

### Semester-III

|                   |                  |                                    |           |
|-------------------|------------------|------------------------------------|-----------|
| LING 301          | Sociolinguistics | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |                  | End Semester Examination Marks :80 |           |

#### Objectives:

1. To analyze language and society, Linguistic variability and language varieties
2. To analyze Sociology of language planning and Language and Social identity
3. To understand Sociolinguistic Methodology

#### Unit - I

Language and society: speech community; Linguistic competence and communicative competence, Linguistic variability; identification of Linguistic and Social variables, patterns of variation.

#### Unit - II

Language varieties: Regional, Social, formal and informal; standard non-standard, the concept of register and the dimensions of an act of communication- field, mode and the tenor, Vernacular, restricted and elaborated codes.

#### Unit – III

Sociology of Language Planning: Language standardization and modernization; orthographic reform and Literacy; national Language and languages of wider communication; nationalism and nationalization.

#### Unit–IV

Language and Social Identity; Concept of linguistic and social inequality; linguistic prejudices and stereotypes; attitude analysis; Bernsteins concept of code; restricted and elaborate; the deficit theory.

#### Unit –V

Sociolinguistic Methodology: Methodological preliminaries; selecting speakers and linguistic variables, collecting texts; data processing and interpretation; method of quantification of linguistic variation; types of variables.

#### Suggested Readings:

1. Gimpertz, J.J. 1972. Introduction ( in JJ Gumpertz, and D. Hymes (ed.) **Directions in sociolinguistics**). New York. Holt. Rinehart & Winston
2. Hudson, Richard. 1980. **Sociolinguistics**. Cambridge. Cambridge University Press.
3. Mesthrie, Rajend, Joan Swann, Andrea Deumert and William M. Leap. 2000. **Introducing Sociolinguistics**. Edinburgh University Press.
4. Williams, Glyn. 1992. **Sociolinguistics; a sociological critique**. London. Routledge.
5. Annamalai, E. 2001. **Managing Multilingualism in India**. New Delhi. Sage publ.
6. Fasold, Ralph. 1984. **Sociolinguistics of society**; Oxford. Basil Blackwell.
7. ----- 1986. **Sociolinguistics of Language**. Oxford. Basil Blackwell.
8. Paulston, Christine Bratt and G. Richard Tucker, eds. **Sociolinguistics: The Essential Readings**. Malden, Ma.: Wiley-Blackwell, 2003.
9. Deckert, Sharon K. and Caroline H. Vikers. (2011). **An Introduction to Sociolinguistics: Society and Identity**.

**Course Out Comes:** After completion of the course students will be able to

1. Analyze language and society, Linguistic variability and language varieties
2. Analyze Sociology of language planning and Language and Social identity
3. Understand Sociolinguistic Methodology

|                   |                  |                                    |           |
|-------------------|------------------|------------------------------------|-----------|
| LING 302          | Language Contact | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |                  | End Semester Examination Marks :80 |           |

**Objectives:**

1. To analyze speech as social interaction and language contact and Interference
2. To analyze Indian language contact situation and effects of language contact
3. To understand Linguistic borrowing

**Unit – I**

Speech as social interaction: Speech functions and speech events; components of speech event-purpose, setting, participants. Linguistic variety, rules of speaking, cross cultural perspective, verbal and non-verbal behavior, reflection of social process in linguistic structures; speech and social identify; semantics of power and solidarity.

**Unit – II**

Language Contact, Types of Interference; Language Loyalty, Language attitudes, Language Maintenance and Shift; language convergence.

**Unit - III**

Indian Language contact situation, Historical situation, Multilingualism.

**Unit – IV**

Effects of Language contact: Bilingualism, Pidginisation and Creolization, language death, Majority languages and Minority languages.

**Unit – V**

Linguistics Borrowing – Lexical and Structural: Motivations – Prestige and Need filling (including culture based) ; classification of Loan words – Loan Translation, Loan blend, Calque; Assimilated and unassimilated words(Tadbhava & Tatsama); Bilingualism as a source for borrowing.

**Suggested Readings:**

1. Suzanne Romaine. **Bilingualism**. New York. Basil Blackwell Ltd.
2. Wallace E. Lambert. 1972. **Language psychology and culture**. Stanford. California. Stanford University Press.
3. Hohn Rubin. 1968. **National Bilingualism in Paraguay**. The Hague, Paris. Mouton.
4. Sarah Thomason, **Language Contact - An Introduction** (Edinburgh University Press 2001).
5. Uriel Weinreich, **Languages in Contact** (Mouton 1963).
6. Sarah Thomason and Terrence Kaufman, **Language Contact, Creolization and Genetic Linguistics** (University of California Press 1988).

**Course Out Comes:** After completion of the course students will be able to

1. Analyze speech as social interaction and language contact and Interference
2. Analyze Indian language contact situation and effects of language contact
3. Understand Linguistic borrowing

|                   |  |                                    |           |
|-------------------|--|------------------------------------|-----------|
| LING 303          | Communication Disorders and Speech Pathology | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |  | End Semester Examination Marks :80 |           |

**Objectives:**

1. To understand disordered communication, language and the brain
2. To understand articulation, language and hearing disorders
3. To understand speech pathology

**Unit – I**

Definition of Communication. Speech and hearing communication. Modes of Communication. Theories and models of human communication. Normal vs. Disordered communication.

**Unit- II**

Language and the Brain – Broca's aphasia – Wernicke's aphasia, conduction aphasia, expressive aphasia, receptive aphasia. Dominance, language area, Neurolinguistic processing. Definitions of Aphasia, Agnosia, Apraxia, Anarthria of Dysarthria, Dyslexia.

**Unit –III**

Disorders of articulation: Articulation disorders- dysarthria vs. dyslexia, Evaluation disorders, disorders of phonation: Pitch, intensity and quality disorders. Organic functional voice disorders etiology and diagnosis. Fluency disorders, Stuttering vs. stammering in children.

**Unit –IV**

Language disorders: Language handicap; the causes of language handicap. The classification of language handicap. Language disorders in children, mental retardation, childhood aphasia. Dyslexia and learning disability. Language disability in adults historical perspectives of aphasia, etiology, schizophrenemia and dementia.

Hearing disorders: Types of hearing loss, causes of hearing loss. Relationship between hearing loss and speech perception. Speech and language problems of the hearing handicapped.

**Unit - V**

Disorders of manner of production. Other (writing-Agraphia) language related disorders. Speech pathology localized lesions. Diffuse vs. Loss, problems of neurological correlates and their relevance to language. Time, the most significant dimension in language physiology – Innate mechanism for perception and production.

Treatment of articulation, phonation and fluency disorders. Treatment procedures for language disorders.

**Suggested Readings:**

1. Opler, L. K. and Kris Gjerlow, **Language and the Brain**. New York. Cambridge University Press.
2. Catherine A. Jackson. **Linguistics and speech-language pathology, Linguistics: The Cambridge survey, vol. III**. New York. Cambridge University Press.
3. Mildred Freburg Berry. **Language disorders of children: The Bases and diagnoses**. New York. Meredith Corporation.
4. Ruth Lesser. **Linguistic investigations of aphasia**, London, Edward Arnold publishers Ltd.
5. David Crystal. **Language, brain and handicap – VIII, The Cambridge encyclopedia of language**, New York. Cambridge University Press
6. "Stuttering". **Children and stuttering; Speech disfluency; Stammering**. U.S. National Library of Medicine - PubMed Health. 2012. Retrieved 8 December 2013.

**Course Out Comes:** After completion of the course students will be able to

1. Understand disordered communication, language and the brain
2. Understand articulation, language and hearing disorders
3. To understand speech pathology

|                   |                   |                                    |           |
|-------------------|-------------------|------------------------------------|-----------|
| LING 304A         | Psycholinguistics | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |                   | End Semester Examination Marks :80 |           |

**Objectives:**

1. To understand an overview of Psycho-linguistics
2. To analyze speech production, perception, and comprehension.
3. To understand lexical processing , concept of meaning, bilingualism and language acquisition in children

**Unit – I**

Over view of Psycholinguistics and acquisition of language in spoken, written and signed media. Language and thought, Behavioristic, mentalistic and Cognitive approaches to the study of language.

**Unit – II**

speech perception and comprehension: linguistic cues in perception of vowels and consonants, segmental and suprasegmental cues in context, models of speech perception, analytic and synthetic. Process of comprehension, phonological and features, stress and intonation cues to structures, lexical access and mental lexicon, Semantic relation and segment comprehension processing, transformational model and strategy model.

**Unit – III**

speech production: planning and execution, discourse planning, sentence planning. Speech errors and sentence production errors and linguistic units, errors and sentence stress, word classes in speech errors, derivation and inflection in errors.

**Unit – IV**

Lexical processing and mental lexicon, meta linguistic ability, input to language learning, lexical access and word recognition, introduction to the concept of meaning.

**Unit – V**

Bilingualism, language acquisition in children, Environmental factors in language acquisition, Motherese language acquisition models, acquisition of phonology, cooing and babbling. Bilingualism and Cognitive development, language problems and bilingual children.

**Suggested Readings:**

1. Donald J. Foss and David T. Hakes, **Psycholinguistics: An introduction to the psychology of language**. Englewood. Prentice Hall. Inc.
2. Cliffs Neo Jersey, **Psycholinguistics: Introductory perceptions**. Newyork. Academic Press.
3. Sol Saporta and J.R. Bastian. (ed.) **Psycholinguistics: A book of Readings**. Newyork. Holt. Rinehart and Winston.
4. Frederic J. Newmayar. (ed.). **Language: Psychological and Biological aspects (Volume-III, Linguistics)**. Newyork. Cambridge University Press.
  1. Cairns, H.S. and C.E. Cairns. **Psycholinguistics: A cognitive view of language**. Newyork.Holt. Rinehart and Winston.
  2. Levelt, W. J. M. (2013). **A History of Psycholinguistics: the pre-Chomskyan era**. Part 1. Oxford: Oxford University Press. ISBN 978-0-19-965366-9.
  3. Chomsky, Noam. (2000) **New Horizons in the Study of Language and Mind**. Cambridge: Cambridge University Press.
  4. Menn, Lise. (2016). **Psycholinguistics: Introduction and Applications**, 2nd ed. San Diego: Plural Publishing, Inc.

**Course Out Comes:** After completion of the course students will be able to

1. Understand an overview of Psycho-linguistics
2. Analyze speech production, perception, and comprehension.
3. Understand lexical processing , concept of meaning, bilingualism and language acquisition in children.

|                   |                          |                                    |           |
|-------------------|--------------------------|------------------------------------|-----------|
| LING 304B         | Communication Technology | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |                          | End Semester Examination Marks :80 |           |

**Objectives:**

1. To analyze communication theory and Linguistic communication
2. To understand Artificial Intelligence, Machine Translation and Micro planner artificial languages
3. To analyze corpus based approach, Natural Language Processing and technological advances in Communication.

**Unit - I**

Communication theory: code, channel encoding, decoding, measurement and units of information, binit/bit. Redundancy – Noise – Channel noise, code noise.

**Unit – II**

Linguistic Communication: Message model of linguistic communication. Inferential approach to communication. Direct and indirect communication. Literal and non-literal communication.

**Unit–III**

Artificial Intelligence – Engineering approach. Cognitive – Science approach. Machine translation. Micro Planner artificial languages.

**Unit–IV**

Corpus based approach Computer corpora – machine readable corpora, automatic processing, automatic transmission fortification and limitations of corpora. Data capture. Natural language processing.

**Unit –V**

Technological advances in communication – Mass media print and electronic transmission.

**Suggested Readings:**

1. August E. Grant and Gennifer H. Meadows. **Communication Technology Update**. Ron
2. Kevac, Stephan Jones. **Introduction to Communications Technologies: A Guide**.
3. Susan Hunston. 2002. **Corpora in Applied Linguistics**. Cambridge. Cambridge University Press.
4. J. C. Richards and R. W. Schmidt (eds.). 1983. **Language and Communication**.
5. McEnery, T and Wilson A. 1996. **Corpus Linguistics**. Edingurgh. Edinburgh University Press.
6. Stubbs, M. 1996. **Text and Corpus Analysis**. Oxford. Blackwell
7. Akshar Bharati et al. 1995. **Natural Language Processing: A Paninian Perspective**. New Delhi. Prentice Hall.

**Course out Comes:** After completion of the course students will be able to

1. Analyze communication theory and Linguistic communication
2. Understand Artificial Intelligence, Machine Translation and Micro planner artificial languages
3. Analyze Corpus based approach, NLP and technological advances in communication

|                   |              |                                    |           |
|-------------------|--------------|------------------------------------|-----------|
| LING 305B         | Bilingualism | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |              | End Semester Examination Marks :80 |           |

**Objectives:**

1. To understand speech as social interaction, theory of bilingualism and Language of Wider Communication.
2. To analyze types of bilingualism and measurement of bilingualism.
3. To analyze Social-Psychological aspects of bilingual education, motivation and Bilingualism and Ethnocentrism.

**Unit – I**

Speech as social interaction: Speech functions and speech events; verbal and non-verbal behavior, speech and social identity, pragmatics of politeness expressions, communicative competence. Code mixing and code switching.

**Unit – II**

Theory of Bilingualism, bilingual proficiency, effects of bilingualism, education and bilingualism, language of wider communication (LWC), out-group languages, language identity. Bilingualism as an aspect of Borrowing.

**Unit – III**

Types of Bilingualism: National, societal, and individual, co-ordinate and compound, stable and unstable, transitional and incipient, ambivalent and partial;

**Unit –IV**

Measurement of Bilingualism: Quantitative and Qualitative aspects of languages; direct and indirect measurement of bilingual proficiency.

**Unit–V**

Social – Psychological Aspects of Bilingual Education, Language attitudes, motivation– instrumental and integrative. Bilingualism and Ethnocentrism.

**Suggested Readings:**

1. Suzanne Romaine. **Bilingualism**. New York. Basil Blackwell Ltd.
2. Kenneth Hyldenstam and Loraine K. Obler (ed.). **Bilingualism across the life span: Aspects of acquisition, maturity and loss**.
3. Kelley, L.G. **Description and measurement of Bilingualism**. University of Toronto Press.
4. Wallace E. Lambert. 1972. **Language psychology and culture**. Stanford. California. Stanford University Press.
5. Hohn Rubin. 1968. **National Bilingualism in Paraguay**. The Hague, Paris. Mouton.
6. Bloomfield, L. (1993). **Language**. New York: Holt.
7. Hamers, J.F., Blanc, M. (1989). **Bilinguality and Bilingualism**. Cambridge University Press

**Course Out Comes:** After completion of the course students will be able to

1. Understand speech as social interaction, theory of bilingualism and LWC.
2. Analyze types of bilingualism and measurement of bilingualism.
3. Analyze Social-Psychological aspects of bilingual education, motivation and Bilingualism and Ethnocentrism.

## Semester – IV

|                   |   |                                    |           |
|-------------------|---|------------------------------------|-----------|
| LING 401          | Language Acquisition and Child Language Development | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |   | End Semester Examination Marks :80 |           |

### Objectives:

1. To analyze language acquisition device and stages of language acquisition
2. To understand continuity and discontinuity approaches
3. To analyze the acquisition process and acquisition VS learning

### Unit – I

Language acquisition device. Encoding and decoding speech and Language. Early attempts of linguistic development of a child. Competence and performance. Communicative competence. Production and comprehension of grammatical contrasts.

### Unit – II

Stages of language acquisition. The period of prelinguistic development: cooing, babbling, sound play motherese (baby talk, care taker speech), environment.

### Unit-III

Continuity and discontinuity approaches. One word stage (holophrastic stage) over extension associate complex. Two word stage pivot (pivot class of words) open class words telegraphic speech.

### Unit – IV

The acquisition process. Acquisition of phonetic, Phonological, morphological syntactic and semantic principles: questions, negatives etc.

### Unit- V

Acquisition Vs. learning. Acquisition of two languages critical period for language acquisition. First language acquisition and second language learning. Simultaneous and successive acquisition. Internal analogy and over generalization.

### Suggested Readings:

1. Jill G.de Villers A.de. Villers – ‘**Language Acquisition**’, Harward University Press, Cambridge, Massachusetts and London, England
2. N.Chomsky, **Language and Mind**
3. Cliffs Neo Jersey- **Psycho-Linguistics: Introductory Perceptions**; New York, Academic press.
4. Sol saporta and JR Bastian (Ed.) **Psycho-Linguistics, A Book of Readings**, New York. Hart, Rich hart, Winston.
5. Lightfoot, David (2010). "**Language acquisition and language change**". Wiley Interdisciplinary Reviews: Cognitive Science **1** (5): 677–684.doi:10.1002/ wcs.39. ISSN 1939-5078.
7. Berk, Laura E. (2009). "9, **Language Development**". **Child development**. Boston: Pearson Education/Allyn & Bacon. ISBN 0-205-61559-7. OCLC 637146042.

**Course Out Comes:** After completion of the course students will be able to

1. Analyze language acquisition device and stages of language acquisition
2. Understand continuity and discontinuity approaches
3. Analyze the acquisition process and acquisition VS learning

|                   |                             |                                    |           |
|-------------------|-----------------------------|------------------------------------|-----------|
| LING 402          | Natural Language Processing | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |                             | End Semester Examination Marks :80 |           |

### Objectives:

1. To understand rationalist and empiricist approaches to language.
2. To analyze Mathematical Foundations, essential information theory and Entropy.
3. To analyze Tagging, Taggers, probabilistic parsing and clustering.

#### Unit – I

Rationalist and Empiricist Approaches to language, Non-categorical phenomena in language, language and cognition as probabilistic phenomena, The Ambiguity of Language: Why NLP is Difficult. Lexical resources, Word counts, Zipf's laws, Collocations, Concordances.

#### Unit – II

Mathematical Foundations, Elementary Probability Theory, Probability spaces, Conditional probability and independence, Bayes' theorem, Random variables, Expectation and variance, Notation.

#### Unit – III

Essential Information Theory, Entropy: Joint entropy and conditional entropy. Mutual information. The noisy channel model, Relative entropy or Kullback-Leibler divergence. The relation to language: Cross entropy, The entropy of English.

#### Unit – IV

Part-of-Speech Tagging, The Information Sources in Tagging, Markov Model Taggers, The probabilistic model, The Viterbi algorithm, Hidden Markov Model Taggers, Tagging Accuracy and Uses of Taggers.

#### Unit – V

Probabilistic Parsing: Some Concepts, Parsing for disambiguation, Tree banks, Parsing models vs. language models. Clustering: Hierarchical Clustering, Single-link and complete-link clustering, Group-average agglomerative clustering. An application: Improving a language model, Top-down clustering, Non-Hierarchical Clustering.

### Suggested Readings:

1. **Foundations of Statistical Natural Language Processing**-Christopher Manning and Hinrich Schütze 1999 Massachusetts Institute of Technology, Second printing with corrections, 2000 United States of America.
2. Briscoe, Ted, and John Carroll. 1993. Generalized probabilistic LR parsing of natural language (corpora) with unification-based methods. **Computational Linguistics**.
3. Biber, Douglas, Susan Conrad, and 1998. **Corpus Linguistics: Investigating language Structure and Use**. Cambridge: Cambridge University press.
4. Boguraev, Branimir K. 1993. **The contribution of computational lexicography**. In Madeleine Bates and Ralph M. Weischedel Challenges in Natural Language.

**Course Outcomes:** After completion of the course students will be able to

1. Understand rationalist and empiricist approaches to language
2. Analyze Mathematical Foundations, essential information theory and Entropy
3. Analyze Tagging, Taggers, probabilistic parsing and clustering



|                   |   |                                    |           |
|-------------------|---|------------------------------------|-----------|
| LING 403          | Language Universals and Linguistic Typology | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |   | End Semester Examination Marks :80 |           |

**Objectives:**

1. To analyze language universals and its role of universals in linguistic theory.
2. To understand linguistic typology as a principle of classification.
3. To analyze language families of South Asia, South Asia as a Linguistic area and selected areal features of South Indian languages.

**Unit- I**

Language Universals – formal, substantive, implicational. Parameters and markedness principles. The role of universals in linguistic theory: Universal grammar and particular grammars, description and explanation.

**Unit –II**

Linguistic typology as a principle of classification- analytic (isolating) vs. synthetic, agglutinating vs. fusional (inflectional) vs. polysynthetic, the concept of incorporation. Greenberg's typological indices and the re-interpretation of the classical taxonomy of language types. Typology at non-morphological levels of representation including basic word order typology.

**Unit– III**

Language families of South Asia: Distribution, characteristics, enumeration, Areal, features and convergence processes.

**Unit– IV**

South Asia as a linguistic area: empirical basis. The concept of Linguistic area. Linguistic change, borrowing, convergence, definitional problems. Diffusion area vs. linguistic area.

**Unit – V**

Selected areal features of South Asian languages (dative subject construction, ergativity, conjunctive, participle construction, compound verb construction, etc.

**Suggested Readings:**

1. Bernard Comrie. **Language Universals and Linguistic Typology**. Oxford. Basil Blackwell.
2. Hoseph H. Greenberg. **Universals of language**. London, The M.I.T. Press .
3. Swarajya Lakshmi, V. and Aditi Mukharjee. **Word orders in Indian Languages**. Hyderabad. Book Links Corporation.
4. Anvita Abbi. 1992. **Reduplication in South Asian Languages: An Areal, Typological and Historical study**. New Delhi. Allied Publishing Ltd.
5. Emmon Bach and Robert T. Harms. **Universals in linguistic theory**. New York. Holt, Rinehard and Winston. Inc.
6. Croft, W. (2002). **Typology and Universals**. Cambridge: Cambridge UP. 2nd ed. ISBN 0-521-00499-3
7. Greenberg, Joseph H. (ed.) (1963) **Universals of Language**. Cambridge, Mass.: MIT Press.
8. Song, Jae Jung (2001) **Linguistic Typology: Morphology and Syntax**. Harlow, UK: Pearson Education (Longman).
9. Song, Jae Jung (ed.) (2011) **Oxford Handbook of Linguistic Typology**. Oxford: Oxford University Press.

**Course Out Comes:** After completion of the course students will be able to

1. Analyze language universals and its role of universals in linguistic theory.
2. Understand linguistic typology as a principle of classification.
3. Analyze language families of South Asia, South Asia as a Linguistic area and selected areal features of South Indian languages.

|                   |              |                                    |           |
|-------------------|--------------|------------------------------------|-----------|
| LING 404A         | Lexicography | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |              | End Semester Examination Marks :80 |           |

**Objectives:**

1. To understand lexicology and lexicography, notation and format, planning and organization.
2. To analyze types, number and size of dictionaries.
3. To understand dictionary making

**Unit – I**

Lexicology and Lexicography; Lexical and grammatical meaning ; Components of lexical meaning; Polysemy, Homonymy, Hyponymy, Antonymy, Synonymy; Paradigm, Canonical form; Derivation, Composition; Variation in Language

**Unit - II**

Notation and Format: Preface, Introduction, Guide to users, Guide to pronunciation. Abbreviations, Punctuations and Symbols, Appendices; Planning and organization.

**Unit– III**

Types of Dictionaries: Criteria of classification – Encyclopedic vs. linguistics, Synchronic vs. diachronic, general vs. restricted. General Dictionaries, standard descriptive, overall descriptive, Historical dictionaries, Restricted of special dictionaries, Pronouncing and spelling dictionaries. Indices and concordances. Dictionaries of synonymy, etc. Number of languages: Monolingual, bilingual, multilingual. Size of the dictionaries: small, medium, big. Academic dictionaries.

**Unit –IV**

Dictionary Making: Collection of material sources excerption, total and partial excerption- cleaning- Lexicographic context- Lexicographic achieves or scriptoria, Lexicographers knowledge of the language, use of informants; Selection of entries, Form of lexical units, Density of entries.

**Unit – V**

Construction of entries: lemma, pronunciation, grammatical indication. The main part of the entry, Lexicographic definition, use of synonyms, etc. Examples, glosses, labels; visual aids, sub-entries reduced entries, presentation of polysemy; Arrangement of entries: types of arrangement: Alphabetical, semantic or ideological.

**Suggested Readings:**

1. Droszewski. 1973. **Elements of Lexicology and semiotics**. The Hague. Mouton.
2. Sing, R.A. 1982. **An introduction to lexicography**. Mysore. CIIL.
3. Zgusta, L. 1971. **Manual of Lexocography**, The Hague, Mouton.
4. Autonia, H. F. 1968. **Lexicography: Current trends in linguistics. Vol. 4**. ITA school. The Hague, Mouton.
5. House holder, F. W. and Sol Saparts (ed.) 1967. **Problems in Lexicography**. Bloomington. Indian University Press.
6. Bejoint, Henri (2000) **Modern Lexicography: An Introduction**, Oxford U.P. ISBN 978-0-19-829951-6

**Course out Comes:** After completion of the course students will be able to

1. Understand lexicology and lexicography , notation and format, planning and organization
2. Analyze types, number and size of dictionaries
3. Understand Dictionary making.

|                   |                   |                                    |           |
|-------------------|-------------------|------------------------------------|-----------|
| LING 404B         | Language Teaching | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |                   | End Semester Examination Marks :80 |           |

**Objectives:**

1. To analyze role of Linguistics in language teaching and Methods of language teaching.
2. To analyze language acquisition and second language learning and cognitive models of language learning/teaching.
3. To understand teaching aids, remedial teaching material and computer aided language teaching

**Unit – I**

Role of linguistics in Language Teaching: Principles of Language Teaching, professional qualifications of Language Teaching. Role of Teacher in language analysis. Discourse analysis, language diversity and educational linguistics.

**Unit –II**

Traditional methods of language teaching - grammar translation method, direct method, audio-visual method, Reading method and new methods. Relationship between linguistic theories of language and corresponding teaching methods, contrastive analysis and error analysis.

**Unit–III**

Language acquisition vs. second language learning, foreign language teaching learning. Behavioristic and mentalistic theories. Errors as learning strategies, internal processing- filter, organizer and monitor.

**Unit-V**

Cognitive models of language learning/teaching. Attitude, aptitude and acculturation, Teaching material for the different models and target groups, selection, gradation, evaluation, feed back and reinforcement.

**Unit –V**

Teaching Aids: Audio-visual, Audio-lingual, language laboratory, etc. Language testing; prognostic, diagnostic, proficiency. Achievement and close tests. Reliability and validity. Remedial teaching material and computer aided language teaching.

**Suggested Readings:**

1. Stern, H.H. **Fundamental concepts of Language Teaching**. Delhi. Oxford University Press.
2. Robert Lado. **Language Teaching**. Bombay-New Delhi. Tata McGraw-Hill
3. Valerie Kincella. **Language Teaching and Linguistics**. Survey. London. Cambridge University Press.
4. Edward M. Stack. 1960. **The language laboratory and Modern language teaching**. NewYork. Oxford University Press.
5. David Crystal. **The Cambridge Encyclopedia of Language**. NewYork. Cambridge University Press.

**Course Out Comes:** After completion of the course students will be able to

1. Analyze role of Linguistics in language teaching and Methods of language teaching.
2. Analyze language acquisition and second language learning and cognitive models of language learning/teaching
3. Understand teaching aids, remedial teaching material and computer aided language teaching.

|                   |                         |                                    |           |
|-------------------|-------------------------|------------------------------------|-----------|
| LING 405A         | Branches of Linguistics | 6L: 0T : 0P                        | 4 Credits |
| Internal Marks:20 |                         | End Semester Examination Marks :80 |           |

**Objectives:**

1. To analyze Language and Linguistics, branches of Linguistics, speech organs.
2. To understand Phonology, Morphology, Syntax, and semantics.
3. To understand types of Interdisciplinary Linguistics and Branches of Applied Linguistics.

**Unit – I**

Definition of Language and Linguistics; Branches of Linguistics. Phonetics – Types of Phonetics, Speech organs. Phonology- Phone, Phoneme and allophone, Types of Phonemes, Phonological Analysis.

**Unit – II**

Morphology: Morph, Morpheme and Allomorph. Types of Morphemes – Morphological Analysis.

**Unit – III**

Syntax: Particular and universal grammar, Syntactic, Semantic and Phonological components of grammar – sentences and its constituents.

**Unit – IV**

Semantics – The terms of Semantics and Meaning; Types of Meaning; Componential analysis, Projection Rules.

**Unit – V**

Diachronic Vs Synchronic; Types of Interdisciplinary Linguistics; Branches of Applied Linguistics

**Suggested Readings:**

1. [Bloomfield, Leonard](#) (1914). An introduction to the study of language. New York: Henry Holt and Company.
2. Chomsky, Noam (1957). Syntactic Structures. The Hague: [Mouton](#).
3. Hockett, C.F. 1958. **A course in modern linguistics**. York. Macmillan and Co.
4. Bloomfield, L. 1933. **Language**. New York. Hol & Rinehart and Winston.
5. Pike, K.L. 1947. **Phonemes: A technique for reducing language to writing**. University of Michigan Press.
6. Nida, E.A. 1946. **Morphology**. Ann Arbor. Michigan University Press.
7. Langacker, Ronald W. **Fundamental of Linguistics Analysis**. New York. Harcourt Brace Jovanovich, Inc.
8. Chomsky, N. 1965. **Aspects of the theory of syntax**. Cambridge. MIT Press.
9. Verma, S. K. and Krishnaswamy, N. 1998. **Modern Linguistics: An Introduction**. New Delhi. Oxford University Press.
10. Palmer, F.R. 1976. **Semantics: A new out line**. London. Cambridge University Press.
11. Winfred P. Lehmann, **Historical Linguistics: An Introduction** (Second Edition) (Holt, 1973) ISBN 0-03-078370-4
12. Raimo Anttila, **Historical and Comparative Linguistics** (2nd ed.) (John Benjamins, 1989) ISBN 90-272-3557-0

**Course Out Comes:** After completion of the course students will be able to

1. Analyze Language and Linguistics, branches of Linguistics, speech organs.
2. Understand Phonology, Morphology, Syntax, and semantics.
3. Understand types of Interdisciplinary Linguistics and Branches of Applied Linguistics.

## PROGRAMME OUT COMES

**PO1. Engaging Language and Linguistic knowledge:**

Applying the knowledge of Language and Linguistic structure

**PO2. Problem Analysis:**

Identify Phonetics, Phonology, Morphology and Syntax – analyze different structures

**PO3. Define structures :**

Identifying and difference between the structure of Phonemes, Morphemes, sentences and meanings. Identify Historical comparative Inter-disciplinary and Applied Linguistics areas

**PO4. Conduct investigation of Linguistic structures:**

Users use research based knowledge and research methods including design of structures, analysis and implementing of data and synthesis of the information to provide valid conclusions.

**PO5. Modern tool usage:**

Create, select, apply and usage appropriate techniques, resources and ICT tools including prediction and modeling to complex activities with an understanding of the limitations

**PO6.The Linguist and Society:**

Apply reasoning informed by the contextual knowledge to access Societal, health, safety, Cultural and language issues, the consequent responsibilities relevant to the practice.

**PO7. Environment and sustainability:**

Understanding the impact of the professional Linguistic solutions in the Societal and environmental context and demonstrate the knowledge need for sustainable development

**PO8. Ethics:**

Apply ethical principles and commit to human values and professional ethics, responsibilities, norms of the language and Linguistic practice.

**PO9. Individual and Team work:**

Function effectively as on individual, as a member or leader in diverse teams, in disciplinary settings. They are research works, Awareness programmes etc.,

**PO10. Communication:**

Communicate effectively on Linguistic activities of general, Interdisciplinary and applied areas, being able to comprehend and write effective reports, design documentation, make effective presentations give and receive clear instructions.

**PO11. Project Management and Finance:**

Demonstrate knowledge, understanding of the language and Linguistic, management principles and apply these to once own work ,as a member and a leader in a team to manage projects in multi- disciplinary environments.

**PO12. Life - long learning:**

Recognize the need and importance of the preparation and ability to engage in independent and life -long learning in the broadest context of language and Linguistic change.

**PROGRAMME SPECIFIC OUT COME**

- PSO1. The students understand the basic concepts of Linguistics and ability to analyze General Historical, Comparative, Interdisciplinary and Applied Linguistics Perspectives
- PSO 2. The students will be exposed to alternative approaches on pronunciation, sentence Formation, dictionary making through exposure to course work in allied fields and ability to suggest and solve various Language and Linguistic problems.