts of Speech
- Phrases
- Constituency

#### **Unit 2: Phrase Structure**

- Phrase Structure Rules

#### **Unit 3: Transformational Rules**

- Generative Transformational Theory

- Transformational Rules

#### **Unit 4: X-Bar Theory**

- Limitations of PS Rules
- X-Bar Theory – Its advantages over PS Rules
- X-Bar Rules

#### **Unit 5: Movement**

- Head Movement
- DP Movement
- Wh Movement

Assessments: 2 CIAs (midterms) and one end term examination. One of the CIAs will entail a Syntax project in which students will investigate a linguistic feature from their native language. They will collect data and conduct a syntactic analysis, drawing conclusions to explain the structural properties of their languages

#### **Readings:**

Carnie, Andrew. 2012. *Syntax: a generative instruction*, 3rd edition. Wiley-Blackwell.

The Syntax Workbook: a companion to Carine's *Syntax*. Wiley-Blackwell.

## **Core 9: BASICS SEMANTICS & PRAGMATICS**

**5.0LIN04**

**Semester – IV**

**Credits:04**

### **Course Objectives**

This course aims to

- provide an introduction to a wide range of issues of contemporary relevance to the study of meaning.
- deal with some of the basic topics in pragmatics such as the domain of pragmatics, conversational implicature, conventional implicature and speech acts.

### **Learning Outcomes**

Upon completion of the course the students are expected to be able to:

- formulate clearly that semantics is the study of meaning, or more precisely, the study of the relation between linguistic expressions and their meanings i.e. meanings derived from speakers and hearers and
- appraise that pragmatics is the study of context, or more precisely, a study of the way context can influence our understanding of linguistic utterances i.e., meaning is context sensitive

### **Course Outline:**

#### **Unit: 1. Meaning and its Nature**

- Words as containers of Meaning
- Semantic Role
- Sense and Reference
- Theories of Word Meaning

#### **Unit: 2. Lexical Semantics**

- Lexical Relations: Synonymy, Antonymy, Hyponymy, Prototypes, Homonyms, Homophones, Polysemy, Metonymy, etc.
- Semantic Features
- Evidence for Semantic Features
- Semantic Features and Grammar
- Argument Structure

### **Unit 3: Pragmatics**

- Introduction
- Pronouns and Syntax
- Pronouns and Discourse
- Pronouns and Situational Context
- Deixis

### **Unit 4: Cooperative Principle & Implicatures**

- Maxims of Conversation
- Speech Acts
- Implicatures
- Scalar implicature
- Hedge

### **Readings:**

Saeed, John I. 2003. *Semantics* (2nd ed). Oxford: Basil Blackwell.

Yule, George. H.G. Widdowson. 1996. *Pragmatics* (Oxford Introduction to language Study Series), Oxford University Press

Cruse, Alan. 2011. *Meaning in Language: An Introduction to Semantics and Pragmatics* (Oxford Textbooks in Linguistics) Paperback

Huang, Yan (2014). *Pragmatics*, 2nd edition. (Oxford Textbooks in Linguistics). Oxford University Press  
Keith, Allan. 2007. *Natural Language Semantics*. Oxford: Blackwell.

Lyons, John (1995) *Linguistic semantics*. Cambridge University Press.

## **Core 10: LANGUAGE FAMILIES OF INDIA**

**5.0LIN05**

**Semester-IV**

**Credit: 4**

The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15 hrs. for each credit inclusive of sessionals and tutorials.

### **Objectives of the Course:**

This course aims to

- introduce students with the language families of India and their historical developments
- provide an awareness of the reasons why certain languages are grammatically similar
- provide an understanding of mutual influence between languages due to contact and convergence

### **Learning Outcomes:**

Students would be able to-

- identify features shared by language groups at the phonological and syntactic levels
- identify each language family by its distinct characteristic features
- classify languages by their shared features

### **Unit 1: Language Families of India**

- The concept of Sprachbund
- Major Language families
- Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman
- Andamanese, Tai-Kadai
- Language Isolates & Mixed Languages

### **Unit 2: Select Typological Features at Phonological and Morphological Levels**

- Names of Languages, Geographical Distribution, Demographic Details
- Some major languages of each family and their geographical distribution
- Genetic Connections, Language contact and convergence

### **Unit 3: Linguistic Characteristics of Indian Language families**

- Linguistic characteristics of Sound Systems
- Linguistic characteristics of Word Formation and shared lexical features
- Linguistics characteristics of Sentence Structures
  - Relative clauses and complementation
  - Non-nominative subjects, Causatives and Passives

#### **Unit 4: The Indian Linguistic Space**

- Linguistic Acculturation and Linguistic Areas
- India as a Linguistic Area
- South Asia as a Linguistic Area
- Word Order Universals and Word Order Typology
- Indian States and Multilingualism

#### **Suggested Readings:**

- Abbi, A. *Manual of Linguistic Fieldwork and Structures of Indian Languages*. Lincom Europa.
- Anderson, Gregory D. S. 2008. *The Munda Languages*. New York: Routledge.
- B. Krishnamurti. 2003. *The Dravidian Languages*. Cambridge University Press.
- Benedict, P. K. 1972. *Sino-Tibetan: A Conspectus*. Cambridge University Press
- Brown, K. & Ogilvie, S. 2009. *Concise Encyclopaedia of Languages of the World*. Elsevier.
- Crowley, T. & Bower, C. 2010. *An Introduction to Historical Linguistics*. Oxford University Press.
- Iyer, N. & Zare, B. (ed.). 2009. *Other Tongues: Rethinking the Language Debates in India*. Rodopi B.V., Amsterdam – New York.
- Jain, Dhanesh & George Cardona (ed.). 2003. *The Indo-Aryan Languages*. Routledge
- Kachru, B., Kachru, Y., & Sridhar, S. N. (eds.). 2008. *Language in South Asia*. New York: Cambridge University Press.
- Katzner, K. 2002. *The Languages of the World*. Routledge
- Masica, C. P. 1976. *Defining a Linguistic Area: South Asia*. Chicago: The University of Chicago Press.
- Masica, C. P. 1991. *The Indo-Aryan Languages*. Cambridge University Press.
- Matisoff, J. A. 2003. *Handbook of Proto-Tibeto-Burman: System and Philosophy of Sino-Tibetan Reconstruction*. UC Publications in Linguistics, University of California Press.
- Nettle, D. and Romaine, S. 2000. *Vanishing Voices: The Extinction of the World's Languages*. Oxford University Press.

Sharma, R. C. (ed.). 1995. *Indian Theory of Knowledge and Language*. Bahri Publications, Delhi.

Subbarao, K. V., 2007. 'Typological Characteristics of South Asian Languages', in B. B. Kachru and S. N. Sridhar (eds.), *Language in South Asia*. Cambridge University Press, pp. 29-78.

Subbarao, K. V. 2012. *South Asian Languages: A Syntactic Typology*. Cambridge. New York, & Delhi: Cambridge University Press.

Thurgood, G. and LaPolla, Randy J. (ed.). 2003. *The Sino-Tibetan Languages*. Routledge

## **Core 13: FORMAL SEMANTICS**

### **5.5LIN01**

**Semester – V**

**Credit: 04**

#### **Course Objectives:**

This course aims to

- provide students with a foundational understanding of formal semantics and the systematic study of meaning in natural languages
- equip students with analytical tools and methodological approaches for interpreting and analyzing the meaning of linguistic expressions within a formal framework.
- explore the interconnections between language, logic, and philosophy, enabling students to understand the theoretical foundations of formal semantics and its applications in linguistic analysis and natural language processing.

#### **Learning Outcomes**

By the end of this course, students will be able to

- understand the nature of meaning in natural language, including the concepts of sense and denotation, and the role of model-theoretical semantics in formalizing meaning representations.
- understand the relationship between logic, philosophy, and linguistics in formal semantics and apply principles of logical reasoning, including deductive and inductive logic to interpret semantics of linguistic expressions
- evaluate the meaning of linguistic expressions using truth conditional semantics and the meaning of a predicate including quantifier expressions.
- construct original semantic representations or componential analyses that decompose word meaning and propose innovative frameworks for modelling lexical and sentential semantics.

#### **Course Outline:**

##### **Unit 1: Introduction to Formal Semantics**

- What is Meaning?
- Sense and Denotation
- Model-Theoretical Semantics

##### **Unit 2: Introduction to Logic**

- Relationship between Logic, Philosophy and Linguistics
- Valid Inferences and Deductive and Inductive Logic
- Set Theory

### **Unit 3: Propositional Logic**

- Meaning of a Sentence – Propositional Logic
- Truth Conditional Semantics
- Connectives and Truth Tables
- Compositionality

### **Unit 4: Predicate Logic**

- Meaning of a Predicate – Predicate Logic
- Atomic sentence Functions
- Quantifying expressions
- Quantifier scope and scope ambiguity

### **Unit 5: Lexical Semantics**

- Meaning of a word – Lexical Semantics
- Semantic Decompositions and Componential Analysis
- Conceptual Structure and Semantic Features
- Lexical Relations – Polysemy, synonymy, Antonymy etc.

Assessments: 2 CIAs (midterms) and one end term examination.

### **Readings:**

- Allwood, J., Andersson, L. G., & Dahl, O. (1977). *Logic in linguistics* (Vol. 10). Cambridge University Press.
- Chierchia, G, & Mc Connell-Ginet, S. (2000). *Meaning and grammar: An introduction to semantics*.
- Cruse, D. A. (1986). *Lexical semantics*. Cambridge university press.
- Cruse, Alan. (2000). *Meaning in Language*. Oxford: Oxford University Press.
- Kearns, K. (2017). *Semantics*. Bloomsbury Publishing.
- Saeed, John I. (2003). *Semantics* (2nd ed). Oxford: Basil Blackwell

## **Core 14: LANGUAGE, BRAIN AND MIND**

**5.5LIN02**

**Semester-V**

**Credits: 4**

**Objectives of the Course:**

**By the end of this course the students will be able to-**

- Understand the historical development of ideas in Linguistics in relation to ideas in Philosophy, Psychology and Neurology.
- Analyze the connection between linguistic and cognitive concepts
- Comprehend the basic components of language processing
- Understand the neurobiological underpinnings of language organization in the brain
- Understand how the brain processes Sign Language of the Deaf

**Learning Outcomes:**

**Students would be able to-**

- Critically analyze broad hypotheses regarding the language-brain-mind interface
- Devise and test novel hypotheses about the specific contribution of different languages to our understanding of the language-brain-mind interface

**Unit 1. Introduction to Language, Brain and Mind**

- Language in the Brain
- Behaviorism: Proponents and Critics
- Models of Brain - Language relationship: Classical Connectionist Model, Hierarchical Models, Global Models, Process Models.

**Unit 2. Language and Cognitive Concepts**

- Sapir-Whorf Hypothesis
- Colour terms
- Mass and Count terms
- Numerical cognition

**Unit 3. Cognitive basis of Language**

- Competence and Performance
- Mental Representations and the Psychological reality of linguistic structure: Language and Memory; the sentence superiority effect
- Language Processing: planning, production, comprehension, reading

**Unit 4. Neurobiological basis of Language**

- Acquisition of Language: First Language Acquisition, Critical Period Hypothesis, Second Language Acquisition, Multilingualism
- Aphasia and other language disorders
- Experimental evidence for brain organization

### **Unit 5. Sign Language in the Brain**

- Language in the visual-gestural modality
- Sign Language Acquisition: Critical Period and effects of late language acquisition
- Similarities and Differences between Sign Language and Spoken Language Processing in the Brain
- Lateralisation
- Brain Lesions in Signers

### **Essential Readings**

Pinker, S. (2003). *The language instinct: How the mind creates language*. Penguin UK.

Aitchison, J. (2007). *The articulate mammal: An introduction to psycholinguistics*. Routledge.

Friederici, A. D. (2017). *Language in Our Brain: The Origins of a Uniquely Human Capacity*. United States: MIT Press.

Campbell, Ruth; MacSweeney, Mairéad; Waters, Dafydd. *Sign language and the brain: a review*. Journal of Deaf Studies and Deaf Education. 2008; 13(1):3–20.

MacSweeney, Mairéad; Capek, Cheryl M.; Campbell, Ruth; Woll, Bencie. *The signing brain: the neurobiology of sign language*. Trends in Cognitive Sciences. 2008a; 12(11):432–440.

### **Suggested Readings**

Barner, D., & Snedeker, J. (2005). Quantity judgments and individuation: Evidence that mass nouns count. *Cognition*, 97(1), 41-66.

Chomsky, N. (1959). "A review of BF Skinner's Verbal Behavior". *Language*, 35(1), 26-58.

Frank, M. C., Everett, D. L., Fedorenko, E., & Gibson, E. (2008). Number as a cognitive technology: Evidence from Pirahã language and cognition. *Cognition*, 108(3), 819-824.

Jackendoff, R. (2002). *Foundations of Language: Brain, Meaning, Grammar, Evolution*. United Kingdom: OUP Oxford.

Miller, G. A., & Isard, S. (1964). Free recall of self-embedded English sentences. *Information and Control*, 7(3), 292-303.

Li, Peggy, Tamiko Ogura, David Barner, Shu-Ju Yang, and Susan Carey. "Does the conceptual distinction between singular and plural sets depend on language?." *Developmental psychology* 45, no. 6 (2009): 1644.

Rescorla, M. (2020). "The Computational Theory of Mind" in Edward N. Zalta (ed.), *The Stanford Encyclopedia of Philosophy*. <https://plato.stanford.edu/archives/fall2020/entries/computational-mind/>

Skinner, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.

Winawer, J., Witthoft, N., Frank, M. C., Wu, L., Wade, A. R., & Boroditsky, L. (2007). Russian blues reveal effects of language on color discrimination. *Proceedings of the national academy of sciences*, 104(19), 7780-7785.

Poizner H, Klima ES, Bellugi U.,(1987) *What the hands reveal about the brain*, Cambridge, MA, MIT Press

Emmorey, K., (2002) *Language, cognition and the brain: Insights from Sign Language Research*. Lawrence Erlbaum Associates Publisher

## **Core 15: FIELD LINGUISTICS**

**5.5LIN03**

**Semester-V**

**Credits:4**

### **Course Objectives**

The objective of the course is to enable the students to–

- perform field work for languages that are under-studied and less explored, and to pervade this work with theoretical perspective
- apply the basic techniques of data collection and transcription
- interpret data on various aspects of language being investigated such as phonology, morphology and syntax

### **Learning Outcomes**

By the end of the course students will be able to-

- explain the goals, principles, and methods of field linguistics and understand the ethical considerations in linguistic fieldwork.
- design and conduct basic fieldwork for linguistic data collection
- apply transcription, annotation, and analysis techniques to field data
- prepare preliminary descriptions of phonological, morphological, or syntactic structure from field data

### **Cours Outline**

#### **Unit1: Field Linguistics**

- What involves Field Linguistics?
- The Purpose of Field Linguistics
- Human Factors in Field Work  
The Investigator  
The community
- Time required for field work
- Organization of field work

#### **Unit2: Fieldwork preparation**

- Methodology, participatory character, selection of language and area, informants and consultants
- Bilingual and monolingual fieldwork
- Preparing questionnaire, equipment handling, budgeting

- Leipzig Glossing Rules

### **Unit3: Techniques for Data Eliciting**

- The nature of eliciting
- The work session
- Scheduled elicitation
- Analytical elicitation
- Steps in eliciting
- Analyzing and checking for elicitation

### **Unit4: Procedures in Field Analysis**

- The Linguistic Corpus
- Factors which determine the kind of data obtained
- Phonology, morphology and syntax, semantics and social aspects, lexicon

### **Unit 5: Data Collating**

- Need for extensive storage and processing
- When to begin collating
- Ways to process data
- Digital archiving

### **Textbooks**

Samarin, W. J. (1967). *Field linguistics: A guide to linguistic field work*. Holt, Rinehart and Winston.

Vaux, B. & Cooper, J. (1999). *Introduction to Linguistic Field Methods*. Munich: LINCOM Europa.

### **Essential Readings**

Abbi, Anvita. (2001). *A Manual of Linguistics Field Work and Indian Language Structures*. Munich: Lincom Europa.

Chelliah, Shobhana L. and Willem J. de Reuse. (2011). *Handbook of Descriptive Linguistic Fieldwork*. Heidelberg, London, New York. Springer.

Crowley, Terry & Nick Thieberger. (2007). *Field Linguistics: A Beginner's Guide*. Oxford: Oxford University Press.

Claire Bower (2008) *Linguistic Fieldwork: A Practical Guide*. Palgrave, McMillan.

Jost Gippert, Nikolaus P. Himmelmann, Ulrike Mosel (2006) (Eds.) Essentials of Language Documentation. Mouton de Gruyter

Newman, Paul & Martha, Ratliff. (ed.) (2001). Linguistic Fieldwork. Cambridge: Cambridge University Press.

Payne, Thomas (1997) Describing Morphosyntax: A guide to field linguistics. Cambridge University Press

## **Core 16: EXPERIMENTAL PHONETICS/PHONOLOGY**

**5.5LIN04**

**Semester-V**

**Credits: 4 (3 Theory+1 Practicum)**

### **Course Objectives**

To examine the phonetic and phonological aspects of spoken language using experimental methods. Focus will be on providing hands-on experience in speech recording and data analysis using software.

This course will enable the students to:

- Understand fundamentals of articulatory, acoustic, and perceptual phonetics
- Describe the articulatory and acoustic features of vowels and consonants
- Learn how to use various types of speech analysis software.
- Understand the use of different experimental techniques in phonetic science;

### **Learning Outcomes**

After completion of the course, students would be able to-

- Apply basic techniques commonly used to analyse the acoustics and articulation of sound sequences, and prosody (e.g., stress and intonation).
- Use phonetic software (e.g., Praat) to analyse basic acoustic properties of speech
- Plan, collect and analyse phonetic data using suitable method

### **Course Outline**

#### **Unit 1. Introduction to Experimental Phonetics**

- Acoustics of Speech Production
- Properties of sound waves, frequency and intensity
- Acoustic measurements: Pitch, Loudness, Length, Intensity, Stress
- Ways of presenting phonetic structures

#### **Unit 2. Speech Analysis Tools**

- Recording & creation of speech corpora
- Spectrograms: Visual Representation of Speech
- Introduction to PRAAT

### **Unit 3. Acoustic analysis of vowels**

- Sound Spectrograms
- Analysis of formants, duration and fundamental frequencies of vowels
- Preparing vowel charts and normalizing formant values
- Analysis of nasalize, voiceless and ATR vowels
- Cardinal vowels, English vowels revisited

### **Unit 4. Acoustic Description of Consonants**

- Acoustic boundaries and consonants
- Acoustic Analysis of Stop Consonants
- Acoustic Analysis of Fricatives and Affricates

### **Unit 5. Acoustic analysis of Consonants**

- Stop consonants
  - General characteristics of stop consonants
  - Voicing and aspiration
  - Place of articulation
  - Stop bursts
  - Formant transitions
  - Fricatives and Affricates: The fricative-affricate contrast
  - Obstruents
  - Sonorant consonants
  - Spectral Characteristics of Nasals, Semi-vowels, Laterals, Approximants and
  - Trills

### **Essential Readings**

Johnson, Keith (2004) *Acoustic and Auditory Phonetics* 2nd Ed, Blackwell, Oxford.

Ladefoged, Peter (1975), *A Course in Phonetics*, San Diego: Harcourt Brace.

Hayward, Katrina (2000). *Experimental Phonetics*, London, New York: Routledge

### **Suggested Readings**

Code, C. and M. Ball, eds. (1984). *Experimental Clinical Phonetics*. London and Canberra: Croom Helm.

Johnson, K. (1997). *Acoustic and Auditory Phonetics*. Cambridge, MA, and Oxford: Blackwell.

Ladefoged, Peter & Keith Johnson (2014) *A Course in Phonetics*. Cengage Press. 5th ed or later.

Ladefoged, Peter. (2001). Vowels and consonants: An introduction to the sounds of the languages of the world. Oxford: Blackwell.

Ashby, Michael and John Maidment (2005) Introducing Phonetics Science.

The following software will also be used for practical and experimental work in phonetics: Sounds of the Worlds Languages (SOWL), a database developed at the UCLA Phonetics

Laboratory to illustrate and teach about the range of sounds used in human languages with material on more than 80 languages [to learn more go to: <http://www.humnet.ucla.edu/humnet/linguistics/faciliti/software/software.htm>] Praat, a comprehensive speech analysis, synthesis, and manipulation package [to learn more go to: <http://www.fon.hum.uva.nl/praat/>]

## **Core 18: HISTORICAL LINGUISTICS & LANGUAGE CHANGE**

**5.5LIN05**

**Semester-VI**

**Credits: 4**

### **Course Objectives**

The course aims to transmit the ability to explore the issues of historical linguistics by

- Providing knowledge of the theories that address the origin and evolution of human language
- Providing historical background to the change of language at phonological, morphological, syntactic and semantic levels

### **Learning Outcomes**

Upon completion of the course the students are expected to have a better understanding of language structure in relation to society and would be able to:

- Understand the concepts and theories of historical linguistics
- Observe lesser-known phonological data from Indian languages
- Understand the cross linguistic universal patterns that govern speech sounds in language
- Understand the systematicity involved in sound change and syntactic alternations

### **Unit 1: Pre structural /Historical paradigm on language**

- Language Family
- Philology and Darwin's Evolutionary perspective
- Use of written records for Historical studies
- Synchrony vs. Diachrony

### **Unit 2: Basic concepts in Historical Linguistics**

- Cognate
- Comparative method
- Reconstruction and Internal Reconstruction
- Language Isolates
- Sprachbunds and Language families of India

### **Unit 3: Sound change and Evolutionary Phonology**

- Sound change and Neogrammarian theory
- Grimm's Law
- Verner's Law
- Grassman's Law
- Wave theory and Analogy

#### **Unit 4: Morphological Typology of Languages**

- Isolating languages
- Inflectional languages
- Agglutinating languages
- Incorporating languages

#### **Unit 5: Contact and Convergence of Languages**

- Language variations and social implications
- Linguistic area, Transition area and Relic area
- India as a linguistic area
- Morphosyntactic Reconstructions: Grammaticalization, syncretism and Lexicalization
- Lexical Diffusion
- Current Approaches in Historical Linguistics

#### **Essential Readings:**

Brain D. Joseph , Richard D. Janda (eds.) 2003. *The Handbook of Historical Linguistics*. Blackwell Publishing Limited.

Hale, Mark. 2007. *Historical Linguistics: Theory and Method*. Oxford: Blackwell.

Crystal, David. 2002. *Encyclopedia of Language*. Cambridge University Press.

Aitchison, J. (2001). *Language change: Progress or decay?*. Cambridge university press.

Anttila, R. (1972). *An introduction to historical and comparative linguistics*. New York: Macmillan.

Anthony, D. W. (2010). *The horse, the wheel, and language: how Bronze-Age riders from the Eurasian steppes shaped the modern world*. Princeton University Press.

Bowern, C., & Evans, B. (Eds.). (2015). *The Routledge handbook of historical linguistics*. Routledge.

Bynon, T. (1977). *Historical linguistics*. Cambridge University Press.

Campbell, L. (2013). *Historical linguistics*. Edinburgh University Press.

Campbell, L. (2007). *Glossary of historical linguistics*. Edinburgh University Press.

Clackson, J. (2007). *Indo-European linguistics: an introduction*. Cambridge University Press.

Crowley, T., & Bowern, C. (2010). *An introduction to historical linguistics*. Oxford University Press.

Croft, W. (2000). *Explaining language change: An evolutionary approach*. Pearson Education.

Deutscher, G. (2005). *The unfolding of language: An evolutionary tour of mankind's greatest invention*. Macmillan.

Dimmendaal, G. J. (2011). *Historical linguistics and the comparative study of African languages*. John Benjamins Publishing.

Emeneau, M. B., 'India as a linguistic area', *Language*, 32.3 (1956), 3–16.

Emeneau, M.B., 'India as a Linguistic Area Revisited', in F. C. Southworth and M. L. Apte (eds.), *Contact and Convergence in South Asian Languages*, *International Journal of Dravidian Languages*, 3.1 (1974).

Fortson IV, B. W. (2011). *Indo-European language and culture: An introduction* (Vol. 30). John Wiley & Sons.

Hock, H. H. (2009). *Principles of historical linguistics*. Walter de Gruyter.

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

Subbarao, K.V. 2012. *South Asian Languages: A Syntactic Typology*. Cambridge: New York: Delhi. Cambridge University Press.

## **Core 19: BASICS COMPUTATIONAL LINGUISTICS**

**5.5LIN06**

**Semester-VI**

**Credit: 4**

### **Objective of the Course:**

The objective of this course is to make the students understand the following:

- To develop an interdisciplinary understanding of field concerned with the computational modelling of natural language,
- Some essential concepts of linguistic structure are adopted to build computational models that process and translate one natural language to another.

### **Learning Outcome:**

After completion of the course student will be able:

- To develop the basic understanding of Natural Language Processing
- To analyse sentences applying computational modelling

### **Unit 1: Introduction**

- Concepts
- Brief History
- different models of Computational Linguistics
- recent development

### **Unit 2: Allied Disciplines**

- Linguistics
- Computer Science,
- Logic & other disciplines
- Artificial intelligence and man-machine interaction

### **Unit 3: Processes**

- Speech recognition and synthesis
- **tagging**, chunking and parsing
- morphological analysis

- word sense disambiguation

#### **Unit 4: Applications**

- Text and Speech
- Language technology and Machine Translation
- Parsing of sentences
- Other application

#### **Readings**

Allen, James (1995, 2nd Edition). *Natural Language Understanding*. Pearson Education, New Delhi.

Jacko, Julie A (2003). *The Human Computer Interaction Handbook: Fundamentals, Evolving Technologies, and Emerging Applications (Human Factors and Ergonomics)*. Blackwell.

Ruslan, Mitkov (ed) (2003). *The Oxford Handbook of Computational Linguistics*. Oxford University Press.

Stuart, Russell and Peter, Norvig (2001, 2004 Reprint). *Artificial Intelligence: A Modern Approach*. Pearson Education Series in Artificial Intelligence. Pearson Education Inc. Singapore.

Yazdani, Masoud (Ed.) (1985). *Artificial Intelligence: Principles and applications*. Chapman and Hall Computing: London.

## **Core 20: LANGUAGE STRUCTURE AND GRAMMAR WRITING**

**5.5LIN07**

**Semester-VI**

**Credits: 4**

### **Course Objectives**

The objective of the course is to enable the students to–

- demonstrate an ability to adopt a suitable theoretical concept depending on the prior set goals of the study
- enumerate methods and concepts in order to make the student aware of numerous procedures to analyse language
- construct a grammatical sketch of a language under investigation

### **Learning Outcomes**

By the end of the course students will be able to –

- explain the main components and organization of language structure
- demonstrate understanding of the principles and conventions of various grammatical frameworks enabling accurate grammatical descriptions
- produce a basic descriptive grammar outline of a given language using collected or provided data

### **Course Outline**

#### **Unit 1: Structuralism in Linguistics**

- Language structure and structuralism
- Foucaultian discourse analysis
- Structures, Developments and Perspectives
- Structuralism and behaviorism theory of Leonard Bloomfield
- Syntagmatic and paradigmatic linguistics
- Roman Jakobson's structural approaches of Sound System

#### **Unit 2: Methods of language Documentation**

- Synchronic and Diachronic studies
- How to document a grammar
- Case studies in linguistics: Some sample grammar that made a case study
- Structure of Different language family

- Traditional grammar
- Western and Indian point of view
- India as a linguistic Area

### **Unit 3: Select Grammatical Frameworks**

- Panini's Grammar
- Traditional grammar
- Prescriptive Grammar vs Descriptive Grammar
- Corpus-Based and Corpus-Driven analyses of Language Variation
- Dependency Grammar and Valency theory
- Grammaticalization and Linguistic Analysis

### **Textbooks**

Fromkin, V., Rodman, R., & Hyams, N. (2018). *An introduction to Language*. Cengage Learning.

Subbārāo, K. V. (2012). *South Asian languages: A syntactic typology*. Cambridge University Press.

### **Essential Readings**

Aikhenvald, A. Y. (2014). *The art of grammar: A practical guide*. Oxford University Press. Allan, K. (Ed.). (2013). *The Oxford Handbook of the history of linguistics*. OUP Oxford.

Bauer, L. (2007). *Linguistics Student's Handbook*. Edinburgh University Press.

Chaitanya, V., Sangal, R., & Bharati, A. (1996). *Natural language processing: a Paninian perspective*. Prentice-Hall of India.

Davies, A. M., Engler, R., Joseph, J. E., Gordon, T. W., Normand, C., Falk, J. S., & Ungar, S. (2004). *The Cambridge Companion to Saussure*. Cambridge University Press.

Diaz-Bone, R., Bührmann, A. D., Rodríguez, E. G., Schneider, W., Kendall, G., & Tirado, F. (2008). *The field of Foucaultian discourse analysis: Structures, developments and perspectives*. *Historical social research/Historische sozialforschung*, 7-28

Sanders, C. (Ed.). (2004). *The Cambridge Companion to Saussure*. Cambridge University Press.

## **Core 21: APPLIED LINGUISTICS [Major]**

### **5.5LIN08**

#### **Semester-VI**

**Credits: 4**

**Course Objectives:**

- Basic concepts pertaining to the applied aspects of language
- To provide a detailed description of the relationships existing between linguistic code and Neuroscience, Psychology and Pedagogy and other related branches

**Learning outcome:**

Following the completion of the courses students will be able to:

- Identify the relationship between language and mind, language and cognition, language and pedagogy
- Identify the correlates between linguistics and second language learning, pedagogical techniques, translation theories and discourse analysis

**Unit 1: Human Brain and Language Disorders**

- Cerebral dominance, Localization and Lateralization
- Equipotentiality Hypothesis and Critical Period
- Connectionist, Hierarchical, Global and Process models of Language and Brain
- Language disorders: Aphasia, Acalculia, Dyslexia, Schizophrenia, Autism, Stuttering, Dysarthria, Mother's depression, Developmental Language Disorders

**Unit 2: Pedagogy ,Methods and Syllabus**

- Method, Methodics and Methodology
- Direct Method, Grammar translation Method, Audiovisual Method, Situational Method
- Types of Syllabus: Formal, Notional, Situational
- Material selection
- The social dynamics of learning a Second Language
- Test and its different types: prognostic, diagnostic etc

**Unit 3: Stylistics and Language**

- What is style?
- Language and Communication
- Pragmatics and Conversational Implicatures
- Discourse analysis
- Critical Discourse analysis

**Unit 4: Translation and Lexicography**

- Translation: Literary vs Scientific

- Translation as a Science, Art and Craft
- Translation ,Transcreation and Transliteration
- Lexicology and Lexicography
- Steps in Dictionary making

#### **Unit 5: Other Applied branches of Linguistics**

- Forensic Phonetics
- Clinical Phonetics and Speech Therapy
- Digital Speech Processing
- NLP and Computational Linguistics
- Internet Linguistics
- Sign linguistics

#### **Textbook:**

Chapelle, C. (2013). *The encyclopedia of applied linguistics*. John Wiley and Sons, Inc.

#### **Essential Readings:**

Arnaud, P. J., & Béjoint, H. (Eds.). (1992). *Vocabulary and applied linguistics*. Basingstoke, UK: Macmillan.

Cook, G. (2003). *Applied linguistics*. Oxford University Press.

Davies, A. (2007). *Introduction to applied linguistics: From practice to theory: from practice to theory*. Edinburgh University Press.

Davies, A. (2016). *A glossary of applied linguistics*. Routledge.

Davies, A., & Elder, C. (2004). *The handbook of applied linguistics*. By Blackwell Publishing Ltd.

Grabe, W. (2010). Applied linguistics: A twenty-first-century discipline. *The Oxford handbook of applied linguistics*, 34-44.

Hall, C. J., Smith, P. H., & Wicaksono, R. (2015). *Mapping applied linguistics: A guide for students and practitioners*. Routledge.

Johnson, K., & Johnson, H. (Eds.). (1998). *Encyclopedic dictionary of applied linguistics*. Blackwell Publishing.

Kaplan, R. B. (2010). *The Oxford handbook of applied linguistics*. Oxford University Press.

McCarthy, M. (1998). *Spoken language and applied linguistics*. Cambridge University Press.

Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. Routledge.

## **Core 23: CORPUS LINGUISTICS**

### **6.0LIN01**

#### **Semester-VIII**

**Credits: 4**

#### **Course Objectives:**

The objective of the course is to enable the students to:

- identify linguistic theories that help structure corpus-based research according to the language study.
- to know the significance of a larger set of empirical data as the grammaticality of the utterances can be observed in terms of frequency.

#### **Learning Outcomes:**

Following the completion of the courses, students will be able to:

- create dictionaries and document language.
- perform linguistic analysis in several disciplines such as Sociolinguistics, Historical linguistics, Dialectology, Psycholinguistics, Typology etc.
- collect a much higher number of structural variations from a large data set.

#### **Unit 1: Introduction**

- Introduction to corpus and corpus linguistics
- The role of computers in corpus linguistics
- Scope of corpus linguistics

#### **Unit 2: Modules to construct a corpus**

- Annotated Vs. Unannotated corpora
- Corpus creation: tools and techniques
- Corpus annotation and processing
- Lemmatization; Word-class tagging; Semantic aspects of tagging; Parsing, etc.

#### **Unit 3: Procedures used in corpus analysis**

- Corpus Analysis: tools and techniques
- Listing and Sorting: Word lists
- Collocation, Concordances, KWIC Analysis

- Cluster, N-Gram, Wordcloud, etc.

#### **Unit 4: Corpus-based Description of Language**

- Lexical Description
- Grammatical Studies centred on morpheme or words
- Grammatical Studies centred on the sentence
- Description of variation and change

#### **Unit 5: Application of Corpora in Language Studies [ANY THREE]**

- Corpora as a Sources of Empirical Data
- Speech Research
- Discourse Analysis
- Sociolinguistics Analysis
- Stylistics and Text Linguistics
- Teaching of Language and Linguistics
- Historical Linguistics
- Dialectology and Variation Studies
- Psycholinguistics
- Typological studies

#### **Textbooks**

Kennedy, G. (2014). *An introduction to corpus linguistics*. Routledge.

McEnery, T. and Wilson, A. (2001). *Corpus Linguistics: An Introduction*. Edinburgh.

MacEnery, A. M., & Hardie, A. (2012). *Corpus linguistics: method, theory and practice*. Cambridge University Press.

#### **Essential Readings**

Baker, P. (2006). *Glossary of corpus linguistics*. Edinburgh University Press.

Garside, R., Leech, G. N., & Mcenery, A. M. (1997). *Corpus annotation: linguistic information from computer text corpora*. Taylor & Francis.

Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge University Press.

O'Keeffe, A., & McCarthy, M. (Eds.). (2010). *The Routledge handbook of corpus linguistics*. Routledge.

Cheng, W. (2011). *Exploring corpus linguistics: Language in action*. Routledge.

#### **E-resources**

Sprachtechnologie in den Digital Humanities/ Language technology in the digital humanities. The course has English Subtitles. Accessed from <https://www.coursera.org/learn/digital-humanities>

## **Core 24: ADVANCED MORPHOLOGY**

**6.0LIN02**

**Semester-VII**

**Credits: 04**

### **Course Objectives**

The objective of the course is to enable the students to–

- acquire the basic concepts of morphological processes and analysis in various indigenous languages of the world
- categorize morphological analysis and classification of morphological structure types of indigenous languages
- develop extensive knowledge of the various interfaces of morphology and other linguistic and the application of the various morphological theories

### **Learning Outcomes**

By the end of the course students will be able to

- demonstrate a better understanding of typological differences and similarities in morphological structures cross-linguistically
- examine the applicability of the various morphological theories to linguistic data and problem solving
- formulate that there are various constraints on the productivity of the morphological structures

### **Course Outline**

#### **Unit 1: Morphology and Morphological Analysis**

- What is Morphology?
- Types Morphemes
- Morphology in Action
- Background and Beliefs
- Introduction to Morphological Analysis

#### **Unit 2: Words and Lexemes**

- What is a Word?

- Empirical Tests for Wordhood
- Types of Words
- Inflection vs. Derivation
- Two Approaches to Morphology: Item-and-Arrangement, Item-and-Process
- The Lexicon

### **Unit 3: Morphological Tree Analysis**

- Compounding
- Hierarchical structure and head-dependent relations in compounds
- Hierarchical structure and head-dependent relations in derived lexemes

### **Unit 4: Morphological Productivity**

- Degrees of Productivity
- Constraints on morphological productivity
- Phonological constraints
- Morphological constraints
- Syntactic constraints
- Semantic constraints
- Blocking

### **Textbooks**

Mark Aronoff and Kirsten Fudeman. (2011). *What is Morphology?* Second Edition A John Wiley & Sons, Ltd., Publication

Martin Haspelmath. (2002). *Understanding Morphology*. Oxford University Press.

### **Essential Readings**

Andrew Spencer. (1991). *Morphological Theory: An Introduction to Word Structure in Generative Grammar* ISBN: 978-0-631-16144. Wiley-Blackwell

Bauer, Laurie. (2003). *Introducing Linguistic Morphology*, second edition. Edinburgh: Edinburgh University Press.

Booij, Geert. (2010). *Construction Morphology*. Oxford: Oxford University Press.

Katamba, Francis, ed. (2004). *Morphology: Concepts in Linguistics*. 6 vols. London: Routledge.

Lieber, Rochelle. (2009). *Introducing Morphology*, Cambridge University Press.

Payne, Thomas E. (1997). *Morphosyntax – a guide for field linguists*. Cambridge, UK: Cambridge University Press

## **Core 25: ADVANCED SYNTAX [Major]**

**6.0LIN03**

**Semester – VII**

**Credit: 4**

### **Course Objectives:**

This course aims to

- introduce students to Minimalist Syntax as a theoretical framework within generative grammar, developed by Noam Chomsky
- examine the core principles, mechanisms, and analytical tools of Minimalist Syntax, emphasizing how linguistic structures are generated, interpreted, and linearized
- engage students in lectures, readings, problem-solving exercises, and discussions that develop their understanding of the minimalist approach to syntax and its implications for language universals and cross-linguistic variation.

### **Learning Outcomes**

By the end of this course students will be able to:

- understand Chomsky's generative paradigm, core principles of Universal Grammar, and relevance of in minimalist approaches to syntax.
- apply minimalist principles of economy, feature checking, and the Agree operation, and enabling them to analyze and generate syntactic structures within a minimalist framework.
- analyze movement phenomena within Minimalist Syntax, including merge and move operations, probe-goal relations, and movement restrictions.
- apply spell-out processes, linearization constraints, and the role of phases in syntactic derivation, providing insights into the linear representation of syntactic structures.
- conduct independent syntactic research that apply minimalist principles, demonstrating theoretical knowledge and analytical skills necessary to engage critically with minimalist syntactic analyses and conduct further research in the field of syntax.

### **Course Outline:**

#### **Unit 1: Generative Grammar**

- Chomsky's Generative Paradigm

- Universal Grammar – Principles and Parameters
- Aims of a Syntactic Theory – Different levels of Adequacies

### **Unit 2: Revisiting Government and Binding**

- Government – Theta Roles, Case, Selection, Projection
- Binding Theory Principles
- A and A-Bar Movement

### **Unit 3: Introducing Minimalism**

- Principles of Economy and Optimal Computation
- Features, Feature Checking and Checking Domains
- Strong and Weak, Interpretable and Uninterpretable Features
- Agree

### **Unit 4: Movement in Minimalism**

- Merge and Move - Internal and External Merge
- Probe, Goal Relations – Minimalist theory of Movement
- Locality

### **Unit 5: Linearization**

- Spell-Out, Greed, Procrastination and Last Resort
- Introducing Phases – Spell-Out by Phases

Assessments: 2 CIAs (midterms) and one end term examination. One of the CIAs will entail a Syntax project in which students will investigate a linguistic feature from their native language. They will collect data and conduct a syntactic analysis, and propose a minimalist syntactic account to explain the structural properties of their language.

References:

Adger, D. (2003). *Core syntax: A minimalist approach* (Vol. 20). Oxford: Oxford University Press.

Chomsky, N. (2014). *The minimalist program*. MIT press.

Hornstein, N., Nunes, J., & Grohmann, K. K. (2005). *Understanding minimalism*. Cambridge University Press.

**Core 28: CLINICAL LINGUISTICS I**  
**6.0LIN04**  
**Semester-VIII**

**Credits: 04**

The contact hours for the course shall not exceed 60. For the practical/clinical aspect, students will undertake visits/internships to speech pathology department/organizations with clinical patients.

**Course Objectives:**

**This course will enable the students to-**

- Learn about the discipline of clinical linguistics and its overall approach to human language.
- Describe and classify various communication disorders i.e speech, language and hearing disorders in children
- Learn about various Diagnostic tests and Assessment Tools
- Observe patients in clinical settings

**Learning Outcomes:**

After completion of the course, students will be able to

- Demonstrate understanding of concepts, theories, diagnostic and assessment methods in the field of speech and language disorders.
- Differentiate between typical and atypical language development in children
- Describe linguistic characteristics of various language disorders
- Diagnose, Assess and provide a linguistic treatment plan for rehabilitation and management of specific disorders

**Unit 1. Introduction to Clinical Linguistics**

- Scope of Clinical Linguistics
- Communication Disorders
- Neurobiology of Speech and Language
- Approaches to Assessment and Intervention

**Unit 2. Typical and Atypical Communication**

- Aspects of Communication: Language, Speech, Voice, Non Verbal Communication
- Overview of Communication Disorders

- Language Disorders
- Speech Disorders
- Hearing Disorders

### **Unit 3. Child Language Disorders**

- Theories of Language Acquisition
  - Models of Language Acquisition and its application in child language disorders
  - Physiological, Psycholinguistic, Cognitive and Neurolinguistic processes in child language disorders
  - Developmental and Acquired Language Disorders in Children: Diagnosis, Assessment and Treatment
    - Hearing Impairment
    - Autism Spectrum Disorder (ASD)
    - Attention Deficit Hyperactivity Disorders
    - Specific Language Impairment
    - Learning Disabilities: Dyslexia

### **Unit 4. Phonological/Articulation Disorders**

- Atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that may interfere with intelligibility
- Assessment and Treatment

### **Essential Readings**

Prelock, P. A., & Hutchins, T. L. (2018). Clinical Guide to Assessment and Treatment of Communication Disorders.

### **Suggested Readings**

ABC's of Communication Disorders, AIISH, Mysore

American Speech-Language-Hearing Association (n.d.). Fluency Disorders in Childhood (Practice Portal).

Ardilo, A. (2014) Aphasia Handbook

<https://www.asha.org/publications/>

Duchan, J. F. (2011). A History of Speech-Language Pathology.

The Handbook of Clinical Linguistics (2018) Editor(s): Martin J. Ball, Dr. Michael R. Perkins, Dr. Nicole Müller, Sara Howard

## **Core 29: RESEARCH METHODOLOGY IN LINGUISTICS**

**6.0LIN05**

**Semester-VIII**

**Credits:4**

### **Course Objectives:**

The objective of the course is to enable students to

- construct research projects in linguistics by providing training in the state-of -the -art data collection, processing and analysing techniques
- correlate major research methods rather than focusing on narrow specializations fostering interdisciplinary
- focus on shared methods such as sampling, experimental design, and constructing an argument

### **Learning outcomes:**

After completion of the course students will be able to:

- anticipate awareness of different ideological approaches to doing research which will have an impact on methods of research
- appraise insights into the issues which will make up the subject of research methods in linguistics
- devise broad research interest to specific research focus
- integrate 'doing research' with specific attention to language issues

### **Course Outline:**

#### **Unit 1: Philosophical Foundation**

- Nature of research inquiry; Scientific method
- Motivation of research
- Research: Definition
- Problems in Linguistics research
- Data in Hard Science and Social Science; Theoretical issues.
- Ethics in Research

## **Unit 2: Research Design**

- Introduction to Research Design
- Processes in Research
- Types of Research
- Formulating Research Problems: Survey of literature and identifying research gaps
- Introduction to Research Questions and Hypotheses

## **Unit 3: Field Work, Data Collection and Analysis**

- Data Collection, Methods of Data Collection
- Process of Data Collection
- Sampling
- Data Analysis: The Steps Involved
- Data Collection Ethics

## **Unit 4: ICT IN RESEARCH, DATA BASES AND RESEARCH METRICS**

- Application of ICT; Use of open source software tools in publication
- Misconduct.
- Databases: Indexing and Citation.
- Bibliography
- Research Metrics: Impact factor and Metrics

## **Suggested Readings**

Bhattacharjee, Anol. 2012. Social Science Research: Principles, Methods and Practices.

Available at: [http://scholarcommons.usf.edu/oa\\_textbooks/3](http://scholarcommons.usf.edu/oa_textbooks/3)

Cameron, Deborah, Elizabeth Frazer, Penelope Harvey, Ben Rampton and Kay Richardson  
1993. Ethics, Advocacy and Empowerment: Issues of Methods in Researching Language. In  
Language & Communication, Vol. 13, No. 2. (Pp. 81- 94)

Creedy, J. 2008. Research without Tears: From the First Ideas to Published Outputs.

Cheltenham, UK and Northampton, USA: Edward Elgar. (Chapters 1 and 2)

Goyal, V. and Gurdeep Singh Batra (eds.) 2021. Research and Publication Ethics. New Delhi:  
D.P.S.Publishing House.

Kapoor, D.R. and B.K Bassi 2013. Research Methodology: Methods and Techniques. New

Delhi: Regal Publications. (Chapters 7, 10,11, 13, 16, 17, 19, 21, 22, 25 and 27)

Kumar, Ranjit 2005. *Research Methodology: A Step-by-step Guide to Beginners*. New Delhi: Sage. (Chapters 3, 6, 9 and 14)

Kuhn, T.S. 1962. *The Structure of Scientific Revolutions*. Chicago: University of Chicago.

Popper, K. 2002 [1959]. *The Logic of Scientific Discovery*. Routledge.

Searle, Clive (ed.). *Social Research Methods. A Reader*. Routledge Student Reader.

Thomas, C. George 2015. *Research Methodology and Scientific Writing*. New Delhi, Chennai, Mumbai: Ane Books Pvt. Ltd. (Chapters 2, 6, 7, 8, 10, 12 and 15)

Wray, Alison and Aileen Bloomer 2011. *Projects in Linguistics: A Practical Guide to Researching Language*. Oxford, New York: Hodder Arnold. (Chapters 12, 13, 14, 15, 19, 20, 21 and 22)

*The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Thesis and Dissertations*. Hampshire, New York: Palgrave Macmillan.

## **Core 33: NEUROCOGNITIVE LINGUISTICS**

**6.5LIN01**

**Semester- I(PG)**

**Credits: 4**

### **Course Objectives:**

This course will provide a broad introduction to the following:

- Neurocognitive linguistics
- How language is organized in the brain
- Various imaging methods
- Breakdown on language in Aphasia and Neurogenerative disorders
- Dyslexia and other language disorders

### **Learning Outcomes:**

#### **Unit 1: Introduction to Neurocognitive Linguistics**

- Brain: Structure and Function. Cerebral Dominance, Lateralization.
- Neurobiology of Speech and Language
- Neuroplasticity
- Language Cognition and Brain: cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- Organization of Language in the Brain

#### **Unit 2**

- Neurobiology of Speech and Language
- Neuromotor organization of Speech Production
- Reading and Writing: Neurobiological basis of Dyslexia
- Neural Organization of Sign Language

#### **Unit 3:**

- Aphasia and other language disorders: Classification
- Clinical Aphasiology

- Dyslexia and its classification
- Cognitive-linguistic deficits due to Neurodegeneration
- Experimental evidence for brain organization

#### **Unit 4:**

- Methods in Neurocognitive Linguistics
- Brain Imaging Methods:
  - EEG,
  - fMRI,
  - TMS,
  - Ftcd,
  - Eye tracking

#### **Essential Reading:**

C. L. Ingram (2014) *Neurolinguistics : An Introduction To Spoken Language Processing And Its Disorders*, CAMBRIDGE UNIVERSITY PRESS

\*Ward, J. (2006,2010) *The student's guide to cognitive neuroscience*. New York: Psychology Press, chapters 1-5 (hardcopy available for xeroxing)

\*Kaan, E. (2007). Event-Related Potentials and language processing: A brief overview. *Language and Linguistics Compass*, 1(6), 571-591.

Rizzolatti & Craighero (2004). The mirror-neuron system. *Annual Review of Neuroscience*, 27. 169–192.

Galantucci, Fowler, & Turvey. (2006). The motor theory of speech perception reviewed. *Psychonomic Bulletin & Review*, 13, 361–377

Language Production Ganushchak, L. Y., Christoffels, I. K., & Schiller, N. O. (2011). The use of electroencephalography in language production

Poizner H, Klima ES, Bellugi U.,(1987) *What the hands reveal about the brain*, Cambridge, MA, MIT Press

## **Core 34: CLINICAL LINGUISTICS II**

**6.5LIN02**

**Semester- I(PG)**

**Credits: 4**

The contact hours for the course shall not exceed 60. For the practical/clinical aspect, students will undertake supervised visits to speech pathology department/organizations with clinical patients.

**Objectives of the Course:**

**This course will enable the students to-**

- Learn about the discipline of clinical linguistics and its overall approach to human language.
- Describe and classify various communication disorders i.e speech, language and neurodegenerative disorders in adults.
- Learn about various Diagnostic tests and Assessment Tools
- Observe patients in clinical settings

**Learning Outcome:**

After completion of the course, students will be able to

- Demonstrate understanding of concepts, theories, diagnostic and assessment methods in the field of speech and language disorders.
- Differentiate between typical and atypical language as a result of neuro degenerative disorders
- Describe linguistic characteristics of various language disorders
- Diagnose, assess and provide a linguistic treatment plan for rehabilitation and management of specific disorders

**Unit 1 . Fluency Disorders**

- Definition, dimension and characteristics of fluent speech
- Physiological, linguistic and prosodic basis of fluency and its disorders
- Articulatory and Laryngeal dynamics in fluency disorders
- Neurological processing in fluency disorders

- Stuttering: Description, Assessment and Treatment
- Cluttering: Description, Assessment and Treatment

## **Unit 2. Voice Disorders**

- Aspects of Voice: Pitch, Loudness, Quality
- Classification of Voice Disorders
- Assessment and Intervention

## **Unit 3. Adult Language Impairments**

- Language and the Brain
- Aphasia
  - Types of Aphasia
  - Causes of Aphasia
  - Assessment for Aphasia: Aphasia Test Batteries
  - Intervention
  - Aphasia in special populations: Children, Deaf persons
- Right Hemisphere Brain Damage

## **Unit 4. Cognitive Neurodegenerative Impairments**

- Neurobiology of Ageing and its effect on Speech and Language
- Alzheimer's Disease
- Dementia
- Description
- Diagnosis and Assessment
- Intervention

## **Essential Readings**

Prelock, P. A., & Hutchins, T. L. (2018). Clinical Guide to Assessment and Treatment of Communication Disorders.

## **Suggested Readings**

ABC's of Communication Disorders, AIISH, Mysore

American Speech-Language-Hearing Association (n.d.). Fluency Disorders in Childhood (Practice Portal).

Ardilo, A. (2014) Aphasia Handbook

<https://www.asha.org/publications/>

Duchan, J. F. (2011). A History of Speech-Language Pathology.

The Handbook of Clinical Linguistics (2018) Editor(s):Martin J. Ball, Dr. Michael R. Perkins, Dr. Nicole Müller, Sara Howard

**Core 38: TRANSLATION AND LANGUAGE TECHNOLOGY**  
**6.5LIN03**

**Semester- II (PG)**

**Credits: 4 (3 Theory, 1 Practicum)**

**Course Objectives:**

The objective of the course is to enable the students to

- understand the relevance of machine translating systems with translation studies, highlighting the contemporary issues in Translation studies.
- correlate the engineering of translation technology with translation as a theory.

**Learning outcome:**

Following the completion of the courses, students will be able to

- choose a carrier in Translation Studies if they are interested in this discipline.
- identify and adopt a variety of translation studies like machine translation, human-aided machine translation, machine-aided human translation, and human translation.

**Course Outline**

**Unit 1. Translation: Definition and Scope**

- Definition of Translation
- Scope and Relevance of Translation Studies
- Translation as an Instrument of Linguistic, Cultural and Literary Criticism
- Translation as an Industry and Academic and professional groups in translation

**Unit 2. Theories and Meaning Component of Translation**

- Theories of natural equivalence and directional equivalence
- The skopos and Polysystem Theory
- Deconstruction and Postcolonial Translation
- Nature and Types of Meaning
- Role of Translator in the Transference of Meaning

**Unit 3. Tool, Technique and Issues of Translation**

- **Tools of Translation:** Communicative and Semantic Translation; Translation and Transliteration; Full and Partial Translation; Total and Restricted; Rank-Bound and Unbounded Translation

- **Issues of Translation:** The Dynamic Dimension of Communication; Principles of Correspondence; Loss and Gain; Problems of Equivalence, Untranslatability; the Linguistic, Stylistic and Cultural Factors; Meaning Variation.

#### **Unit 4. Translation and Language Technology Interface**

- Machine Translation and Types (Machine translation; Human-aided machine translation; Machine-aided human translation; etc.)
- Linguistic theories in machine translation systems
- Major historical development in MT
- Hybrid and interactive machine translation systems
- Reasons for using machine translation systems

#### **Unit 5. Recent Developments and Future Directions**

- Translation systems with speech technology
- Translation systems for minority languages
- Translation on the web
- The localization industry

#### **Essential Reading**

Nida, Eugene, A. and Charles R. Taber (1974) *The Theory and Practice of Translation*. Leiden: E.J. Brill.

Venuti, Lawrence (2013) *Translation Changes Everything: Theory and Practice* (2013) Abingdon, Oxon, U.K.: Routledge.

#### **Suggested Reading**

Baker, Mona, ed. (2009). *Translation Studies*. Vol. I, II, III. Routledge.

Baker, Mona (2019) *Translation and Conflict: A narrative account* (2nd ed.). Routledge.

Baker, Mona (2018) *In Other Words: A Coursebook on Translation* (3rd ed.). Routledge.

Bowker, L. (2002). *Computer-aided translation technology: A practical introduction*. University of Ottawa Press.

Bowker, L., & Pastor, G. C. (2015). Translation technology. In *The Oxford Handbook of Computational Linguistics 2nd edition*.

Gentzler, Edwin. 2001. *Contemporary translation theories* (2nd edition). Clevedon: Multilingual Matters.

- Hutchins W. J. (1986) *Machine Translation: Past, Present, Future*. Ellis Horwood, John Wiley & Sons, Chichester, England.
- Hu, K. (2016). *Introducing corpus-based translation studies*. Berlin: Springer.
- Sin-Wai, C. (2015). *The Routledge encyclopedia of translation technology*. Abingdon: Routledge.
- Kelly, L.G. (1979). *The True Interpreter: a History of Translation Theory and Practice in the West*. New York: St. Martin's Press.
- Kenny, Dorothy (2001) *Lexis and Creativity in Translation: A Corpus-based Study*, Manchester: St. Jerome Publishing.
- Quah, C. K. (2006). *Translation and technology*. 978-1-4039-1831-4. Palgrave Macmillan.
- Toury, Gideon (1995). *Descriptive Translation Studies and Beyond*. Amsterdam and Philadelphia: Benjamin.

**Annexure I: List of Major/ Elective Courses**

<b>S.N.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Semeter</b>	<b>Type of Course</b>	<b>Credits</b>
<b>1.</b>	<b>6.5LIN21</b>	Advanced Field Linguistics and Language Documentation	PG-I	Major (DE)	4
<b>2.</b>	<b>6.5LIN22</b>	Application of Computational Linguistics	PG-I	Major (DE)	4
<b>3.</b>	<b>LIN524</b>	Tools, Techniques and Terminology in Lexicography	PG-II	Major (DE)	4

## **Core 35: ADVANCED FIELD LINGUISTICS AND LANGUAGE DOCUMENTATION**

### **6.5LIN21**

#### **Semester-I (PG)**

**Credits: 04**

#### **Course Objectives**

The objective of the course is to enable the students to–

- build a solid foundation in the major issues surrounding the fields of language documentation and language description
- relate the concepts of studying language and languages, documentation and the relationship between the two, and their relevance for linguistics and other disciplines
- explain important issues involved in documenting and describing languages, notably endangered languages

#### **Learning Outcomes**

By the end of the course students will be able to-

- demonstrate advanced understanding of field linguistic methodologies and documentation principles in conducting a comprehensive fieldwork plan for data collection and analysis
- analyze primary linguistic data to produce descriptive accounts of phonology, morphology, and syntax
- use digital tools for transcription, annotation, and archiving of linguistic data
- apply ethical and collaborative approaches to fieldwork and language documentation, respecting community goals and integrate documentation outcomes into materials for language preservation or revitalization project

#### **Course Outline**

##### **Unit1: Advanced Field Linguistics**

- What is Advanced Field Linguistics and What does it involve?
- Areal Linguistics, Comparative Linguistics, and Typology
- Fieldwork preparation
- Methodology, participatory character, selection of language and area, informants and consultants
- Bilingual and monolingual fieldwork

- Preparing questionnaire, equipment handling, budgeting

### **Unit 2: Data Collection and Analysis**

- Elicitation and various methods, interview techniques with informants
- Transcription of data, collection of word-list for making dictionary, narratives, folk songs, and others,
- glossing the data using Leipzig glossing rules
- Collaboration, ethics and interdisciplinarity

### **Unit 3: Introduction to Language Documentation and Description**

- Difference between language documentation and language description
- Components and skills required for documentation and description
- Language documentation projects
- Current and future concerns
- Features of documentary linguistics

### **Unit 4: Language Description**

- Demographic and ethnographic information
- The name of the language, ethnology, demography, Genetic affiliation
- Data analysis, morphology and syntax, semantics and social aspects
- The sociolinguistic situation, traditional morphological typology and processes

### **Unit 5: Evaluating Documentation**

- The role of the linguist
- Documentation and language policy, planning and revitalisation

### **Textbooks**

Crowley, T. (2007). *Field linguistics: A beginner's guide*. OUP Oxford.

Gippert, J., Himmelmann, N., & Mosel, U. (Eds.). (2006). *Essentials of Language documentation*. Berlin: Mouton de Gruyter. pp 67-86.

Samarin, W. J. (1967). *Field linguistics: A guide to linguistic field work*. Holt, Rinehart and Winston.

### **Essential Readings**

- Abbi, A. (2001). *A Manual of Linguistic Field Work and Indian Language Structures*.  
Lincom Europa. Munich: Lincom Europa.
- Austin, P. K., & Sallabank, J. (Eds.). (2011). *The Cambridge handbook of endangered languages*. Cambridge University Press.
- Chelliah, S. L., & Willem, J. (2010). *Handbook of descriptive linguistic fieldwork*. London, New York. Springer Science & Business Media.
- Grenoble, L. A., & Whaley, L. J. (Eds.). (1998). *Endangered languages: Language loss and community response*. Cambridge University Press.
- Harrison, K. D. (2008). *When languages die: The extinction of the world's languages and the erosion of human knowledge*. Oxford University Press.

## **Core 36: APPLICATION OF COMPUTATIONAL LINGUISTICS**

### **6.5LIN22**

#### **Semester-I (PG)**

**Credits: 4**

#### **Course Objectives:**

The objective of this course is to make the students understand the following:

- Some essential concepts of linguistic structure are adopted to build computational models that process and translate one natural language to another.

#### **Learning Outcomes:**

By the end of this course the student will be able to:

- create tools that implement linguistic analysis
- Assess knowledge of various goals and methods of computational linguistics involving the formulation of grammatical frameworks enabling the analysis at various linguistic levels.

#### **Course Outlines**

##### **Unit1: Introduction**

- A history of NLP focusing on Grammatico-logical Phase and Lexical & Corpus Phase. (Jones 1994). Difference between computational linguistics and Natural language processing.
- Various applications in NLP: i. speech recognition software; ii. natural language interfaces to software; iii. Document retrieval and information extraction for written text.

##### **Unit 2: Digital corpora in computational studies:**

- Corpora as a basis of linguistics studies. Chomsky & criticism of early corpus linguistics. Modern corpus studies, corpus building.
- Characteristics of corpora, collection and application.
- Raw corpus: frequency and analysis. Annotated corpus: different stages and application.
- Different types of ambiguity and its resolution

##### **Unit 3: Structure of machine translation systems**

- The earliest applications of computational Linguistics. Early models and latest developments.
- History and the Socio political relevance of MT.

- Difference between MT, MAT and HT. The architectural issues. The feasibility and the relevance. The analytical pyramid in MT.
- Lexical, morphological, syntactic, and semantic components as transfer components where the data feeds into the next component until an abstract representation of a sentence is produced.
- Applications and methods adopted at various levels of language (lexical, morphological, syntactic, and semantic levels) in machine translation: Words: finite automata, finite transducers, weighted transducers, N-grams, and Hidden Markov Models. Syntax: part-of-speech tagger, transformation-based learning, CYK and earley algorithms for parsing, unification and typed feature structures, lexicalized and probabilistic parsing and analytical tools like Chomsky hierarchy and pumping lemma. Semantics: First order predicate calculus. Pragmatics: Covers reference resolution and discourse structure and coherence, spoken dialog phenomena like dialog and speech act modelling, dialog structure and coherence, and dialog managers. (Jurafsky and Martin :1999))

#### **Unit 4: Natural Language Processing: A Paninian Perspective**

- Brief history and Goals of Paninian Grammar.
- Comparison of Paninian framework with some western computational Grammars such as lexical functional Grammar, Tree Adjoining grammar and Government and Binding.
- Words and their analysis through morphological analysis
- Karaka theory as a semantic model in Paninian Grammar
- Anusaraka or Language Accessor

#### **Unit 5: Modelling:**

- Students are expected to practice LINUX commands, VI editing commands,
- Regular Expressions and programming, and work out certain models of Generators, Analyzers and taggers.
- Write short Algorithms for linguistics models of computational application. Use corpus for testing of models.
- Students need to submit a short write up for internal assignment and appear for a written test in the classroom and practice of programming. Essential Reading

#### **Essential Readings**

Chaitanya, V., Sangal, R., & Bharati, A. (1996). Natural language processing: a Paninian perspective. Prentice-Hall of India.

Jurafsky, D. (1999). J. Martin,“. Speech and Language Processing—An Introduction to Speech Recognition, Natural Language Processing, and Computational Linguistics.

## Suggested Readings

Mitkov, R. (Ed.). (2004). *The Oxford handbook of computational linguistics*. Oxford University Press.

Jones, K. S. (1994). Natural language processing: a historical review. In *Current issues in computational linguistics: in honour of Don Walker* (pp. 3-16). Springer, Dordrecht.

Clark, A., Fox, C., & Lappin, S. (ed.). 2013. *The Handbook of Computational Linguistics and Natural Language Processing*. UK: John Wiley & Sons.

Douglas Arnold, Lorna Balkan, Seity Meijer, R. Lee Humphreys & Loisa Sadler. 1994. *Machine Translation: An Introductory Guide*. New York: Blackwell Ltd.

Grishman, R. 1986. *Computational Linguistics: An Introduction*. Cambridge: Cambridge University Press.

Hutchins, W. J., & Somers, H. L. 1992. *An Introduction to Machine Translation*. Vol. 362. London: Academic Press.

Jurafsky, D. and J. Martin. 2002. *Speech and Language Processing*. Jurafsky, D., & Martin, J. H. (2014). *Speech and Language Processing*. London: Pearson.

Kennedy, G. 2014. *An Introduction to Corpus Linguistics*. London and New York: Longman.

Lyons, J. 1970. *Chomsky*. UK: HarperCollins. McEnery, A. M., & Wilson, A. 2001. *Corpus Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.

Roark, Brian and Richard Sproat. 2007. *Computational Approaches to Morphology and Syntax*. USA: Oxford University Press.

Ruslan, Mitkov (ed.).2002. *The Oxford Handbook of Computational Linguistics*. Oxford: OUP.

Uma Maheshwar Rao, G. and Amba Kulkarni. 2007. *National Language and Computing*. PGDCAIL, vol.411. Hyderabad: CDE, University of Hyderabad.

Uma Maheshwar Rao, G., & Parameswari, K. 2010. "On the Description of Morphological Data for Morphological Analysers and Generators". In Mona Parekh (ed.), *Morphological Analysers and Generators*, 7381. Mysore: LDCIL, Central Institute of Indian languages.

## **Core 39: TOOLS, TECHNIQUES AND TERMINOLOGY IN LEXICOGRAPHY**

**6.5LIN23**

**Semester-II (PG)**

**Credit: 4**

### **Course Objectives**

The objective of the course is to enable the students to . . . .

- Adopt the basic principles and practice of dictionary making.
- Understand the technological advancements in the field of lexicography.

### **Learning Outcomes:**

Following the completion of the courses, students will be able to .

- Construct various types of dictionaries.
- Implement the lexical knowledge, their word senses and also disambiguate

### **Course Outline:**

#### **Unit1: Lexicography**

- Approaches to Dictionary Typology and Dictionary use
- Macrostructure and Microstructure
- Alternative dictionary formats and alternative entry formats

#### **Unit 2: Lexical Representation**

- Phonological, morphological and grammatical structure
- Lexical Semantics and Pragmatics: synonymy, polysemy, hyponymy, meronymy, troponymy
- Gradation another Semantic Relations, collocation, approach to semantic and pragmatic knowledge representation

#### **Unit 3: Dictionary-types**

- Monolingual vs Multilingual Dictionary.
- Registeral, regional and other kinds of variation
- Interlingual Dictionary, Structure And Equivalences, Problem of Inter Translatability

#### **Unit 4: General and Special Purpose Dictionaries**

- Pedagogical and Other Special Purpose Dictionaries,
- etymological and encyclopaedic dictionaries, electronic dictionary
- lexicography and Natural Language Processing
- Word-net

### **Readings**

Atkins, B.T.S. & Zampolli, A. (1994). *Computational Approaches to the Lexicon*, Oxford University Press.

Hartmann, R. R. K. (1983). *Dictionaries: The Art and Craft of Lexicography*. Cambridge: Cambridge University Press.

Zgusta, L. (2010). *Manual of lexicography* (Vol. 39). Walter de Gruyter.

Jackson, H. (2013). *Lexicography: an introduction*. Routledge.

Hartmann, R. R. (2016). *Teaching and researching lexicography*. Routledge.

**Annexure II: List of Minor/ Elective Courses**

<b>S.N.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Type of Course</b>	<b>Credits</b>
<b>1.</b>	<b>6.0LIN41</b>	Linguistic Typology: South Asia as a Linguistic Area	VII	Minor/Elective	4
<b>2.</b>	<b>6.0LIN42</b>	Forensic Linguistics	VII	Minor/Elective	4
<b>3.</b>	<b>6.0LIN43</b>	Language and Thought	VIII	Minor/Elective	4
<b>4.</b>	<b>6.0LIN44</b>	Sign Language Linguistics	VIII	Minor/Elective	4
<b>5.</b>	<b>6.5LIN41</b>	Indian Grammatical Tradition: Panini Linguistics	PG-I	Minor/Elective	4

## **CORE 26 LINGUISTIC TYPOLOGY: SOUTH ASIA AS A LINGUISTIC AREA**

**6.0LIN41**

**Semester-VII**

**[Minor/Elective Course]**

**Credit: 4**

### **Course Objectives**

The objective of the course is to enable the students to

- develop an in-depth analysis by comparing two or more languages
- perform studies at various levels such as phonological, morphological, grammatical, syntactic etc.
- determine recurring patterns across languages and provide reasons for such occurrence.

### **Learning Outcomes**

By the end of the course students will be able to –

- explain the concept and scope of linguistic typology and identify major linguistic features used in typological classification
- describe the concept of a linguistic area (Sprachbund) and its criteria and the role of language contact and convergence in shaping linguistic structures
- analyze South Asia as a linguistic area with examples of shared typological features

### **Course Outline**

#### **Unit 1: Introduction**

- Languages of South Asia
- Linguistic theory, language universals and language typology
- Inductive and deductive approaches to language analysis
- Relevance of linguistic theory: some illustrations
- Morphological Typology

#### **Unit 2: South Asian languages**

- Typology of South Asian Languages
- Typological characteristics of South Asian Languages
- Evidence in support of South Asia as a Linguistic Area

- Parametric variations and South Asian Languages
- Effects of Language Contact
- Linguistic traits of the Language Families of South Asia

### **Unit 3: Phonological and Morphological Typology of South Asian Languages**

- Retroflexion and Aspiration
- Length Contrast in Vowels and Consonants
- Typological issues in South Asian Languages
- Theoretical issues regarding South Asian Morphology
- Morphosyntactic issues

### **Unit 4: Syntax of South Asian Languages**

- Causative and Complex Verbs Typology
- Typology of Relatives-Correlatives Clause
- Typology of Non-nominative subjects (Ergative, dative and genitive subjects, etc.)

### **Textbooks**

Comrie, B. (1989). *Language Universals and linguistic typology: Syntax and morphology*. University of Chicago press.

Subbārāo, K. V. (2012). *South Asian languages: A syntactic typology*. Cambridge University Press.

### **Essential Reading**

Amritavalli, R., & Jayaseelan, K. A. (2005). Finiteness and negation in Dravidian. *The Oxford handbook of comparative syntax*, 178-220.

Andersen, P. K. (1983). *Word order typology and comparative constructions (Vol. 25)*. John Benjamins Publishing.

Emeneau, M.B. (1980). *Language and Linguistic area*. Stanford University Press.

Hans Henrich Hoch, Elena Bashir. 2016. *The Language and Linguistics of South Asia, A Comprehensive Guide*, De Gruyter Mouton

Lust, B. C., Wali, K., Gair, J. W., & Subbarao, K. V. (Eds.). (2011). *Lexical Anaphors and Pronouns in Selected South Asian Languages: A Principled Typology (Vol. 22)*. Walter de

Gruyter.

Song, J. J. (2014). Linguistic typology: Morphology and syntax. Routledge.

Whaley, L. J. (1996). Introduction to typology: The unity and diversity of language. SAGE Publications.

[https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/S000022LS/P001756/M026001/ET/1535355024Lings-P7-M28.pdf&ved=2ahUKEwj-krWi9eiFAxVLumMGHXIZD14QFnoECB4QAQ&usg=AOvVaw37nZqp0yH1z4-NN6dER33r](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000022LS/P001756/M026001/ET/1535355024Lings-P7-M28.pdf&ved=2ahUKEwj-krWi9eiFAxVLumMGHXIZD14QFnoECB4QAQ&usg=AOvVaw37nZqp0yH1z4-NN6dER33r)  
Inflibnet Centre

## **FORENSIC LINGUISTICS**

**6.0LIN42**

**Semester-VII**

**[Minor/Elective Course]**

**Credits: 4**

### **Course Objectives:**

The course is based on the application of Linguistic knowledge in investigation. This course will sharpen awareness of the significance of linguistic choices and structures, and improve the abilities of students in detailed language description.

### **Learning Outcomes**

After completion of this course students will be able to

- Understand the relationship between language and law that will improve their understanding of the interaction between legal context and texts.
- Analyse and interpret the intended meaning of the text applying their Linguistics knowledge.
- Do sociolinguistic profiling of authors of Known or Known authors of Q-Text.

### **Course Outline:**

#### **Unit: 1. Forensic Linguistics: An Introduction**

- Definition of Forensic Linguistics
- History and Background,
- Areas of Forensic Linguistics
- Prerequisite for forensic Linguistics
- Place of forensic linguistics in the applied linguistics – area of research in
- Forensic linguistics.

#### **Unit: 2. Analysis of Text**

- Text ( Q-text )

- Different types of Legal Text
- Language of the Law : Features & Criticism
- Negative Language in different letters

### **Unit: 3. Forensic Phonetics**

- Voice identification – Author identification – Dialect Identification –
- linguistics proficiency – Speaker Identification – Transcription.
- Anatomy of spectrograms
- Speech signal enhancement
- Voice comparison

### **Unit: 4. Forensic Linguistics and Psycholinguistics**

- The relationship found between Forensic Linguistics and Psycholinguistics
- Human cognitive system on language processing
- Use of psychological factors on forensic linguistics.

### **Readings/Textbooks**

Colthard, M. : (2007) *An Introduction to Forensic Language in Evidence*, Johnson. A Routledge : USA.

Coulthard, R. M : (2000) *Discourse and Social life*, Sarangi. S Longman : London.

Gibbons. J : (2004) *Language and the Law*, Longman : London.

John Olsson : (2004) *An Introduction to language, Crime and the law*, Continuum, USA.

Mcmenamain G. R. : (2002) *Forensic Linguistics : Advances in Forensic Stylistics*, CRC Press : USA.

Biber, D. (1988). *Variation across Speech and Writing*, Cambridge : CUP.

Brown, G., Yule, G. (1983). *Discourse Analysis*. Cambridge : Cambridge University Press.

Coulthard, Malcolm and Alison Johnson. (2001). *An introduction to forensic linguistics : Language in evidence*.

Gee, James Paul. (1999). *Introduction to Discourse Analysis*. New York : Routledge.

Gibbons, John. (ed.). (1994). *Language and the Law*. Londresy Nueva York : Longman

Olsson, John. (2004). *Forensic Linguistics : An introduction to Language, Crime and*

the Law. London: Continuum.

Shuy, Roger W. (2006). *Linguistics in the courtroom : A practical guide*. Oxford, UK : Oxford University Press.

## **LANGUAGE AND THOUGHT**

**6.0LIN43**

**Semester – VIII**

**[Minor/Elective Course]**

**Credit: 04**

### **Course Objectives:**

This course aims to

- explore the interrelationship between linguistics, critical thinking, reading, and writing, demonstrating how the study of language use enhances students' analytical and critical abilities.
- examine the structural, functional, and social dimensions of language, enabling students to analyze, evaluate, and think critically about linguistic phenomena and communication.
- equip students with the linguistic knowledge and analytical tools necessary to strengthen their critical reading and academic writing skills

### **Learning Outcomes**

By the end of this course students will be able to

- understand certain key applied linguistics concepts, theories and methodologies, allowing them to analyze and interpret linguistic data critically.
- develop and refine critical thinking skills, including the ability to analyze and evaluate arguments, identify logical fallacies and apply reasoning strategies in language-related contexts.
- apply linguistic theories and analytical tools to interpret linguistic data, by examining language structures, patterns and functions; how languages shape and reflect social, cultural and cognitive processes

- improve their communication skills, specifically writing skills by learning how to articulate their thoughts and arguments clearly and coherently in linguistic discussions and written assignments.
- develop an understanding of the ethical considerations associated with language use and communication, enabling them to critically evaluate language choices and their potential consequences.
- produce clear, coherent, and well-argued written and oral communication that reflects critical engagement with linguistic issues, while demonstrating cultural sensitivity and appreciation for linguistic diversity in global and local contexts.

## **Course Outline:**

### **Unit 1: Introduction to Cognitive Linguistics**

- Review of B F Skinner's Verbal behavior
- Study of Pinker's Language Instinct
- Introducing Chomsky's Generative Cognitive Linguistics
- Relation between language and thought - Sapir Whorf Hypothesis

### **Unit 2: Introduction to Sociolinguistics**

- Gender and Language
- Class and Language
- Ethnicity and Language

### **Unit 3: Introduction to Semantics and Pragmatics**

- Introduction to Logic – Valid Inferences
- Gricean Conversational Maxims
- Presuppositions and Implications
- Speech Acts

### **Unit 4: Discourse Analysis**

- Analyzing Written Discourse
- Spoken Discourse
- Analysis of Discourse in Other Media
- Second language discourse
- 

### **Unit 5: Critical Writing**

- Academic Writing in different genres

- Critical Reading
- Critical Writing – Language
- Critical Writing – Discourse
- Critical Writing - Genres

Assessments: Weekly assignments on the linguistic features discussed in the weekly readings assigned. Two CIAs, one of which would be a project where students will analyze a written work critically and write up a report. One end term examination at the end of the course

### References:

Bailey, S. (2015). *The essentials of academic writing for international students*. Routledge.

Biber, D. (1992), 'On the complexity of discourse complexity: A multidimensional analysis', *Discourse Processes*, 15: 133–163.

Eckert, P., & McConnell-Ginet, S. (2013). *Language and gender*. Cambridge University Press.

Hunt, E., & Agnoli, F. (1991). The Whorfian hypothesis: A cognitive psychology perspective. *Psychological review*, 98(3), 377.

Jones, R. H. (2012). *Discourse analysis. London and New York: Routledge*.

Kennedy, X. J., Kennedy, D. M., Aaron, J. E., & Repetto, E. K. (1988). *The Bedford reader* (p. 752). St. Martin's Press.

Kroeger, P. R. (2023). *Analyzing meaning: An introduction to semantics and pragmatics*. Language Science Press.

Markee, N. (2000), *Conversation Analysis*. Mahwah, NJ: Lawrence Erlbaum.

McGowan, M., Tam, S., and Hall, M. 2009. 'On indirect speech and linguistic communication: a response to Bertollet,' *Philosophy* vol. 84, pp. 495–513.

Pinker, S. (2003). *The language instinct: How the mind creates language*. Penguin UK.

Simpson, A. (2019). *Language and society: An introduction*. Oxford University Press.

## **6.0LIN44 SIGN LANGUAGE LINGUISTICS**

### **Semester VIII**

**[Minor/Elective Course]**

**Credits: 4**

#### **Objectives of the Course:**

This course gives an overview of sign language and how it is similar and different from spoken languages. It provides introduction to the linguistic structure of sign languages, the sociolinguistic variation in sign language, aspects of the Deaf community, the neural representation of sign language and its psycholinguistic aspects. Students will be exposed to data from Indian Sign Language, British Sign Language, American Sign Language and other Sign Languages.

#### **This course will enable the students to-**

- Learn about the linguistic structure of Sign Languages.
- Compare and contrast SL with spoken language structure.

#### **Learning Outcomes:**

After completion of the course, students would be able to-

- Make meaningful comparisons between signed and spoken language structure
- Analyze Sign Language structures at the level of signs, sentences, meaning and discourse
- Critically read and review articles in the field of sign language linguistics
- Describe the neurological basis of sign languages
- Learn basic signs in Indian Sign Language

#### **Unit 1. Introduction to Sign Language and Linguistics**

- Overview of Sign Languages
- Hockett's Design Features in the context of Sign Languages
- Myths and Misconceptions about Sign Languages
- Emergence & Development of Sign Languages
- Sign and Gesture
- Iconicity
- Basic Signs in Indian Sign Language

#### **Unit 2. Sign Language Phonology: Building Blocks of Signs**

- Internal Structure of Signs

- Minimal Pairs
- Sign Types
- Features, segments and syllables
- Phonological processes

### **Unit 3. SL Morphosyntax: Sign Formation and Sentence Formation**

- Morphology of Signs
- Sequentiality (linear) and Simultaneity (nonlinear) morphology
- Sign formation processes
- Word Classes in SL
- Sentences and their constituents
- Sentence Types

### **Unit 4. Semantics and Meaning**

- Types of Meaning
- Sign, Sentence and utterance meaning
- Iconicity and metaphor
- Discourse: register and style
- Prosodic system and Intonation of Sign Language

### **Unit 5. Sign Language in the Brain**

- Acquisition of SL
- Neural correlates of SL
- Sign Language Aphasia: Lesion studies

### **Essential Readings**

Johnston, T., & Schembri, A. (2007). *Australian Sign Language (Auslan): An introduction to sign language linguistics*. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511607479

Sharma, S (2022) Sign Language In The Brain: Neurolinguistics Of Sign Language, in *Linguistics and Neurolinguistic aspects of Indian Sign Language*, Rehabilitation Council of India (RCI).

Sharma, S (2022) Acquisition of Sign Languages and Critical Period, in *Linguistics and Neurolinguistic Aspects of Indian Sign Language*, Rehabilitation Council of India (RCI).

### **Suggested Readings**

Brentari, Diane. (2011) Handshape in sign language phonology. In: van Oostendorp Marc, Ewen Colin J., Hume Elizabeth V., Rice Keren., editors. *The Blackwell companion to phonology*. Wiley-Blackwell; Hoboken, NJ: 2011a. pp. 195–222.

Crasborn, Onno (2011) The other hand in sign language phonology. In: van Oostendorp Marc, Ewen Colin J., Hume Elizabeth V., Rice Keren., editors. *The Blackwell companion to phonology*. Wiley-Blackwell; pp. 223–240.

Emmorey, Karen (2002). *Language, cognition, and the brain: Insights from sign language research*. Lawrence Erlbaum; Mahwah, NJ

Gertz, Genie and Patrick Boudreault. (2016) (eds). *The Sage deaf studies encyclopedia*. Los Angeles, USA: Sage Publications.

Goldin-Meadow, Susan & Brentari, D (2017). Gesture, sign, and language: The coming of age of sign language and gesture studies. *The behavioral and brain sciences* 40, e46.  
doi:10.1017/S0140525X15001247

Klima Edward S., Bellugi Ursula (1979). *The signs of language*. Harvard University Press; Cambridge, MA: 1979.

Kyle, J & Woll, B (1985). *Sign language: The study of Deaf people and their language*. Cambridge University Press; Cambridge: 1985.

Pfau, R, Steinbach, M & Woll, B. 2012. *Sign language: An international handbook*. Boston: Walter de Gruyter. doi:10.1515/9783110261325.

MacSweeney, M et al. (2002). Neural Correlates of British Sign Language Comprehension: Spatial Processing Demands of Topographic Language, *Journal of Cognitive Neuroscience* 14(7): 1064-1075

Sandler, W & Lillo-Martin, D. (2006). *Sign language and linguistic universals*. Cambridge, UK: Cambridge University Press. doi:10.1017/CBO9781139163910.

Sharma, S (2015) *Sign Language Two-Handed Fingerspelling* in Patrick Boudreault and Genie Gertz (ed) *The SAGE Deaf Studies Encyclopedia*. Sage Publications Inc USA.

Sharma, S. D. (2014). *Handedness and Cerebral Lateralisation: Looking at Signing, Fingerspelling and Gesture Skills in Deaf Signers and Signers with Stroke in British Sign Language (BSL)* (Ph.D Dissertation). Deafness Cognition and Language, University College London (UCL), London, UK.

Sutton-Spence, Rachel, and Bencie Woll. (1998). *The Linguistics of British Sign Language: An Introduction*. Cambridge, UK: Cambridge University Press.

Woll, B. and Sharma, S. (2008). Sign language and English: How the brain processes languages in different modalities. in Kellett Bidoli, C., Ochse, E. (ed.) *English in International Deaf Communication*. Bern: Peter Lang, 35-56

## INDIAN GRAMMATICAL TRADITION: PANINI LINGUISTICS

### 6.5LIN41

#### Semester-I (PG)

[Minor/Elective Course]

**Credits: 4**

#### Objectives of the Course

The objective of the course is to

- Develop an understanding and appreciation about the rich tradition of Indian Grammar and Linguistics
- Introduce the structure of Panini's Ashtādhyāyī

#### Learning outcome

Following the completion of the courses, students will be able to:

- Discuss the beginning of linguistics from both Indian and Western perspective
- Describe the structure of various chapters of Panini's grammar
- Recognize the aspects of Paninian grammar in modern Indian languages

#### Unit 1. Introduction to Indian Grammatical Tradition

- Linguistics in India
- Concept of Language in the Indian Tradition
- Linguistic Studies in the Vedic Age: the pada-text, the Pratishakhyas, Yask's Nirukta, the Nighantus,
- Pre-paninian grammarians; the Aindra School of grammarians. Indian grammatical tradition: Panini, Patanjali, Bhartrhari and Nagesh Bhatt, Kaumudi tradition.
- Western encounter with Sanskrit and its impact: William Jones, Franz Bopp, Friedrich Schlegel.

#### Unit 2. The Ashtādhyāyī: Structure and Arrangement

- PratyāhārSūtras, SūtraPātha, Gaṇapāṭha and Dhātupāṭha
- The different ādhyāys

#### Unit 3. Types of Rules

- Samjnasutram,
- Paribhasha, vidhi, niyam, atidesa, adhikar

#### **Unit 4. Morphophonemics: Sanskrit Sandhi**

- Types of Sandhi

#### **Unit 5. Morphology**

- Inflectional and Declensional Suffixes
- Verb classes
- Word formation: *Pratyāy*, *Samāsa* (Compounds)

#### **Essential Reading:**

Kapoor, Kapil. (2005). Dimensions of Panini Grammar: The Indian Grammatical System. D.K. Print World Ltd.

Robins, R. 1967. A Short History of Linguistics. Bloomington: The Indiana University Press.

Sharma, R. C. (ed.). 1995. Indian Theory of Knowledge and Language. Bahri Publication, Delhi.

Sharma R. N. (2001) *The Astadhyayi of Panini*. (English Translation of Astadhyayi) Munshiram Manoharlal.

#### **Suggested Readings:**

Bynon, T. (1977). Historical Linguistics. Cambridge, Cambridge University Press.

Lehmann, W. P. (1973). Historical Linguistics: An introduction. New York: Holt (2nd Edition).

Kiparsky, P (2004) Panini as a variationist, CASS, University of Pune and MIT Cambridge, USA, 1978.

Koerner, E. F. K. (2004). Essays in the History of Linguistics. Berlin: John Benjamins

Joshi, S D and Roodbergen, J. (2003) The Ashtadhyayi of Panini, Vols .1-10, Translation with notes, Sahitya Academy, New Delhi.

#### **E-resources**

Introduction to Pāṇinian grammar. Accessed from <https://www.youtube.com/watch?v=frOb2l2Wnk0&list=PLOzRYVm0a65c1XUgLNvX-H5sWc7ixALN4>

Sandhi in Paninian grammar. Accessed from [https://onlinecourses.nptel.ac.in/noc22\\_hs35/preview](https://onlinecourses.nptel.ac.in/noc22_hs35/preview)

**Annexure III: List of Interdisciplinary Course (3 Credit)**

<b>S.N.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Type of Course</b>	<b>Credits</b>
<b>1.</b>	<b>4.5LIN61</b>	Linguistic Diversity and Speech Community	<b>I</b>	IDC	<b>3</b>
<b>2.</b>	<b>4.5LIN62</b>	India as a Linguistic Area	<b>II</b>	IDC	<b>3</b>
<b>3.</b>	<b>5.0LIN61</b>	Language of Law and Administration	<b>III</b>	IDC	<b>3</b>

## **LINGUISTIC DIVERSITY AND SPEECH COMMUNITY**

(Interdisciplinary Course)

**4.5LIN61**

**Semester-I**

**Credits: 3**

### **Course Objectives**

The objective of the course is to enable the students to–

- analyze notions of linguistic recognition and variability within speech communities
- associate links between language and ethnicity and sensitivity of communicative styles to context
- explain the characteristics of social stratification of language

### **Learning Outcomes**

By the end of the course students will be able to –

- identify and describe different types of speech communities and their linguistic characteristics
- analyze the relationship between language, culture, and society through examples of diverse speech communities
- evaluate the impact of social, political, and cultural factors on language variation and maintenance
- demonstrate awareness of language endangerment and the importance of preserving linguistic diversity

### **Course Outline**

#### **Unit: Understanding Linguistic Diversity and Speech Community**

- Notion of Speech Community
- Indian Linguistic Space: Persisting Multilingualism and diversity
- Linguistic Recognition: Migration Hypotheses and Associated Problems

#### **Unit 2: Language and Regional Variation**

- Accent and Dialect and the changing attitude towards it
- Variety, variable and variation

- Relationship of Standard Dialects to other Varieties

### **Unit 3: Language Situation and Ethnic Identity**

- Language Situation and Promoting or Preserving Distinct Ethnic Identities
- Ethnic Nationalism and Language
- Register or Stylistic Variation: Communicative Styles, Accommodation theory, Linguistic politeness in different cultures and cross-cultural communication

### **Unit 4: Language and Social Class**

- Restricted Codes
- Elaborated Codes
- Social Stratification of Language

### **Essential Readings**

Fasold R. 1984. *The Sociolinguistics of Society*. Oxford: Blackwell

Hudson, R.A. 1980. *Sociolinguistics*, Cambridge, Cambridge University Press.

Robert, B. 2007. *Sociolinguistic Variation: Theories, Methods, and Applications*. Cambridge University Press

### **Suggested Readings**

Annamalai, E. 2001. *Managing Multilingualism in India: Political and Linguistic Manifestations*. New Delhi: Sage

Daswami, C.J. ed. 2001. *Language Education in Multilingual India*. New Delhi, UNESCO.

Douglas, B, Edward. F. 1994. *Sociolinguistic Perspective on Register*. Oxford University Press

García, O. and Li Wei. 2014. *Translanguaging: Language, Bilingualism and Education*. New York: Palgrave Macmillan.

Grierson G.A. *Linguistic Survey of India*. 1927(2005, Reprint). Vol.1,Part 1,Introductory, D.K. Publishers Distributers (P) Ltd.

Hymes, D. 1974. *Foundations in Sociolinguistics*. Philadelphia: University of Pennsylvania Press.

Montgomery, Martin. 1995 (2nd Ed.) *Introduction to Language and Society Studies in Culture and Communication*. Taylor & Francis Routledge

Nettle, Daniel. 1999. *Linguistic Diversity*. Oxford: OUP

Nichols, Johanna. 1992. *Language Diversity in Space and Time*. University of Chicago Press.

Myers-Scotton, Carol. 2006. *Multiple Voices: An Introduction to Bilingualism*. Oxford: Blackwell

Peter. A, Erich Schmidt. J. 2010. *Language and Space, An International Handbook of Linguistic Variation Volume 1: Theories and Methods*. Walter de Gruyter

Ronald, W. 2006. *An Introduction to Sociolinguistics*, Blackwell Publishing

Tope Omoniyi, Goodith White. 2006. *The Sociolinguistics of Identity*. Tope Omoniyi, Goodith White and Contributors.

## **INDIA AS A LINGUISTIC AREA**

**4.5LIN62**

**Semester-II**

**Credit: 03**

### **Course Objectives**

- to acquaint the students with different aspects and components of areal linguistics.

### **Learning Outcomes**

**Following the completion of the course students will be able to:**

- Understand the concept of a linguistic area (Sprachbund) and distinguish between genetic, areal, and typological classifications of languages, with special reference to the Indian context.
- Identify and describe the major language families of India, their geographical distribution, and the typological features that characterize them, including contact-induced linguistic change.
- Analyze and compare salient phonological (e.g., retroflexion, aspiration) and morphological (e.g., reduplication, echo formation) features across Indian languages, illustrating patterns of convergence and diversity.
- Examine syntactic patterns such as word order, case marking, ergativity, and relative-correlative constructions to understand the structural diversity and typological trends among Indian languages.

### **Course Outline**

#### **Unit 1: Introduction**

- Defining Linguistic Area (Sprachbund)
- Inheritance(genetic) Vs Diffusion (Areal) Vs Typological Classification
- Indian Linguistic Scenario: India as a multilingual country
- Brief Survey of Modern Indian Languages

#### **Unit 2: Language families and Typological survey of Indian languages**

- Language families in India
- Typological survey of Indian languages
- Contact Linguistics
- Language Isolates

#### **Unit 3: Analysing Phonological and Morphological Features of Indian Languages**

- Phonological Features: Retroflexion, Aspiration, Length Contrast in Vowels and Consonants, Vowel Harmony, etc.
- Morphological Features: Reduplication, Echo-Formation, Mimetic words, etc.
- Complex Verb Constructions
- Causative verbs and argument structure

#### **Unit 4: Analyzing Syntactic Features of Indian Languages**

- Basic Word Order, Other Word Orders, Wh-in situ
- Non-nominative Subjects: Ergative, dative and genitive subjects
- Ergativity: Nominative vs ergative pattern, split ergativity, etc.
- Relatives-Correlatives clauses

#### **Readings:**

Abbi. A. (1992). *Reduplication in South Asian Languages: An Areal Typology and Historical Study*. New Delhi: Allied publishers Ltd.

Andersen, P. K. (1983). *Word order typology and comparative constructions* (Vol. 25). John Benjamins Publishing.

Bhaskarrao, Perri & K.V. Subbarao. (2004). *Non-nominative Subjects Vols. 1 and 2*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Butt, M. (1995). *The Structure of Complex Predicates in Urdu*. Stanford: CSLI.

Cardona, George & Dhanesh Jain (eds). (2003). *The Indo-Aryan Languages*. Routledge.

Comrie, B. (1989). *Language universals and linguistic typology: Syntax and morphology*. University of Chicago press.

Dayal, Vineeta and Anoop Mahajan. (2005). *Clause-structure in South Asian Languages*. Springer.

Masica, Colin P. (1991). *The Indo-Aryan Languages*. Cambridge University Press.

Masica, Colin P. (2007). *Old and New Perspectives on South Asian Languages: Grammar and Semantics*. New Delhi: Motilal Banarasidass.

Song, J. J. (2014). *Linguistic typology: Morphology and syntax*. Routledge.

Subbārāo, K. V. (2012). *South Asian languages: A syntactic typology*. Cambridge University Press.

Velupillai, V. (2012). *An introduction to linguistic typology*. John Benjamins Publishing.

Verma, Manindra K. (1993). *Complex Predicates in South Asian Languages*. New Delhi: Manohar.

Whaley, L. J. (1996). *Introduction to typology: The unity and diversity of language*. SAGE Publications.

## **LANGUAGE OF LAW AND ADMINISTRATION**

### **5.0LIN61 Semester-III**

**Credits: 3**

#### **Course Objectives**

The objective of the course is to enable the students to

- understand the nature and characteristics of legal and administrative Language
- understand the relevance of Linguistics in the legal system as well as in the administrative system.

#### **Learning Outcomes:**

Following the completion of the courses, students will be able to

- Do work comfortably in administration
- Draft the policy documents

#### **Course Outline:**

##### **Unit 1: Language of the Law: An Introduction**

- Language of the Law (Legalese)
- Legalese: A Branch of Forensic Linguistics
- Role of a Language Expert in Legal System : Comprehension, Interpretation, Reformulation , Simplification , Sensitization

##### **Unit 2: Linguistic Characteristics Namaste**

- Passivization : Process , Favour & Criticism
- Politeness, Formalities
- Making writing Persuasive

##### **Unit 3: Art of Legal Drafting**

- Uses of Legal and Administrative Terminology
- Reporting and Note Writing
- Strategy to sharpen the sentences

#### **Suggested Readings:**

Gibbons, John. "Language and the law." *Annual Review of Applied Linguistics* 19 (1999): 156-173.

Mellinkoff, David. *The language of the law*. Wipf and Stock Publishers, 2004.

Maley, Yon. "The language of the law." In *Language and the Law*, pp. 11-50. Routledge, 2014.

Farmer, D. J. (1995). *The language of public administration: Bureaucracy, modernity, and postmodernity*. University of Alabama Press.

Codó, E. (2008). *Immigration and bureaucratic control: Language practices in public administration*. Mouton de Gruyter.

Greenbaum, S. (1996). *English grammar*. Oxford University

**Annexure IV: List of Skill Enhancement Course (2 Credit)**

<b>S.N.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Type of Course</b>	<b>Credits</b>
<b>1.</b>	<b>4.5LIN71</b>	Stylistics	I	SEC	<b>2</b>
<b>2.</b>	<b>4.5LIN72</b>	Techniques of Translation	II	SEC	<b>2</b>
<b>3.</b>	<b>5.0LIN71</b>	Multilingualism, Education & Language Policy	III	SEC	<b>2</b>
<b>4.</b>	<b>5.5LIN71</b>	Internship	V	SEC	<b>2</b>

**STYLISTICS**  
(Skill Enhancement Course)

**4.5LIN71**  
**Semester-I**

**Credits: 2**

**Course Objectives**

- To acquaint the students with different theoretical and practical aspects and components of linguistics and stylistics.
- To give them practice in the application of the basic concepts in stylistics to literary texts and non-literary texts

**Learning Outcomes:**

- Knowledge of applying stylistics in Language Analysis.
- Knowledge of various facets of Stylistics and Texts.

**Unit 1: Introduction to Stylistics**

- Stylistics its definition and scope
- Origins of the Stylistics as a linguistics domain
- Stylistics and Its Subdivisions
- Formalist and Contextualist Stylistics

**Unit 2: Language and Literature Relationship**

- Language and Literature relationship
- Function of Language and Literature
- Nature of Literature

**Unit 3: Expressive Means and Stylistic Devices**

- Linguistic Notion of 'Literary Style'
- Literary Layer of Words Meaning
- Style as Choice; Style as Deviation
- Stylistic Devices and its types

**Unit 4: Phonetic and Syntactical Stylistic Devices**

- Phonetic Stylistic Devices
- Syntactical Stylistic Devices

- Stylistic Devices Based on Types of Connection
- Rhetoric and prosody

### **Unit 5: Application of Stylistic Techniques in Analysis of Literary Texts**

- Stylistic Analysis: Tools
- Stylistic Analysis: Techniques
- Stylistic analysis of select poems
- Stylistic analysis of select prose
- Stylistic analysis of select Non-literary texts

### **Essential Reading**

Culler, J. (1997). *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press.

Enkvist, N. E. et al. (1970). *Linguistics and Style*. London: Oxford University Press.

Freeman, D. C. (ed.) (1970). *Linguistics and Literary Style*. New York: Holt Rinehart and Winston.

Kumar, S. (ed.) (1987). *Stylistics and Text Analysis*. New Delhi: Bahri Publication.

Lesley Jeffries and Dan McIntyre. (2010). *Stylistics*. Cambridge (UK): CUP.

Sebeok, T. A. (ed.) (1960). *Style in Language*. Cambridge Mass.: MIT Press.

Simpson, P. (2004). *Stylistics: A Resource Book for Students*. London and New York: Routledge.

Toolan, M. (1996). *Language in Literature: An Introduction to Stylistics*. London and New York: Arnold

Verdonk, P. (2002). *Stylistics*. Oxford: OUP.

Widdowson, H. G. (1992). *Practical Stylistics*. Oxford: Oxford University Press.

Widdowson, H. G. (1975). *Stylistics and the Teaching of Literature*. Longman

**TECHNIQUES OF TRANSLATION**  
(Skill Enhancement Course)

**4.5LIN72**  
**Semester-II**

**Credits: 2**

**Course Objectives**

The objective of the course is to enable the students to

- Understand the relevance of translating systems with translation studies, highlighting the contemporary issues in Translation studies.
- Correlate the engineering of translation technology with translation as a theory.

**Learning outcome**

Following the completion of the courses, students will be able to

- choose a career in Translation Studies if they are interested in this discipline.
- identify and adopt a variety of translation studies like Different theories of translation, human aided machine translation, machine-aided human translation, and human translation.

**Course Outline**

**Unit1: Translation**

- Definition
- Theories of Translation
- Recent development in translation

**Unit 2: Process of Translation**

- Text Analysis and Target Language
- Transference Meaning
- Machine Translation

**Unit 3. Issues in Translation**

- Criticism of Translation: Issues of Equivalence
- Untranslatability: linguistic, stylistic cultural; meaning variation,
- Kinds of Texts: scientific-technical, legal, administrative, literary

## **Readings**

Nida, Eugeni A. (1964). *Toward Science of Translation*. Leiden: E. J. Brill.

Newmark, P. (1988). *A Textbook of Translation*. England, Hempstead: Prentice Hall.

Carter, R. 1982. *Language Literature- An Introductory Reader in Stylistics*. London. Edward Arnold.

J. C. Catford. (1965). *A Linguistic Theory of Translation*. OUP. Theodore Savory: *The Art of Translation*.

# MULTILINGUALISM, EDUCATION & LANGUAGE POLICY

(Skill Enhancement Course)

**5.0LIN71**  
**Semester-III**

**Course Credit: 4**

## **Course Objectives**

The course aims at enabling students to

- examine the study of multilingualism from various perspectives; language acquisition, sentence processing, speech perception, neurolinguistics and sociolinguistics
- focus on studying language choice, both in the individual and in society
- familiarize with language policy of India

## **Learning Outcomes**

Upon completion of the course, the students will be able to:

- understand that language choice can affect the acquisition path – whether an individual becomes and remains bilingual or multilingual is impacted by external sociocultural pressure
- emphasize on the necessity of language policy and pedagogy of endangered languages
- understand that language policy impacts education and literacy in fundamental ways; societal attitudes towards multilingualism help foster or hinder bilingual education

## **Course Outline**

### **Unit 1: Multilingualism-Basic concepts**

- Monolingualism, bilingualism and multilingualism
- Individual, social and social psychological aspects of multilingualism
- Multilingualism and the human brain
- Types of bi/multilingualism

### **Unit 2: Multilingual societies and Education**

- Simultaneous acquisition of several language
- Language in education and the multilingual classroom
- Patterns of language use and language dominance configuration
- Language ethnicity and race

### **Unit 3: Linguistic aspects of Multilingual Society**

- Researching multilingual societies
- Language standardization: Policy and Planning
- Process of selecting a standard language: codification and elaboration
- Academy based and free enterprise standardization; interference

#### **Unit 4: Language attitudes and social stereotypes**

- Language and identity
- Measurement of social and linguistic attitudes
- Social stereotypes; language proficiency and language attitudes
- Evaluating proficiency levels in multilingual settings

#### **Unit 5: Language education, policy and assessment**

- Language practice, language ideology and language policy
- Language demography and language in education, tribal languages in education, place of minority languages in education, the eighth schedule and the three-language formula
- Language Standardisation and Romanization in India
- Comparative description and evaluation of writing system

#### **Textbooks**

Weber, J. J., & Horner, K. (2012). *Introducing multilingualism: A social approach*. NY: Routledge.

#### **Essential Readings**

Agnihotri, R.K. (2002). Sociolinguistic theory and practice: The Indian counterpoint. In Singh, R. ed. *The Yearbook of South Asian Languages and Linguistics*. New Delhi: Sage, 11-26.

Alisjahbana, S. T. (1968). *The Modernization of Languages in Asia*. Kuala Lumpur, Malaysian Society of Asian Studies.

Annamalai, E. (2001). *Managing Multilingualism in India: Political and Linguistic Manifestations*. (Series on Language & Development) New Delhi: Sage.

Brass, P.R. (1975). *Language, Religion and Politics in North India*. Delhi: Vikas Publishing House.

Coupland, N. and Jaworski, A. (1997). ed. *Sociolinguistics: A Reader and a Course Book*. London: Macmillan.

Fishman, J. A. (Ed.). (2011). *Advances in language planning (Vol. 5)*. Walter de Gruyter.

Hudson, R.A. (1985). *Sociolinguistics*. Cambridge: Cambridge University Press.

Hasnain, I. S. (Ed.). (1995). Standardization and modernization: Dynamics of language planning. Bahri Publications.

Jessner, U. (2006). Linguistic awareness in multilinguals: English as a third language. Edinburgh University Press.

Jhingran, D. (2005). Language disadvantage: The learning challenge in primary education. APH Publishing.

Pattanayak, D. P. (1981). Multilingualism and mother-tongue education (No. na). R. Dayal, Oxford University Press.

Pattanayak, D. P., Sharma, P. G., & Kumar, S. (1977). Indian bilingualism. Agra: Kendriya Hindi Sansthan

**Annexure V: List of Ability Enhancement Course (2 Credit)**

<b>S.N.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Type of Course</b>	<b>Credits</b>
<b>1.</b>	<b>4.5LIN81</b>	Linguistics and Communication Skills I	I	AEC	<b>2</b>
<b>2.</b>	<b>4.5LIN82</b>	Linguistics and Communication Skills II	II	AEC	<b>2</b>
<b>3.</b>	<b>5.0LIN81</b>	Language and Cognition	III	AEC	<b>2</b>
<b>4.</b>	<b>5.0LIN82</b>	Speech Language Pathology	IV	AEC	<b>2</b>

## **LINGUISTICS AND COMMUNICATION SKILLS I**

(Ability Enhancement Course)

**4.5LIN81**

**Semester-I**

**Credit: 02**

### **Course Objectives:**

This course aims to

- enhance students' English communication skills across diverse contexts and domains.
- develop listening and speaking proficiency through focused training in English pronunciation and the use of the International Phonetic Alphabet (IPA).
- strengthen vocabulary and morphological awareness by examining parts of speech and the structure of words.
- enable students to construct grammatically accurate and contextually appropriate sentences through the study of phrases, clauses, and sentence types.
- foster coherent and organized written communication by improving paragraph and discourse-level writing skills.

### **Learning Outcomes**

Upon successful completion of this course, students will be able to:

- demonstrate improved English pronunciation using IPA and enhance both listening and speaking proficiency.
- identify different parts of speech and morphological structures, build vocabulary knowledge
- construct grammatically correct and contextually relevant sentences using knowledge of phrases, clauses, and different sentence structures.
- compose well-organized paragraphs, showcasing improved written communication skills.
- perform well in practical language application assessments, showcasing the ability to apply linguistic concepts to real-world language usage.
- execute the essay-writing project, demonstrating progressive improvement in language skills and the application of learned concepts.
- achieve a holistic improvement in English communication skills, encompassing listening, speaking, vocabulary, sentence construction, and coherent discourse

### **Course Outline:**

#### **Unit 1: Listening and Speaking Skills**

- Introduction to Phonetics – English sounds pronunciation (IPA training)

### **Unit 2: Vocabulary Building**

- Parts of Speech
- Introduction to Morphology – Word Building

### **Unit 3: Building Sentences**

- Introduction to types of Phrases, Clauses and Sentences

### **Unit 4: Building Discourse**

- Paragraph Writing

### **Assessment:**

Through exams and one project.

Exams – Practical language applications assessments

Project – Students will be asked to write an essay at the beginning of a course. After the end of each unit, they will be required to apply whatever they have learned in that unit and edit their essay. Towards the end of the course, they will be asked to assess all their drafts which will help them gain a better idea of the skills gained from the course.

### **Readings:**

Brandon, L., & Brandon, K. (2016). *Paragraphs and essays: With integrated readings*. Cengage Learning.

Carr, P. (2019). *English phonetics and phonology: An introduction*. John Wiley & Sons.

Depraetere, I., & Langford, C. (2019). *Advanced English grammar: A linguistic approach*. Bloomsbury Publishing.

Huddleston, R., & Pullum, G. (2005). Introduction to English grammar. *Zeitschrift für Anglistik und Amerikanistik*, 53(2), 195-197.

Murphy, R., & Čhakramāt, S. (2002). *Essential grammar in use* (Vol. 20010). Cambridge University Press

**LINGUISTICS AND COMMUNICATION SKILLS II**  
**(Ability Enhancement Course)**  
**4.5LIN82**  
**Semester-II**

**Credit: 02**

**Course Objectives:**

This course aims to

- foster a comprehensive understanding of language structures and their application in effective communication, grounded in linguistic principles.
- develop students' proficiency in listening, speaking, reading, and writing through a linguistic approach that emphasizes phonetics, grammar, and discourse analysis.
- equip learners with linguistic insights that enable them to communicate with precision and cultural sensitivity across diverse contexts.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- demonstrate an enhanced ability to articulate and recognize English sounds, utilizing phonetic principles to improve pronunciation and listening skills.
- apply knowledge of English grammar, syntax, and morphology to produce grammatically correct and contextually appropriate spoken and written communication.
- apply principles of discourse analysis to deconstruct and construct written and spoken texts, developing critical thinking skills in understanding the structure and coherence of language.
- synthesize linguistic insights to enhance writing skills, construct well-organized paragraphs and essays that adhere to grammatical conventions and rhetorical strategies.
- apply linguistic principles to real-world communication scenarios, demonstrating an ability to adapt language use based on context, audience, and purpose.
- integrate linguistic knowledge and communicative strategies to exhibit use of language effectively across contexts, reflecting real-world communication competence

**Course Outline:**

**Unit 1: Listening and Speaking Skills**

- Introduction to English Phonology

**Unit 2: Grammar**

- Tense, Modals and Voice

**Unit 3: Academic Writing Skills**

- Writing a cover letter, a statement of purpose and a research proposal

## Unit 4: Reading

- Introduction to Stylistics – Linguistic Analysis of a Discourse

### Assessment:

Through exams and one project.

Exams – assessments testing applications of language rules learned.

Project – Students will be asked to rate a few different written English pieces throughout the course– ranging from beginner level work to advanced. The purpose of this exercise is to make students aware of their own use of English and how to improve upon it.

### Readings:

Bailey, S. (2014). *Academic writing: A handbook for international students*. Routledge.

Carr, P. (2019). *English phonetics and phonology: An introduction*. John Wiley & Sons.

Swales, J. M., & Feak, C. B. (1994). *Academic writing for graduate students* (pp. 155-6). Ann Arbor: University of Michigan Press.

Murphy, R., & Čhakramāt, S. (2002). *Essential grammar in use*(Vol. 20010). Cambridge University Press.

Verdonk, Peter. 2002. *Stylistics*. Oxford: Oxford University Press.

Wilhelmi, Nancy. 1994. The language of power and powerlessness: Verbal combat in the plays of Tennessee Williams. *The text and beyond: Essays in literary linguistics*, ed by Cynthia Goldin Bernstein, 217-226. Tuscaloosa, AL: The U of Alabama Press.

# **LANGUAGE AND COGNITION**

(Ability Enhancement Course)

**5.0LIN81**

**Semester-III**

**Credit: 2**

## **Course Objectives:**

This course will

- Introduce students to the processes involved in linguistic and cognitive processing
- Explore theories of how language shapes thought.

## **Learning Outcomes:**

### **Course Outline**

#### **Unit 1. Introduction to Language and Cognition**

- Language Structure
- Cognition Concepts and Categories
- Uniquely human components of Language Faculty
- Linguistic theory and human brain
- Methods in Cognitive Neuroscience

#### **Unit 2. Acquisition and Processing of Natural Language**

- Theories
- Child Language acquisition
- Emergence of Rules

#### **Unit 3. Word and Sentence Processing**

- Processing of written and spoken words
- Nouns-Verbs
- Lexical Priming

#### **Unit 4. Comparative Review of Ape Language and Cognition**

Human Brain and Primate Brain

Social Cognition as precursor to language

### **Essential Readings**

Kemmerer, D (2022) *Cognitive Neuroscience of Language*, Routledge

Opler and Gjerlow (1999), *Language in the Brain*, Cambridge University Press

### **Suggested Readings**

Traxler, M. 2011. *Introduction to Psycholinguistics: Understanding Language Science*, 1st edition. Wiley-Blackwell.

Arbib, M. A. (2012). *How the brain got language: The mirror system hypothesis* (Vol. 16). Oxford University Press.

Corballis, M. C. (1991). *The lopsided ape: Evolution of the generative mind*. Oxford University Press on Demand.

MacNeilage, P. F. (2010). *The origin of speech* (No. 10). Oxford University Press.

### **E-resources**

The Origins and Evolution of Language. Accessed from <https://www.youtube.com/watch?v=nd5cklw6d6Q&feature=youtu.be>

CARTA: How Language Evolves: Simon Kirby: Language Evolution in the Lab: Emergence of Design Features. Accessed on <https://www.youtube.com/watch?v=geetqwCcgl4>

Introduction to Human Behavioral Biology. Accessed on <https://www.youtube.com/watch?v=NNnIGh9g6fA&list=PL848F2368C90DDC3D>

**SPEECH AND LANGUAGE PATHOLOGY**  
(Ability Enhancement Course)  
**5.0LIN81**  
**Semester-III**

**Credit: 02**

**Course Objectives**

**Learning Outcomes**

**Unit 1: Field of Speech and Language Pathology**

- Introduction, Domain, Scope of Practice, RCI, ASHA, ISHA

**Unit 2: Human communication:**

- Definition and component • Interdependency & interrelation between communication, hearing, speech, and language. • Function of communication, speech and language
- Modes of communication (Verbal & Non-verbal).

**Unit 3: Nervous System**

- Structure of Brain,
- Brodmann's area, anatomy of the nervous system related to speech and language.  
Language Areas

**Unit 4: Mechanism of Speech and Language Production**

- Theories and models of language Acquisition – Behavioral, Nativistic, Cognitive Linguistic, Pragmatic, Biological and Information processing model.
- Basic Acoustics of speech
- Anatomy and Physiology of Articulatory system • Development of Articulation

**Unit 5: Definition, Etiology, Characteristics and classification of**

- Autism Spectrum Disorders/Pervasive Developmental Disorders
- Specific Language Impairment • Learning Disability
- Fluency Disorders, Aphasia, Neurodegenerative Disorders

**Unit 6: Rehabilitation Procedures and Techniques**

- Introduction to assessment procedures, differential diagnosis and management.

- Approaches to speech and language therapy – formal, informal and eclectic approaches
- Types of speech and language therapy
- Planning for speech and language therapy – goals, steps, procedures, activities
- Techniques for:Speech and language therapy for various disorders of speech and language

**Essential Reading:**

Cummings, L (2018) Introduction to Speech and Language Therapy

**Annexure VI: List of Value-Added Course (4 Credit)**

<b>S.N.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Type of Course</b>	<b>Credits</b>
<b>1.</b>	<b>4.5LIN91</b>	Language and Gender	I	VAC	<b>4</b>
<b>2.</b>	<b>4.5LIN92</b>	Language Documentation and Revitalization	II	VAC	<b>4</b>

**Language and Gender**  
**(Value-Added Course)**  
**4.5LIN91**  
**Semester-I**

**Credit: 04**

**Course Description**

This course aims to introduce the students to understand the relationship between Language and Gender in Linguistics Studies. It focuses on language as an important aspect which shows human being is apart from all the other species in this world. A major focus will be on Language use, Gender and identity. The course will encourage students to observe language as it is used around them. Learners are also introduced to the broad fields of Sociolinguistics, Language and Gender studies, including queer linguistics.

**Course Objectives**

- The objective of the course is to impart a thorough knowledge of what language and gender studies is, and its importance in current situation
- To think critically about the relationship between gender, sex, and language
- To provide a theoretical framework for gender differences in the use of language
- To analyze gender stereotypes and norms from a linguistic perspective with an aim to increase the awareness

**Learning Outcomes**

- Students will be able to elucidate the reasons behind and the variations in language use among individuals
- Students will be able to exhibit knowledge of the main perspectives on language, gender, and sexuality.
- The learners will be able to participate in theoretical debates and apply them to sociolinguistic phenomena that occur in the actual world.
- Students will be able to reflect critically on sex, gender, and language issues that they encounter in their surroundings

**Course Content**

**Unit 1: Introduction to Language and Gender**

- Definition(s) of Language, Gender and Sexuality
- Conceptualizing Language and Gender Relationship

- Language and Gender as a Discipline: Origin and development
- Scopes of Language and Gender studies

### **Unit 2: Language and Gender: Stereotypes and Norms**

- Language and Gender Ideologies
- Gender Stereotypes
- Gender and Identity
- Elements of Gender Identity

### **Unit 3: Different Approaches to Language and Gender**

- Variationist Approach
- Interactional Approach
- Critical pragmatics
- Critical discourse perspectives
- Goffman's notion of gendered speech

### **Unit 3: Analysing Language and Gender in Literature**

- Language of Men and Women
- Language of the Queer /LGBT
- Language of Transgender
- Variation based on gender

### **References/Essential Readings**

Besnier, Niko. (2007). Language and gender research at the intersection of the global and the local. *Gender and Language* 1(1): 67-78.

Eckert, Penelope and Sally McConnell-Ginet. (1992). Think practically and look locally: Language and gender as community-based practice. *Annual Review of Anthropology* 21: 461-488.

Janet Holmes and Miriam Meyerhoff (eds.), (2003). *The handbook of language and gender*. Malden: Blackwell Publishing

Lemert Charles & Branaman A. (ed.) 1997. *The Goffman Reader*. Oxford: Blackwell.

Macaulay, Ronald K.S. (2005). *Talk that counts: Age, gender, and social class differences in discourse*. Oxford: Oxford University Press.

Mills S. and Mullany L. (2011). *Language, Gender and Feminism*. NY: Routledge.

Rundquist, Suellen. (1992). 'Indirectness: A Gender Study of Flouting Grice's Maxims', in *Journal of Pragmatics*, vol. 18-5. Pp. 431-449.

Yang, Jie. 2010. The crisis of masculinity: Class, gender, and kindly power in post-Mao China. *American Ethnologist* 37(3): 550 - 562.

Murphy, M. Lynne. 1997. The elusive bisexual: social categorization and lexico-semantic change. In Kira Hall and Anna Livia (eds.), *Queerly phrased: language, gender, and sexuality*. New York: Oxford UP, 35-57.

Mills, S. (ed.) (1995). *Language and Gender: Interdisciplinary Perspectives*. London: Longman.

Mills, Sara and Mullany, Louise. (2011). *Language, Gender and Feminism: Theory, Methodology and Practice*. London & New York: Routledge.

## **LANGUAGE DOCUMENTATION AND REVITALIZATION**

(Value-Added Course)

**4.5LIN92**

**Semester-II**

**Credits:4**

### **Course Objectives**

The objective of the course is to enable the students to-

- recognize the linguistic state of affairs and its consequences for global linguistic ecology
- formulate as to how to document languages as a way to deal with language endangerment
- model language documentation as an interdisciplinary field of linguistic inquiry and practice dealing primarily with endangered languages

### **Learning Outcomes**

By the end of the course students will be able to –

- define the concepts of language documentation and revitalization
- describe the methods and tools used in documenting endangered languages
- analyze causes of language endangerment and extinction, strategies for effective language revitalization in various contexts
- demonstrate awareness of ethical, cultural, and community considerations in language preservation

### **Course outline**

**Unit I:** Language Documentation, assessing the different levels of Language Endangerment, consequences on linguistic and cultural diversity and Urgency for Documentation of the language

**Unit II:** Language revitalization; the need for revitalization, the role of Linguists, revitalization strategies

**Unit III:** Data collection and analysis

Elicitation and various techniques of data collection, Transcription of data, collection of wordlists for making dictionaries, narratives, folk songs, and digital archiving

**Unit IV:** Role of Community Participation

Need for community participation in material and curriculum development, Capacity building for the awareness of the need for language revitalization, ethical issues involved in working with human subjects.

### **Essential Readings**

Austin, Peter K. ed. (2007) *Language Documentation and Description*, Vol. 1-11. SOAS, University of London, UK

Gippert Jost, Himmelmann Nikolaus P., and Mosel Ulrike (2006): *Essentials of language documentation*. Berlin & New York: Mouton de Gruyter

Hinton, Leanne and Ken Hale. ed. 2001. *The Green Book of Language Revitalization in Practice*. San Diego: Academic Press.

### **Suggested Readings**

Crystal, David (2000): *Language death*. Cambridge: Cambridge University Press. Pp1-27

Dwyer, A.M. 2009. Tools and techniques for endangered-language assessment and revitalization. In *Vitality and Viability of Minority Languages*. October 23-24, 2009. New York: Trace Foundation Lecture Series Proceedings.

Evans, Nick (2009): *Dying Words*. Malden MA: Wiley-Blackwell, pp 5-23

Hinton, L. 2003. Language revitalization. *Annual Review of Applied Linguistics*. Vol. 23: 44-57.

Nikolaus P. Himmelmann (2008): Reproduction and preservation of linguistic Knowledge: linguistics' response to language endangerment. *Annual Review of Anthropology*, vol 37, October 2008