

FOREIGN LANGUAGES AND LINGUISTICS DEPARTMENT

S.V.U. COLLEGE OF ATRS

SRI VENKATESWARA UNIVERSITY: TIRUPATI



RESTRUCTURED CURRICULUM FOR

M.A.LINGUISTICS

WITH EFFECT FROM THE ACADEMIC YEAR 2021-2022

SYLLABUS

Choice Based Credit System (CBCS)

January 2022

Foreign Languages and Linguistics Department

Vision:

- Provide a sound education in phonetics and phonology
- Transform of analyzing words, sentences and meanings
- Provide in expensive education services to the weaker section of society
- In calculate respect for languages of the world for ethical language values among students through good and experienced educational practices
- Recognizing the essential roles of language and society in the lives of citizenstoday and tomorrow we emphasize language literacy in our teaching and learning programmes.

Mission:

- To promote the discovery and broad communication of knowledge about the descriptive, historical, comparative , Interdisciplinary, Applied Linguistics etc.,
- To import to the students the contemporary advancements in the area of Linguistics
- To import a global prospective and such skills among students that benefits humanity in that areas.
- To develop research aptitude and a scientific advancement in that areas.
- Reinvent ourselves response to the changing demands of society with high moral values as a good citizen.

CHOICE BASED CREDIT SYSTEM (CBCS):

The Choice Based Credit System (CBCS) provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it has been found necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions to begin with. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on students' performance in examinations, the UGC has formulated the guidelines to be followed.

Students of this course would be expected to:

1. Be able to play leading role in industry, research and the public services.
2. Understand and appreciate major public concerns and issues associated with Linguistics.
3. Have an understanding and grasp of international research environment where the frontiers of knowledge in Linguistics are under research;
4. Be able to adapt and respond positively and flexibly to changing Circumstances.
5. Develop the professional skills and personal attributes to deal with complex issues, both systematically and creatively.
6. Have the capacity for individual work and teamwork.
7. Be lifelong learners with intellectual and practical skills.

DEPARTMENT OBJECTIVES:

The department is having the following objectives:

- To expose students to update curricula and to recent advances in the subject and enable the students to face NET, SET and RESET and other competitive examinations successfully.
- To create awareness among students about the latest streams of skills added in linguistics of including subjects like ICT, Multidisciplinary Capacity building etc.,
- To improve sound, word, sentence and meaning so that the students can become familiar with linguistic field.
- To prepare students to attract and develop interest in applied linguistics areas like lexicography, translation, language teaching and language planning etc., so that the students can select linguistics as their career.
- The BOS in linguistics experts that this new framework of curriculum caters the need of enabling students of subject to accept new challenges of dynamically changing modern era.

PROGRAMME EDUCATIONAL OBJECTIVES:

1. Exposure of students to linguistics diversity and to provide tools of traditional and modern types to acquire this knowledge and skill.
2. To update the syllabus essential for appearing in NET, SET, RESET and other competitive exams of UPSC and APPSC.
3. To make aware the students to know the natural resources of country, to utilize by sustainable methods and conservation of Linguistic dialects.
4. To develop trained and knowledge human resource for educational and research institutions and industries to use this human resource for self-reliant India.
5. To develop self-employable ability and to apply knowledge of transcripts and dictionary makers.

The M.A. degree in Linguistics being offered by this University provides its students with a course of study that integrates a range of learning and teaching techniques relevant to their educational development and career ambitions. This Masters programme covers the latest developments in Linguistics and its specializations. It provides theoretical knowledge as well as training in intellectual skills to enable students to better understand and then solve some of the problems in this subject. Graduates in this programme will be induced into critical thinking, and would be able to solve complex problems in Linguistics. The students would also be inculcated with personal and problem-solving skills that will enhance their employability prospects. Enhanced competence of students has been the key concern in designing and developing this syllabus. Careful thought has gone into selection of topics and setting their scope. Major areas of Linguistics like general, historical, comparative, interdisciplinary and applied linguistic areas have been included in the syllabus only after multiple rounds of thorough discussions and intensive study. Special attention has been paid to subjects like communication technology and ICT for enriching teaching and learning skills to incorporate the latest developments in these fields.

OBJECTIVES OF THE PROGRAMME :

The primary objective of the programme is to impart quality education in the subject of Linguistics as a scientific study of languages and its applied branches to the students

1. To meet the academic to applied aspects in Linguistics suited to real problems of regional and National needs
2. To expose learners to frontier and thrust areas of Linguistics
3. To train learners for better performance in various competitive examination and in research careers.
4. To enable the learners to acquire and develop self- study habits
5. To facilitate Higher education & research in Linguistics.
6. To provide quality education offering skill based programs and motivate the students for self employment in applied branches of Linguistics.
7. To inculcate the spirit of resource conservation and love for nature
8. To provide opportunities for professional and personal development through curricular and co-curricular activities.
9. Provide consultancy and organize extension activities.

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 an 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 one's 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 COMES

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.

Sri Venkateswara University: Tirupati

SVU College of Arts
Department of Foreign Languages and Linguistics
Programme M.A.LINGUISTICS
CBCS Pattern (With effect from 2021-22)
The Programme of study and the Scheme of Examinations

Semester-I

S.No	Course Code	Components of Study	Title of the Course		Credit Hrs. / Week	No. of Credits	IA Marks	Sem. End Exam Marks	Total Marks	
1	101	Core	1	Phonetics	Mandatory	6	4	20	80	100
2	102		2	Phonology		6	4	20	80	100
3	103		3	Morphology		6	4	20	80	100
4	104		4	Syntax		6	4	20	80	100
5	105A	Compulsory Foundation	5a	Language and Linguistics	Opt-1	6	4	20	80	100
	105B		5b	Semantics						
	105 C		5c	Structure of Language(Telugu /English)						
6	106 A	Elective Foundation	6a	Human Relations	Opt-1	6	4	20	80	100
	106 B		6b	Instructional Technology						
Total					36	24	120	480	600	
7		Audit Course		Human Values and Professional Ethics -I	0	0	100	--	--	

*All Core papers are Compulsory

* Compulsory Foundation – Choose One Paper

* Elective Foundation – Choose one paper

* Audit Course – 100 Marks (Internal) – Zero Credits under self study

* Interested students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as Open elective only giving extra credits.

Semester-II

S.No	Components of Study	Title of the Course		Credit Hrs. / Week	No. of Credits	IA Marks	Sem. End Exam Marks	Total Marks		
1	201:	Core	1	Historical Linguistics	Mandatory	6	4	20	80	100
2	202		2	Dialectology		6	4	20	80	100
3	203		3	Field Linguistics		6	4	20	80	100
4	204		4	Language Families of India and		6	4	20	80	100

				Comparative Dravidian						
5	205 A	Compulsory Foundation	5a	Language Contact	Opt-1	6	4	20	80	100
	205 B		5b	Natural Language Processing						
	205C		5c	Endangered Languages						
6	206 A	Elective Foundation	6a	Literacy, Language Curriculum and Testing	Opt-1	6	4	20	80	100
	206 B		6b	Communication Technology						
		Total				36	24	120	480	600
7		Audit Course	Human Values and Professional Ethics - II			0	0	100	--	--

*All Core papers are Compulsory

*Compulsory Foundation – Choose one paper

*Elective Foundation – Choose one paper

*Audit Course – 100 Marks (Internal) – Zero Credits under self study

* Interested students may register for MOOC with approval of the concerned DDC but it will be Considered for the awarded of the grade as open elective only giving extra credits.
for the award of the grade as pen elective only giving extra credits.

Semester-III

S.No.	Course Code	Components of study	Title of the Course		Credit Hours /Week	No. of Credits	IA Marks	Sem. End Exam Marks	Total Marks	
1	301	Core	1	Language Acquisition and Child Language Development	Mandatory	6	4	20	80	100
2	302		2	Language Disorders		6	4	20	80	100

				and Speech Pathology						
3	30A	Generic Elective	3a	Socio-linguistics	Opt-2	6	4	20	80	100
	303B		3b	Psycho-linguistics		6	4	20	80	100
	303C		3c	Neuro-linguistics						
	303D		3d	Computational Linguistics						
4	304	Skill Oriented Course	4	ICT for Enriching Teaching and Learning Skills	Mandatory	6	4	20	80	100
5	305A	Open Elective	5a	Bilingualism	Opt-1	6	4	20	80	100
	305B		5b	Mass Media Communication						
	Total					36	24	120	480	600

* All Core papers are Mandatory

* Generic Elective – Choose Two papers

* Skill-Oriented Course is Mandatory

* Open Electives are for the Students of other Departments. Minimum One paper should be Opted. Extra Credits may be earned by opting for more number of Open Electives depending on the interest of the student through self study

* Interested students may register for MOOC with the approval of the concerned DDC

Semester-IV

S.No	Course Code	Components of Study	Title of the Course		Credit Hrs./ Week	No. of Credits	IA Marks	Sem. End Exam Marks	Total Marks	
1	401	Core	1	Language Universals and Linguistic Typology	Mandatory	6	4	20	80	100
2	402		2	Research Methodology		6	4	20	80	100

3	403A	Generic Elective	3a	Lexicography	Opt-2	6	4	20	80	100
	403B		3b	Language Teaching		6	4	20	80	100
	403C		3c	Language Planning						
	403D		3d	Translation						
4	404	Multidisciplinary Course	4	Multidisciplinary Capacity Building	Mandatory	6	4	20	80	100
5	405A	Open Elective	5a	Branches of Linguistics	Opt-1	6	4	20	80	100
	405B		5b	Dictionary Making						
Total						36	24	120	480	600

* All Core papers are Mandatory

* Generic Elective – Choose Two papers

* Multidisciplinary Course is Mandatory

* Open Electives are for the Students of other Departments. Minimum One paper should be Opted. Extra Credits may be earned by opting for more number of Open Electives depending on the interest of the student through self study.

* Interested students may register for MOOC with the approval of the concerned DDC

Core

LING:101 PHONETICS

Objectives:

1. To understand the process of Communication and speech production, Classification and four procedures of speech production.
2. To analyze production of consonants and vowels.
3. To understand expressing secondary and double articulations and prosodic features.

Unit – I

The process of Communication: Speech production (Articulatory Phonetics), Speech transmission (Acoustic Phonetics), and Speech perception (Auditory Phonetics).

Unit – II.

The four processes of speech production: Air stream process: pulmonic, glottalic and velaric; egressive and ingressive air streams, phonation process (State of the Glottis) Oral – Nasal process (position of the velum), articulatory process. (Consonant and Vowel production); Classification of speech sounds and their description; Consonants, Vowels and Diphthongs.

Unit – III.

Consonant production: Where a consonant sound is made (place of articulation), how it is made (degree of strictures and manner of articulation) and the state of the

glottis (Voiced, unvoiced, etc.), stop consonants (Plosives, obstruents, implosives, clicks), types of closure and release. Affrication, aspiration etc.

Unit – IV.

Vowel production: Which part of the tongue is raised (front, back, central), how much it is raised (high or close, low or open, etc.,) and whether the lips are rounded (rounded vs. unrounded), Monophthongs vs. diphthong, various types of diphthongs.

Unit – V.

Secondary and double articulations: labialization, palatalization, velarization and pharyngealization and other secondary articulations: labio-velar, labio-palatal etc., Prosodic or Suprasegmental or dynamic features: Length (quantity), Stress (accent), Tone and Intonation (speech melody or pitch variation), Juncture (pause), Voice quality.

Note: Practical classes on the topics: Listening tapes, recognizing the sounds, production of the sounds, and phonetic transcription.

Suggested Readings:

1. Abercrombie, D. 1967. **Elements of general phonetics**. Edinburgh. Edinburgh University Press
2. Ladefoged, P. 1975. **A Course in phonetics**. New York. Harcourt Brace and Jovanovic.
3. O’Conner, J.D. 1973. **Phonetics**. Penguin Books Ltd.
4. Bloomfield, L. 1933. **Language**. New York. Holt Rinehart and Winston.
5. Catford, J.C. 1989. **A practical introduction to phonetics**. Oxford. Clarendon Press.
6. Leiberanan, Philip & Blumstein, Sheila, E. 1991. **Speech perception and Acoustic phonetics**. London, Cambridge University Press.
7. O’Grady, William; et al. (2005). **Contemporary Linguistics: An Introduction** (5th ed.). Bedford/St. Martin’s. [ISBN 0-312-41936-](https://doi.org/10.1111/j.978-0-312-41936-1)
8. Stearns, Peter; Adas, Michael; Schwartz, Stuart; Gilbert, Marc Jason (2001). **World Civilizations** (3rd ed.). New York: Longman. [ISBN 9780321044792](https://doi.org/10.1111/j.978-0-312-41936-1).

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

1. Understand the process of Communication and speech production, Classification and four procedures of speech production.
2. Analyze production of consonants and vowels.
3. Understand expressing secondary and double articulations and prosodic features.

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3	2			3					3		3
CO2	2		3		2					1		2
CO3	2		3							2		2

LING:102 Phonology

Objectives:

1.To understand concept of Phoneme, Principles of Phonemic analysis and discovery procedures.2 .To analyze phonemes, Phonological systems and procedures of phonemics.

3. To analyze basic units of Phonology and concept of redundancy.

Unit – I

Phoneme: Concept and definition. Different aspects of the phoneme, Phonetic, Phonological, psychological, etc.Principles of phonemic analysis, the concepts of opposition, Contrast, minimal pair, distribution (Complementary, Free variation), Phonetic similarity, neatness of pattern (or pattern congruity of symmetry) and economy.Discovery procedures.

Unit –II.

The distinction between phone, phoneme and allophone: relation between Phonetics and Phonology. Types of phonemes, Types of phonological systems.Problems in phonology and

phonological analysis; vowel and consonant systems, Suprasegmentals system, under lying representation, phonological rules.

Unit-III.

Phonemic premises and procedures: (a) Modification of sound by environments analogous, identical and mutually exclusive. (b) Phonetic symmetry of sound systems; (c) Fluctuation of sounds and (d) Structural pressure on the interpretation of segments and/or sequences of segments. Alternative solutions in Phonemic analysis. Distinctive feature theory: binary vs. nonbinary features, articulatory vs. acoustic features; Universal set of phonetic features.

Unit-IV.

Basic units of Phonology: Syllable, vowel and consonant. Macro segment and Micro segment, syllable peak, coda, onset and interlude, problems of demarcation of syllable boundary.

Unit- V

Phonological system (as set of items, phonemes) and structure (the permissible arrangement of consonant and vowel phonemes, constraints on combinations etc.). The concept of redundancy.

Suggested Readings:

1. Hockett, C.F. 1958. **A course in Modern Linguistics**. New York. Macmillan and Co.
2. Hymn, Larry, M. 1975. **Phonology: Theory and analysis**. New York. Holt Rinehart and Winston.
3. Jakobson, R & M. Halle. 1956. **Fundamentals of Language**. Part – I. Hague. Mouton & Co.
4. Pike, K.L. 1947. **Phonemes: A technique for reducing language to writing**. University of Michigan Press.
5. Vackek, J. 1966. **The linguistic school of Prague: An introduction to its theory and practice**. In the Prague school Reader in Linguistics.
6. Fudge, Eric. C. 1973. **Phonology; selected Readings**. London. Penguin.
7. Lass, Roger. 1991. **Phonology: An introduction to Basic Concepts**. London. Cambridge University Press.

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

1. Understand concept of Phoneme, Principles of Phonemic analysis and discovery procedures.
2. Analyze phonemes, Phonological systems and procedures of phonemics.
3. Analyze basic units of Phonology and concept of redundancy.

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3	3	2		3		3			1		2
CO2	1	3							3			1
CO3	1		3		2				2			2

LING:103 Morphology

Objectives:

1. To analyze Morpheme, classification and types of morphemes
2. To analyze derivation, inflection, different models of grammatical description and Morpho-Phonemics
3. To express Intermediate constituents, types of constructions and Idioms.

Unit – I.

Morpheme as a unit of linguistic structure, criteria for identifying morpheme, Allomorph, Zero morph, Empty morph, Portmanteau morph, unique morpheme.

Unit –II

Classification of morphemes. Types of morphemes: free and bound, root, stem and suffix: word and compound.

Unit–III

Derivation and inflection, Different models and grammatical description. Item and Arrangement. Item and Process and, word and paradigm.

Unit–IV

The concept of morpheme, Relationship between morpheme and phoneme, morphophonemic alternations. Internal and external sandhi. Automatic and non- Automatic alternation, regular and irregular alternation; base form. Phonologically conditioned and morphologically conditioned alternation, morphology in generative frame work.

Unit –V

Immediate constituents: Morphological and syntactic. Types of ICs and markers, construction types endocentric and exocentric, syntactic linkage, word classes, parts of speech and grammatical categories. Idiom formation, types of Idioms.

Suggested Readings:

- 1..Hocket, C.F. 1958. **A course in modern linguistics**. York. Macmillan and Co.
1. Mathews, P.H. 1974. **Morphology**. Cambridge. Cambridge University Press.
2. Elson, B. & Pickelt, V. 1969. **An introduction to Morphology and Syntax**. California, Summer Institute of Linguistics.
3. Nida, E.A. 1946. **Morphology**. Ann Arbor. Michigan University Press.
4. Langacker, Ronald W. **Fundamental of Linguistics Analysis**. New York. Harcourt Brace Jovanovich, Inc.
5. Joos, M. (ed.). 1957. **Readings in Linguistics**. Chicago University Press.
6. Bauer, Laurie. (2003). **Introducing linguistic morphology** (2nd ed.). Washington, D. Georgetown University Press. [ISBN 0-87840-343-4](#).
7. Bauer, Laurie. (2004). **A glossary of morphology**. Washington, D.C.: Georgetown UP.
8. Bubenik, Vit. (1999). **An introduction to the study of morphology**. LINCON Coursebooks in linguistics, 07. Muenchen: LINCOM Europa. [ISBN 3-89586-570-2](#).

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

1. Analyze Morpheme, classification and types of morphemes
2. Analyze derivation, inflection, different models of grammatical description and Morpho-Phonemics
3. Express Intermediate constituents, types of constructions and Idioms

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3	1	3	1			3			2		2
CO2	2		3	2					1			3
Co3	2				3					1		3

LING:104Syntax

Objectives:

1. To understand assumptions about language, components of grammar and sentence constituents
2. To analyze Phase structure rules, X-bar Notation and grammatical transformations
3. Understand categorical, sub-categorical information and selectional restrictions

Unit - I

Assumptions about language and grammar: Particular and Universal grammar; Adequacies of grammar-observational, descriptive and explanatory; Differences between competence and performance, well formedness and acceptability, intuition.

Unit- II

Grammar and its components-syntactic, semantic and phonological. Base structures and surface structures. Sentence and its constituents

Unit–III

Phrase structure rules and phrase markers, intermediary categories and the X – bar notation. Transformational component: Wh-movement, Np-movement.

Unit-IV

Categorical and sub categorical information: Partially and fully specified entries, selectional restrictions.

Unit - V

Grammatical transformations: Reflexivization, relativization, Extraposition, Equi- NP deletion, Coordination, Passivization, Pronominalization.

Suggested Readings:

1. Chomsky, N. 1965. **Aspects of the theory of syntax**. Cambridge. MIT Press.
2. Verma, S. K. and Krishnaswamy, N. 1998. **Modern Linguistics: An Introduction**. New Delhi. Oxford University Press.
3. Isaac, Chechamma. 1974. **An Introduction to the theory of Transformational Grammar**. Trivandrum. College Book House.
4. Radford, A. **Transformational Grammar: A first course**.
5. Radford, A. **Transformational syntax**.
6. Brown, Keith; Jim Miller (eds.) (1996). **Concise Encyclopedia of Syntactic Theories**. New York: Elsevier Science. [ISBN 0-08-042711-1](#).
7. Carnie, Andrew (2006). **Syntax: A Generative Introduction** (2nd ed.). Oxford: Wiley-Blackwell. [ISBN 1-4051-3384-8](#).

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

1. Understand assumptions about language, components of grammar and sentence constituents
2. Analyze Phase structure rules, X-bar Notation and grammatical transformations
3. Understand categorical, sub-categorical information and selectional restrictions

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	2		3	3								1
CO2	2				1		3					2
CO3	3		1						3			2

Compulsory Foundation

LING:105A Language and Linguistics

Objectives:

1. To understand notions of language and Approaches to the study of languages
2. To analyze structure of language and grammatical analysis.
3. To understand Linguistics and other fields.

Unit-I

Notions of Language: Language as Written Text-Philosophical and Literary notions; Language boundary, Dialect and Language; Language in spoken and written modes; Writing System.

Unit-II

Approaches to the study of languages: Semiotic approaches; use of language in family, Community and country; language as a system of communication; sign language; Features of language.

Unit-III

Structure of language: Philological, Morphological, Syntactic and Semantic lends and their interrelations. Synchronic vs Diachronic; Classification of Languages; Concepts of Language & People, idiolect and language.

Unit-IV

Grammatical Analysis: Notions of contrast and complementation; Paradigmatic and Syntagmatic relations; Notions of word classes and grammatical categories; Grammatical relations and case relations; notion of rule at different levels; description vs. explanation of grammatical facts.

Unit-V

Linguistics and Other Fields: Relevance of linguistics to other fields of enquiry- Philosophy, Anthropology, Sociology, Political Science, Psychology, Education, Computer Science and Literature.

Suggested Readings:

1. Akmajian, Adrian; Demers, Richard; Farmer, Ann; Harnish, Robert (2010). **Linguistics: An Introduction to Language and Communication**. Cambridge, MA: The MIT Press. ISBN 0-262-51370-6.
2. Crystal, David (1990). **Linguistics**. Penguin Books. ISBN 9780140135312.
3. Chomsky, Noam (1957). **Syntactic Structures**. The Hague: Mouton.
4. Agha, Agha (2006). **Language and Social Relations**. Cambridge University Press.
5. Bloomfield, Leonard (1914). **An introduction to the study of language**. New York: Henry Holt and Company.
6. Hockett, C.F. 1958. **A course in modern linguistics**. York. Macmillan and Co.
7. The **Handbook of Linguistics**. Blackwell.

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

1. Understand notions of language and Approaches to the study of languages
2. Analyze structure of language and grammatical analysis.
3. Understand Linguistics and other fields

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3	1	2	2							2	2
CO2	3	1	2	2	3						1	2
CO3	2		3		2		2				1	3

LING:105B Semantics

Objectives:

1. To understand Nature and Scope of Semantics and types of meaning
2. To analyze lexical structure and Meaning and sentence structure and meaning
3. To understand Lexical context of Meaning and Theories of Meaning

Unit – I

Nature and scope of Semantics.The terms Semantics and Meaning.Linguistic and non-Linguistic contexts of meaning.Types of meaning.

Unit –II

Lexical structure and meaning: Componential analysis and its limitations, sense and reference, polysemy, Hyponymy, Homonymy, antonymy, synonymy. Lexical semantics.

Unit–III

Sentence structure and meaning: Grammar and Lexicon, word and sentence. Projection rules, ambiguity, person and deixis.

Unit-IV

Linguistic context of meaning: context as meaning, collocation, idioms, Lexical and glossal meaning. Meaning interaction.

Unit – V

Mental Lexicon, presupposition and implication, Entailment and inconsistency, Tautology and contradiction, Generative and interpretative theories of meaning.

Suggested Readings:

1. Palmer, F.R. 1976. **Semantics: A new out line**. London. Cambridge University Press.
2. Stephen Ullmann. 1962. **Semantics: An introduction to the science of meaning**. Oxford. Basil Blackwell.
3. Stephen Ullmann. **The principles of semantics**. Oxford. Basil Blackwell.
4. Thakur, D. 1999. **Linguistics simplified: Semantics**. Patna. BharatiBhawan publishers.
5. Steinberg, D.D. and Jakobovits, L.A. 1971. **Semantics**. Cambridge. Cambridge University Press.
6. Jackendoff, Ray; **Semantic Structures**, MIT Press, Cambridge, MA, 1990
7. Cruse, D.; **Lexical Semantics**, Cambridge University Press, Cambridge, MA, 1986
8. Nerbonne, J.; **The Handbook of Contemporary Semantic Theory** (ed. Lappin, S.), Blackwell Publishing, Cambridge, MA, 1996
9. Cruse, Alan; **Meaning and Language: An introduction to Semantics and Pragmatics**, Oxford Textbooks in Linguistics, 2004

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

1. Understand Nature and Scope of Semantics and types of meaning
2. Analyze lexical structure and Meaning and sentence structure and meaning
3. Understand Lexical context of Meaning and Theories of Meaning

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3			2		3						2
CO2		2	3				3					1
CO3		3			3				2	3		2

LING: 105C Structure of Language(Telugu/English)

Objectives:

1. To understand characteristics of language(Telugu/English)
2. To understand Phonology and Morpho- phonemics in language(Telugu/English)
3. To understand Morphology and Syntax of language (Telugu/English)

Unit-I

General typological characteristics of Language Social and regional dialects of Language.

Unit-II

Phonology: Phonemes :Segmentals; suprasegmentals; syllable structure, Phonotactics, Phonological patterns;

Unit-III

Morpho Phonemics: morpheme structure, rules, general morphophonemic process – vowel and consonantal Sandhi.

Unit-IV

Morphology: Words and word classes Grammatical categories Inflectional, derivational and word formation.

Unit-V

Syntax: Word order, classification of sentences – simple, compound and complex, agreement.

Suggested Readings: (For Structure of Telugu)

1. Krishnamurthy, Bh. And JPL Gwynm. 1985. A grammar of Modern Telugu. Madras, Oxford University Press
2. -----1957. Sandhi in modern colloquial Telugu. Indian Linguistics. 17.
3. ----- 1968 Compound verb in Telugu Indian Linguistics (supplement)
4. Nagamma Reddy, K. 1979. Problems of syllable division in Telugu, Dept. of Linguistics. Edinburgh University.
5. Rama Rao, C. 1999. Telugu Vaakyam. Hyderabad. Andhra Pradesh Sahitya Akademi.

Suggested Readings: (For Structure of English)

1. Hudson, Richard . 1998. **English Grammar**. London and New York: Routledge.
2. Given, T. 1993. **English Grammar: a Function – Based Introduction**. Amsterdam/Philadelphia: John Bengamin publishing Company
3. Halliday, M.A.K. 1989. **Spoken and written Language**. Oxford: Oxford University Press.
4. Crystal, David. 1997. English Barbar, Charles. 1993. **The English Language - A historical introduction**. Cambridge. Cambridge University Press.
5. Aarts, Bas (2011). **Oxford Modern English Grammar**. Oxford University Press. [ISBN 978-0-19-953319-0](https://doi.org/10.1017/9780199533190).

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

1. Understand characteristics of language (Telugu/English)
2. Understand Phonology and Morpho- phonemics in language (Telugu/English)
3. Understand Morphology and Syntax of language (Telugu/English)

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		3		2				1			2
CO2	3		3		2					1		2
CO3	3		3		2				1			2

Elective Foundation

LING:106A Human Relations

Objectives:

1. To understand the introduction of Human Relations
2. To Analyze factors effecting Human Relations and Human Relations Skills
3. To understand Human Relations theory of management and industrial relations.

Unit-I

Introduction of Human relations Concept of Human relations – Examples of Human relations – What is Human relations and why is it important, personality values, attitudes perception, heredity, self esteem, self efficiency, self image.

Unit-II

Factors affecting Human relations: Nature of human relations, The main characteristics of Human relations, Factors affecting Human relations – a) Individual b) workgroup c) Leader d) work environment e) Society, Impact of Technology.

Unit-III

Human Relation Skills: Communication, empathy, conflict resolution, Multi tasking, organization, negotiation, stress management

Unit-IV

Human relations - Theory of Management: What is Human relations theory? elements of Human relations theory, who are the primary contributors to Human relations theory

Unit-V

Industrial relations – Behavioral relations: Conceptions of the Manager, Specialized Management participative management, Responsibility to the worker, laissez faire (Protestant Ethic), paternalism Responsibility to the community (develop public relations) Training and promotion.

Suggested Reading:

1. Baker Library (n.d) the Human Relations Movement: Harvard. <https://www.library.hbs.edu/hc/hawthorne/>
2. Black, JS & Bright, DS (2019), Organizational Behaviour, OpenStox
3. Bright DS., & Cortes AH (2019) Principals of Management, OPenStox
4. Gitman, L.J. McDamel c., Shak A, Reece M, Kuffel L, Talsma B & Hyatt JC (2018) Instruction to Business, Open stocks
5. Radha Krishna, Gali & Nukala Subbarayudu – Human Relations; SRK Publications, Tirupati, 2021
6. Sprielman RM, Jenkins, WJ & Lovett, MD (2020) Psycholopsy 2e. Open Stox

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

1. .To understand the introduction of Human Relations
2. 2. To Analyze factors effecting Human Relations and Human Relations Skills
3. 3. To understand Human Relations theory of management and industrial relations.

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		3		2	1		3				2
CO2		2	3			1		3				2
CO3	2		3			1		3				1

LING: 106B Instructional Technology

Objectives:

1. To understand introduction of IT and types of IT in class room
2. To Analyze IT in Teaching and Learning and improvement of IT learning process
3. To understand IT in Educational Platforms

Unit-I

Introduction of Instructional Technology (IT) : Meaning of IT, Nature of IT, Definition of IT, Scope of IT, Characteristics of IT, Importance of IT

Unit-II

Types of IT in class room: Black Board, Over Head Projectors, Slide Projectors, Computers, LCD Projectors, Cam Coders, Digital Camaras, Design and Create Instructional material, Integration of Technology.

Unit-III

IT in Teaching & Learning: Virtual or On-line learning, offline learning, blended learning, use of digital resources, portfolio, affect of class rooms merits and de merits of IT, Role of IT.

Unit-IV

Improvement of IT Learning Process: Role of Technology in Modern classroom, uses of IT, Collaborative learning, cooperative learning, real time feed back, Instructional design.

Unit-V

IT in Education Platforms: SAMR (Substitution, Augmentation, Modification and Redefinition) frame work, Mimio studio (interactive white board Technology) ISTE (International Society of Technology Education). Google Fundamental Training, Remote Learning Environments.

Suggested Readings:

1. Kurt,S, Educational technology, An Overview in Educational Technology, November,18,2015, Retrived from <https://educational technology.net/educational-technology-an-overview>
2. NIKcholas Proven Zano – The complete Guide to ever note in Education
3. Tom Whitby Steven W Underson – Connectedness empowers learning
4. Corrianderson etc., Inclusive Language Education and Digital Technology
5. James B & Kirk Patrick Four levels of Training evaluation
6. Narvy Smokey and R Damels The Curious classroom
7. Mark Bames – Teaching the eye student
8. Heioi Hayes Jacobs – Curriculum 21st essential educaton for changing world.
9. RadhaKrishna,Gali&NukalaSubbarayudu – Instructional Technology; SRK Publications,Tirupati,2021

Course Out Comes:After completion of the course students will be ableto

- 1.Understand introduction of IT and types of IT in class room
2. Analyze IT in Teaching and Learning and improvement of IT learning process
- 3.Understand IT in Educational Platforms

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	1		2		3			1	2			2
CO2	3				3			1				1
Co3	2			2	3			1	3	3		2

Audit Course LING:107 Human Values and Professional Ethics – I

Objectives:

- 1.To understand Ethics and its relation and Ethical values.
- 2.To understand Nature of values and individual Society
- 3.To understand Bhagavad Gita, Buddhism, Jainism etc., and crime and theories of punishment

Unit-I

Definition and Nature of Ethics – Its relation to Religion, Politics, Business, law, Medicine and Environment.Need and Importance of Professional Ethics – Goals – Ethical Values in various Professions.

Unit-II

Nature of Values – Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts –right, ought, duty, character and Conduct

Unit-III

Individual and Society: Ahimsa (Non-Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non possession) and Aparigraha (Non-stealing). Purusharthas (Cardinal virtues) – Dharma (Righteousness), Artha (Wealth), Kama (Fulfillment Bodily Desires), Moksha (Liberation).

Unit-IV

Bhagavad Gita – (a) Niskama Karma. (b) Buddhism – The Four Noble Truths – Aryastangamarga, (c) Jainism – mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

Unit-V

Crime and Theories of punishment- (a) reformatory, Retributive and Deterrent. (b) Views on Manu and Yajnavalkya.

Suggested Readings:

1. John S Mackenzie: A manual of ethics
2. "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
3. "Management ethics – integrity at work" by Joseph A. Petrick and John F. Quinn, Response Books: New Delhi
4. "Ethics in Management" by S. A. Sherlekar, Himalaya Publishing House
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manu Dharmashastra or the Institutes of Manu: Comprising the Indian System of Duties: Religious and Civil (ed) G.C. Houghton
10. Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba, Chowkamba Sanskrit series, Vol I, II and III, Varanasi, Vol I pp. 16-20, 21-32 and 74-77 only
11. Charaka Samhita: Tr. Dr. Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkamba Sanskrit Series office, Varanasi, I, II, III Vol I pp. 183-191
12. Ethics, Theory and Contemporary Issues, Barbara Mackinnon, Wadsworth/Thomson Learning 2001
13. Analyzing Moral Issues, Judith A. Boss, Mayfield publishing Company, 1999
14. An Introduction to Applied Ethics (Ed.) John H. Piet and Ayodhya Prasad, Cosmo Publications.
15. Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education & Telugu Academic Hyderabad.
16. C. Sharma Ethical Philosophy of India. Nagin & Co. Jndhar.

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

1. Understand Ethics and its relation and Ethical values.
2. Understand Nature of values and individual Society
3. Understand Bhagavad Gita, Buddhism, Jainism etc., and crime and theories of punishment

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3					2		3	3			3
CO2	3						2	3	3			3
CO3	3					3		3	2			3

Sri Venkateswara University: Tirupati

SVU College of Arts

Department of Foreign Languages and Linguistics

Programme **M.A. LINGUISTICS**

CBCS Pattern (With effect from 2021-22)

The Programme of study and the Scheme of Examinations

Semester-II

S.No	Components of	Title of the Course		Credit	No. of	IA	Sem.	Total
------	---------------	---------------------	--	--------	--------	----	------	-------

	Study				Hrs. / Week	Credits	Marks	End Exam Marks	Marks	
1	201:	Core	1	Historical Linguistics	Mandatory	6	4	20	80	100
2	202		2	Dialectology		6	4	20	80	100
3	203		3	Field Linguistics		6	4	20	80	100
4	204		4	Language Families of India and Comparative Dravidian		6	4	20	80	100
5	205 A	Compulsory Foundation	5a	Language Contact	Opt-1	6	4	20	80	100
	205 B		5b	Natural Language Processing						
	205C		5c	Endangered Languages						
6	206 A	Elective Foundation	6a	Literacy, Language Curriculum and Testing	Opt-1	6	4	20	80	100
	206 B		6b	Communication Technology						
		Total				36	24	120	480	600
7		Audit Course	Human Values and Professional Ethics - II			0	0	100	--	--

*All Core papers are Compulsory

*Compulsory Foundation – Choose one paper

*Elective Foundation – Choose one paper

*Audit Course – 100 Marks (Internal) – Zero Credits under self study

* Interested students may register for MOOC with approval of the concerned DDC but it will be Considered for the awarded of the grade as open elective only giving extra credits. for the award of the grade as pen elective only giving extra credits.

ore LING:201 Historical Linguistics

Objectives:

1. To understand the major breakthroughs in historical Linguistics
2. To understand sound change ,Linguistics change and Semantic change
3. To analyses Internalreconstruction ,comparative method and Glottochronology

Unit - I

The major breakthroughs in historical linguistics: the genetic hypothesis, the regularity hypothesis, the phonemic hypothesis. Models of language classification: Genealogical, Typological and Areal. Principles of sub grouping.

Unit-II

Concept of a linguistic family: major language families of the world, characteristic features of the language families of India and mutual influences.

Unit – III

Sound change: gradual Phonetic change, structuralist model in describing sound change, phonetic and phonemic changes, conditioned and unconditioned change, types of sound changes, social motivation of sound change.

Unit -IV

Analogy: regularizing tendency of analogy, relation to change, types of sound change. Assumptions of Linguistic change: least effort, substratum theory, structural pressure. Linguistic borrowing: Causes and types, and effects of borrowing.

Unit-V

Semantic change: nature and types; Internal reconstruction and Comparative method – scope and limitations. Lexicostatistics or Glottochronology: assumptions, aims and method of application.

Suggested Readings:

1. [Winfred P. Lehmann](#), **Historical Linguistics: An Introduction** (Second Edition) (Holt, 1973) [ISBN 0-03-078370-4](#)
2. [Raimo Anttila](#), **Historical and Comparative Linguistics** (2nd ed.) (John Benjamins, 1989) [ISBN 90-272-3557-0](#)
3. Arlotto, Anthony. **Introduction to Historical Linguistics**. Boston. Houghton Mifflin Company.
4. King, R.D. 1969. **Historical Linguistics: An Introduction**. New Jersey: Prentice Hall.
5. Hoenigswald, H.M. 1960. **Language change and Linguistic Reconstruction**. Chicago. University of Chicago Press.
6. Turtvent, E.H. 1942. **Linguistic Change**. Chicago. University of Chicago Press.
7. Jeffers, R.J. and Ilse Lehiste. **Principles and Methods for Historical Linguistics**.
8. Greenberg, J.H. 1957. **Essays in Linguistics**. Chicago. University of Chicago Press.
9. Theodora Bynon, **Historical Linguistics** (Cambridge University Press, 1977) [ISBN 0-521-29188-7](#)
10. Richard D. Janda and Brian D. Joseph (Eds), **The Handbook of Historical Linguistics** (Blackwell, 2004) [ISBN 1-4051-2747-3](#)

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

1. Understand the major breakthroughs in historical Linguistics
2. Understand sound change, Linguistics change and Semantic change
3. Analyses Internal reconstruction, comparative method and Glottochronology

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		2			3			1			2
CO2	2		3				3					2
CO3		3			3		2		3	1		2

LING:202 Dialectology

Objectives:

1. To Understand the terms of Dialectology, history and development of dialect studies
2. To analyze types of dialects and variability
3. To understand dialect survey methodology and its approaches

Unit- I

Concept of idiolect, dialect, standard language: dialect area, dialect boundary, focal area, relic area and transitional area.

Unit- II

History and development of dialect studies: synchronic and diachronic; major linguistic atlases; German, French, American atlases. Dialect studies in India and Andhra Pradesh.

UNIT - III

Types of dialects and variability; variation along social parameters; geographical variation-intelligibility, isoglosses, patterning and gradation.

Unit –IV

Dialect survey methodology; preparation of questionnaire; data elicitation techniques: mapping of dialect variation and drawing of isoglosses: interpretation of dialect maps.

Unit –V

Notions of heterogeneity and variability-interactional and correlational approaches in survey methodology.

Suggested Readings:

1. Chambers, J.K. and Trudgil, Peter. 1990. **Dialectology**. Cambridge. Cambridge University Press.
2. Trudgil, Peter. 1983. **On Dialect: Social and Geographical perspectives**. Oxford. Blackwell.
3. Ferguson & Gumperz. : **Linguistic Diversity in South Asia**. Mouton.
4. Francil, W.N. 1987. **Dialectology: An introduction**. London. Longman.
5. Krishnamurti, Bh. 1962. **A Dialect Dictionary of Occupational Vocabulary, Vol. I: Introduction**.
6. Thomas, Alan R. (1967), "[Generative phonology in dialectology](#)", Transactions of the Philological Society 66 (1): 179–203, [doi:10.1111/j.1467-968X.1967.tb00343.x](#)
7. Dollinger, Stefan (2015). **The Written Questionnaire in Social Dialectology: History, Theory, Practice**. IMPACT: Studies in Language and Society, 40. Amsterdam & Philadelphia: John Benjamins Pub. Co.

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

1. Understand the terms of Dialectology, history and development of dialect studies
2. Analyze types of dialects and variability
3. Understand dialect survey methodology and its approaches

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1			3		2		3			1		3
CO2			3						1		2	
CO3		3			3	1			3			2

LING:203

Field Linguistics

Objectives:

1. To understand scope and purpose of field linguistics and problems of investigating non-literary languages
2. To understand techniques and methods of elicitation and collection of Linguistic data
3. To analyze the collection, recording and processing of data.

Unit-I

The scope and purpose of field linguistics; Field linguistics as a branch of descriptive linguistics and its relation to other branches in linguistic sciences such as theoretical and applied linguistics.

UNIT-II

The problem of investigating non-literary languages. The role and importance of language informant in linguistic field work; Selection of informants, number of informants and the training of the informant to suit the goal of the project. Preparation of appropriate questionnaire.

Unit – III

Techniques and methods of elicitation: elicitation and its nature; scheduled versus analytical elicitation; steps in elicitation, analysis and checking for elicitation. Organization of work sessions. Eliciting relevant data at various levels of linguistics structure; sound, word, phrase, clause and sentence levels. The importance of collecting texts-training the informant to dictate the texts, translating them with his help and checking the texts with other member of the language community.

UNIT-IV

Collection of linguistic data; Factors which determine the kinds of data, obtaining relevant data and restricting its size to salient features. Investigators: self preparation for encountering the informant. The need for a pilot survey of the peoples languages and the area of investigation and the collection of sample data.

Unit – V

The recording of dialect of language material. Types and purposes of field transcription. The mechanization of phonetic field work. The reliability and accuracy of phonetic field transcription. The phonetics training for field worker. Collection, analysis and processing of the data. The value of phonetic and linguistic statements.

Suggested Readings:

1. Samarin W J. 1061. **Field Linguistics – A guide to Linguistics field work**, New York
2. Nida, EA. 1978. (2nd ed.) **Morphology**. University of Michigan press. Sri Lanka
3. Kiberik A.E. 1977 **The Methodology of Field investigations in Linguistics** Moulton 2 Co
4. Paul Newman and Mirth Ratlife (Eds.) **Linguistics, Field work**, UK Cambridge University Press.
5. [Crystal, David \(1990\). Linguistics. Penguin Books. ISBN 9780140135312.](#)
6. [Halliday, Michael A.K.; Jonathan Webster \(2006\). On Language and Linguistics. Continuum International Publishing Group. p. vii. ISBN 0-8264-8824-2.](#)
7. [Martinet, André \(1960\). Elements of General Linguistics. Tr. Elisabeth Palmer Rubbert \(Studies in General Linguistics, vol. i.\). London: Faber. p. 15.](#)

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

1. Understand scope and purpose of field linguistics and problems of investigating non-literary languages
2. Understand techniques and methods of elicitation and collection of Linguistic data
3. Analyze the collection, recording and processing of data.

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3	3	2						2	2		3
CO2	3		3		2	2			2			2
Co3	3			3	3	2			3	1		2

LING:204 Language Families of India and Comparative Dravidian

Objectives:

1. To understand language families of India
2. To analyze Dravidian Language Family and history and sources of each Dravidian Language.
3. To analyze vocalic, consonant and Sandhi systems, and reconstruction of Dravidian.

Unit - I

Language families of India. The concept of linguistic area and India as linguistic area. Reduplication, onomatopoeia, Echo words in Indian Languages and especially Dravidian Languages.

Unit -II

Dravidian language family: Proto-Dravidian, Sub-groups of Dravidian, literary and non-literary languages, cognates. The writing systems of the major literary languages of Dravidian. Special features of Dravidian languages.

Unit-III

A short sketch of the history and sources for each Dravidian language. Reconstructed Proto-Dravidian Culture. Language contact and vocabulary borrowing between language families: Indo-Aryan and Austro-Asiatic words in Dravidian and Perso-Arabic and Western language (Portuguese and English) words in Dravidian.

Unit-IV

Dravidian Vocalic System, Vowels: quality, Diphthongs. Dravidian consonantal system, initial and intervocalic stops. Phonological innovations and retentions: exceptions to sound changes explained in terms of borrowing, analogy. Areal and lexical diffusion.

Unit-V

Phonological, Morphological and Syntactical reconstruction of Dravidian. Dravidian sandhi system. Dative subjects.

Suggested Readings:

1. Emeneau, M.B. 1980. **Language and Linguistic area**. Stanford, California, Stanford University Press.
2. Krishnamurthi, Bhadriraju. 2003. **The Dravidian Languages**. New York. Cambridge University Press.
3. "[Dravidian languages](#)". *Encyclopædia Britannica Online*. Retrieved 10 December 2014.
4. Krishnamurti, Bhadriraju (2003). *The Dravidian Languages*. Cambridge University Press. ISBN 0521771110.
5. Subramanyam, P.S. 1997. **DravidaBhashalu**. Hyderabad. PS Telugu University.
6. Emeneau, M.B. 1970. **Dravidian Comparative Phonology: A sketch**. Annamalai Nagar, Annamalai University.
7. Kamilzvebil. 1970. **Comparative Dravidian Phonology**. The Hague, Paris. Mouton.

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

1. Understand language families of India
2. Analyze Dravidian Language Family and history and sources of each Dravidian Language.
3. Analyze vocalic, consonant and Sandhi systems, and reconstruction of Dravidian.

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3					2			1			1
CO2	3					2			1			2
CO3		3			2				1			2

Compulsory Foundation

LING:205A Language Contact

Objectives:

1. To analyze speech as social interaction 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

Linguistic 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 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 Interference
2. Analyze Indian language contact situation and effects of language contact
3. Understand Linguistic borrowing

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3	3								2		3
CO2	2				3					1		2
CO3	1								3	3		2

LING;205B Natural Language Processing

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.

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1		3	3						2			3
CO2		1		3			2		3			2
CO3		2				3	2		1	3	3	2

LING:205C

Endangered languages

Objectives:

1. To understand scope of Endangered Language
2. To understand reasons for Endangerment of languages and effects of Endangerment

3.Toanalyze criteria and Endangered Languages of India

Unit – I

Endangered language: definition and scope. Code mixing and code switching, Language maintenance, mother tongues and official languages in India.

Unit – II

Reasons for endangerment of languages: Language dominance, Globalization, Language shift, Borrowing, Multilingualism, Multiculturalism and Multilingual Education.

Unit – II

Effects of Endangerment: Shrinking of language domains, Pidginization, Creolization, Language extinction, Language death.

Unit – IV

Criteria: Levels of language risk, Evaluation of language endangerment, EGIDS, Reasons for Indian languages extinction, Process of extinction.

Unit – V

Endangering languages: Protection and Prevention of endangered languages, Endangered languages of India.

Suggested Readings:

1. Brenzinger, Matthias (ed.) (1992) Language Death: Factual and Theoretical Explorations with Special Reference to East Africa. Berlin/New York: Mouton de Gruyter. [ISBN 978-3-11-013404-9](#).
2. Campbell, Lyle; & Mithun, Marianne (Eds.). (1979). The Languages of Native America: Historical and Comparative Assessment. Austin: University of Texas Press. [ISBN 0-292-74624-5](#).
3. [Dorian, Nancy C.](#) (1978). 'Fate of Morphological Complexity in Language Death: Evidence from East Sutherland Gaelic.' Language, 54 (3), 590-609.
4. Dressler, Wolfgang & Wodak-Leodolter, Ruth (eds.) (1977) 'Language Death' (International Journal of the Sociology of Language vol. 12). The Hague: Mouton.
5. Gordon, Raymond G., Jr. (Ed.). (2005). Ethnologue: Languages of the World (15th ed.). Dallas, TX: SIL International. [ISBN 1-55671-159-X](#). (Online version: <http://www.ethnologue.com>).
6. Harrison, K. David. (2007) When Languages Die: The Extinction of the World's Languages and the Erosion of Human Knowledge. New York and London: Oxford University Press. [ISBN 978-0-19-518192-0](#).
7. Mohan, Peggy; & Zador, Paul. (1986). 'Discontinuity in a Life Cycle: The Death of Trinidad Bhojpuri.' Language, 62 (2), 291-319.
8. Sasse, Hans-Jürgen (1992) 'Theory of Language Death', in Brenzinger (ed.) Language Death, pp. 7–30. Thomason, Sarah Grey & Kaufman, Terrence. (1991). Language Contact, Creolization, and Genetic Linguistics. University of California Press. [ISBN 0-520-07893-4](#).
9. Timmons Roberts, J. & Hite, Amy. (2000). From Modernization to Globalization: Perspectives on Development and Social Change. Wiley-Blackwell. [ISBN 978-0-631-21097-9](#).ed.

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

1. Understand scope of Endangered Language
2. Understand reasons for Endangerment of languages and effects of Endangerment
3. Analyze criteria and Endangered Languages of India

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3			3							1	2
CO2			3								1	2
CO3	3			2					1		1	2

Elective Foundation

LING: 206A Literacy, Language Curriculum and Testing

Objectives:

- 1.Toanalyze literacy as communication skill
- 2.To understand language acquisition and survey of language learning theories of
- 3.To understand material for adult literacy and language testing

Unit-I

Literacy as communication skill, communicative needs of learning. Instruction through vernacular languages medium of instruction in education at different levels. Bernstein’s elaborated and restricted codes. Formal and non-formal literacy programmes. Formal, early school education of normal children, non- formal: Audit education the under privileged children.

Unit-II

Language acquisition, nature and modeling.Learning disabilities among children and remedial measures.Orality and writing Role of linguistics in learning and teaching, problems evaluation. Teaching of reading and writing to adults and children.

Unit-III

A Short survey of language learning theories, stimulus response, and reinforcement theories, mediation theories, innate capacity theory, cognitive development theory (piaget).

Unit-IV

Materials for Adult literacy: Development of improved pace and context of learning (IPCL) material for Adult literacy teaching.

Unit-V

Principles and methods of language testing, definition, basic concept of testing. Types of testing, aptitude, diagnostic prognostic. Achievement and proficiency test requi8sites, Reliability and validity of tests.

Suggested Readings:

1. Athreya, Venkatesh and Shila Rani Chinkath.1996.Literacy and Empowerment. New Delhi. Sage Publication
2. Freire,P.andDonaldo Macedo.1987.Literacy: Reading the word and the World. London. Routledge and:Kegan Paul
2. Mackay,S.L.1996.Literacy and Literacies. In Mcka,S.L. and Hornberger,N.H.(ed).2002. Practice and LanguageTeaching Cambridge.UK
4. Mukharjee,A and Vasanta,D.(ed).2002.Practice and Research in Literacy,NewDelhi.Sage.
5. Rebecca,M.Valette.Modern Language Testing.New York Harcourt Brace and World Inc.

Course Out Comes:After completion of the course students will be ableto

- 1.Analyze literacy as communication skill
- 2.Understand language acquisition and survey of language learning theories of
- 3.Understand material for adult literacy and language testing

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		3		1					2		1
CO2	3		3		1			1		3		2
CO3	3		3		1					2		1

LING: 206B

Communication Technology

Objectives:

- 1.Toanalyze 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. AksharBharati et al. 1995. **Natural Language Processing: A PaninianPerspective**.New Delhi. Prentice Hall.

Course Out Comes:After completion of the course students will be ableto

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

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		3		2				3			2
CO2			2	3					3			1
CO3	1			3	2		3		3			2

Audit Course

207: Human Values and Professional Ethics-II

Objectives:

1. To understand value education and human values

2. To understand effectiveness to capability Medical and Business Ethics
3. To understand environmental and social ethics

Unit – I

Value Education – Definition – relevance to present day – Concept of Human Values – self introspection – Self esteem. Family values-Components, structure and responsibilities of family- Neutralization of anger – Adjustability – Treats of family life – Status of women in family and society – Caring for needy and elderly –Time allotment for sharing ideas and concerns.

Unit – II

Medical ethics – Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, Problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

Unit – III

Business ethics-Ethical standards of business-Immoral and illegal practices and their solutions. Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics

Unit - IV.

Environmental ethics-Ethical theory, man and nature-Ecological crisis, Pest control, Pollution and Waste, Climate change, Energy and population, justice and environmental health.

Unit – V

Social ethics- Organ trade, Human trafficking, Human rights violation and social disparities, Feminist ethics, Surrogacy/Pregnancy. Ethics of media-Impact of Newspapers, Television, Movies and Internet.

Suggested Readings:

1. John S Mackenzie: A manual of ethics
1. “The Ethics of Management” by Larue Tone Hosmer, Richard D. Irwin Inc.
3. “Management ethics – integrity at work” by Joseph A. Petrick and John F. Quinn, Response Books: New Delhi
4. “Ethics in Management” by S. Asherlekar, Himalaya Publishing House
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manu Dharmashastra or the Institutes of Manu: Comprising the Indian System of Duties: Religious and Civil (ed) G.C. Houghton
10. Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba, Chowkamba Sanskrit series, Vol I, II and III, Varanasi, Vol I OO, 16-20, 21-32 and 74-77 only
11. Charaka Samhita: Tr. Dr. Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkamba Sanskrit Series office, Varanasi, I, II, III Vol I PP 183-191
12. Ethics, Theory and Contemporary Issues, Barbara Mackinnon, Wadsworth/Thomson Learning 2001
13. Analyzing Moral Issues, Judith A. Boss, Mayfield publishing Company, 1999
14. An Introduction to Applied Ethics (Ed.) John H. Piet and Ayodhya Prasad, Cosmo Publications.
15. Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education & Telugu Academic Hyderabad.
16. I.C. Sharma Ethical Philosophy of India. Nagin & Co. Jalandhar.

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

1. Understand value education and human values
2. Understand effectiveness to capability Medical and Business Ethics
2. Understand environmental and social ethics

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3						2	3				3
CO2	1						3	3				2
CO3							2	3				1

Sri Venkateswara University: Tirupati

SVU College of Arts

Department of Foreign Languages and Linguistics

Programme M.A.LINGUISTICS

CBCS Pattern (With effect from 2021-22)

The Programme of study and the Scheme of Examinations

Semester-III

S.No.	Course Code	Components of study	Title of the Course		Credit Hours /Week	No. of Credits	IA Marks	Sem. End Exam Marks	Total Marks	
1	301	Core	1	Language Acquisition and Child Language Development	Mandatory	6	4	20	80	100
2	302		2	Language Disorders and Speech Pathology		6	4	20	80	100
3	30A	Generic Elective	3a	Socio-linguistics	Opt-2	6	4	20	80	100
	303B		3b	Psycho-linguistics		6	4	20	80	100
	303C		3c	Neuro-linguistics						
	303D		3d	Computational Linguistics						
4	304	Skill Oriented Course	4	ICT for Enriching Teaching and Learning Skills	Mandatory	6	4	20	80	100
5	305A	Open Elective	5a	Bilingualism	Opt-1	6	4	20	80	100
	305B		5b	Mass Media Communication						
	Total					36	24	120	480	600

* All Core papers are Mandatory

* Generic Elective – Choose Two papers

* Skill-Oriented Course is Mandatory

* Open Electives are for the Students of other Departments. Minimum One paper should be Opted. Extra Credits may be earned by opting for more number of Open Electives depending on the interest of the student through self study

* Interested students may register for MOOC with the approval of the concerned DDC

Core

LING:301 Language Acquisition and Child Language Development

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**’, HarwardUniversityPress, Cambridge, Massachusetts and London, England
2. N.Chomsky, **Language and Mind**
- 3.CliffsNeo Jersey- **Psycho-Linguistics: Introductory Perceptions**; New York, Academic press.
- 4.Solsaporta 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](https://doi.org/10.1002/wcs.39).ISSN 1939-5078.
- 6, Berk, Laura E. (2009). "9, **Language Development**". **Child development**. Boston: Pearson Education/Allyn&Bacon. [ISBN0-205-61559- 637146042](https://doi.org/10.1002/9780205615596.ch39).

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

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3					2				1		3
CO2				3	3					3		2
CO3			3			3			3	1		2

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 ofCommunication.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, schizophrenia 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 cor-relates 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**. NewYork. 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 ad diagnoses**. NewYork. Meredish 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 ableto

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

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		3				2		3	3	3	1
CI2				3	3							2
CO3	3								3	3		2

Generic Elective

LING:303A

Socio-linguistics

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. Vickers. (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

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		3		1	3				3		2
CO2			2		1		3					2
CO3			3		1				3			2

LING:303B Psycho-linguistics

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.
3. Frederic J. Newmayar. (ed.). **Language: Psychological and Biological aspects (Volume-III, Linguistics)**. Newyork. Cambridge University Press.
4. Cairnsm, H.S. and C.E. Cairns. **Psycholinguistics: A cognitive view of language**. Newyork. Holt. Rinehart and Winston. Levelt, W. J. M. (2013).
5. **A History of Psycholinguistics: the pre-Chomskyan era. Part 1**. Oxford: Oxford University Press. [ISBN 978-0-19-965366-9](https://doi.org/10.1017/9780199653669).
6. Chomsky, Noam. (2000) **New Horizons in the Study of Language and Mind**. Cambridge Cambridge University Press

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

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		3			1						3
CO2	2			3	3	1						2
CO3	2					1			3			2

Objectives:

1. To understand of anatomy of brain and language and speech
2. To understand History of Neuro-linguistics
3. To analyze speech and language disorders and testing techniques

Unit-I:

Introduction to the anatomy of brain cerebral cortex cerebral hemisphere – cerebellum – medulla – md brain – corpus callaosum – major lobes – frontal lobe parietal lobe occipital lobe – temporal lobe – fissure - nervous and their functions.

Unit-II:

Language and speech – Basic linguistic units – Phonology morphology – syntax – semantics – linguistics and psychology, linguistics and neurology – Introduction to Neurolinguistics

Unit-III:

History of Neurolinguistics - P.Broca – c Wernike – Huglings Jackson, and others present day Neurolinguistics.

Unit-IV:

Speech and language disorders: Aphasia – classification of aphasia – other disabilities – Broca – Wernike, Semantic – jargon – motor – sensory dysphasia, paraphasia, dyslexia, Anomia, alexia, Dysarthria, paragrammatism, agrammatism, etc. etiology of the aphasias.

Unit-V:

Testing techniques: Western aphasia test battery – Oston Diagnostic aphasia Examination – evaluation of the above two test batteries a simple study of a language disorder.

Suggested Readings:

1. Sheila E. Blumstin. Linguistics: The Cambridge survey – III, Neurolinguistics: an over view of language – Brain relations is aphasia. New York Cambridge University Press.
2. Obler, L.K. and Kris Gjerlow. Language and Brain New York, Cambridge University Press
3. David Crystal. The Cambridge encyclopedia of language: Language, brain and handicap. New York. Cambridge University Press
4. Adrian AK Majian, Demers, R.A., Farmer, A.K. and Harnish, R.M. 1996. Linguistics: An introduction to language and communication. New Delhi, Prentice Hall
5. Mary – Louise Kean, Linguistics: The Cambridge Survey – Volume-III: Brain Structures and Linguistic capacity New York, Cambridge University Press.

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

1. Understand of anatomy of brain and language and speech
2. Understand History of Neuro-linguistics
3. Analyze speech and language disorders and testing techniques

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		2			2				2		3
CO2	3		2			2				1		3
CO3	3		2			2			1	2		2

Objectives:

- 1.To understand Computational Phonetics , Phonemics, Morphology and Syntax
2. To understand computational semantics and Lexicography
- 3.To analyze application of computational linguistics

Unit-I

Computational Phonetics and Phonemics: Speech Production and Acoustic – Phonetics. Articulatory Phonetics: Acoustic Phonetics: Prosodic features, speech signal processing parameters and features of speech. Phonological rules and Transducers: Advanced issues in Synthesis – text-to-speech system: speech recognition-speech-to-text system.

Unit-II

Computational Morphology and Syntax: Morphology and Syntax: Morphology – morpheme; free, bound, segmentation and orthography – Inflectional, Derivational and Compositional morphology – word structure, Morphological analysis – different approaches. Representation of morphological information: MRD (Machine Readable Dictionary) for stems, for suffixes, morphological levels of organization of suffixes – morphophonemic’s, The Lexicon and Morphotactics, Morphological parsing and Finite-State Transducers. Parsing-Parsing in traditional grammar; in formal linguistics, Classification of parsing; Top-down vs. Bottom-up;

Unit-III

Semantics and Knowledge representation: Representing Meaning: Computational Desiderata for Representations: Verifiability: Unambiguous Representations: Canonical Forum: Inference and Variables: Expressiveness: Meaning Structure of Language: Predicate-Argument Structure: First Order Predicate Calculus: Elements of FOPC; the Semantics of FOPC; Variables and Quantifiers; Inference.

Unit-IV:

Computational Lexicography: Lexicography – Dictionary – Stages of dictionary preparation 1) data collection, 2) entry selection, 3) entry construction and 4) entry arrangement, role of computers in each stage, computer based dictionary – making MRD (Machine Readable Dictionary), Lexical resources, Role of language corpus in Lexicography; Electronic Dictionary (ED); Advantages of ED over conventional dictionary – features of ED.

Unit-V:

Application of Computational Linguistics: Machine Translation (MT) – different approaches; direct interlingual, transfer problems in lexical transfer – Computer Aided Learning/Teaching titles – role of computational linguistics in language teaching; Building Search Engines; Information retrieval.

Suggested Readings:

1. Allen, J. 1995. Natural Language Understanding. The Benjamin Company.
2. Ganesan, M et al. 1994 Morphological Analysis for Indian Languages in Information Technology Applications in Language, Script and Speech (ed) S.S. AGARWAL. New Delhi:
3. Ganesan, M. 1999. Lexical transfer in Machine Translation: Some Problems and Remedies in Translation (ed) M. Valarmathi, Chennai: IITS
4. Hutchins , WJ. 1982. The evaluation of Machine Translation System in Practical Experience of machine translation System (ed) V. Lawoon (ed), Noth-Holland publishing company.
5. Kening. KJ. Et al, 1983, An introduction to Computer Assisted language Teaching, UK: OUP
6. Lewis, D. 1992, Computers and translation, in Computers and Written Texts (ed) Christopher S. Butler, Oxford:Black well.
7. Meijs, W. 1992, Computers and Dictionaries, in Computers and Written Texts (ed) Christopher S.Butler, oxford: Black well.
8. Meijs,W.1996, Linguistic Corpora and Lexicography, in annual Reviews of Applied Linguistics,Vol.16
9. Ritchie, DG. Etal, 1992 Computational Morphology, England: MIT
- 10.Yegnanarayana, B.Etal, 1992. Tutorial on speech Technology Madras: IIT

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

- 1.Understand Computational Phonetics , Phonemics, Morphology and Syntax
2. Understand computational semantics and Lexicography
- 3.Analyze application of computational linguistics

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3				2				1			2
CO2	3			1	2				1			2
CO3	3				1							2

Skill Oriented Course

LING:304 ICT for Enriching Teaching and Learning Skills

Objectives:

1. To understand the concepts, importance and scope of ICT
2. To analyze computer networking and ICT enriched teaching & learning experiences.
3. To understand online teaching and learning experiences.

Unit-I

Concepts of Information and Communication Technology (ICT): Concept of Information Technology, Concept of Communication Technology, Concept of Instructional Technology, Concept of Computer Technology and Concept of Internet.

Unit-II

Importance and Scope of ICT: Need of ICT, Importance of ICT, Scope of ICT – Teaching Learning Process, Evaluation process, Research, Administration, Education and Publication.

Unit-III

Computer Networking: Software and Hardwares, Computer networking – Components and Types of Network Typology, Features of wireless Network, Benefits of Network.

Unit-IV

ICT enriched Teaching and Learning experiences: Approaches to integration ICT in Teaching Learning process, Application of ICT for enriching classroom experiences, What ICT brings to the classroom?, Multimedia educational Software for classroom situations, Project based learning, Differences between project and project based learning, Collaborative learning.

Unit-V

Online Teaching and Learning Experiences: e-learning, Virtual classroom, Web2.0 Technologies, Open Educational Resources (OER), Legal and ethical issues, Computer ethics and Legal issues.

Suggested Readings:

1. Subbarayudu, N. and Mohamad Ali – **Pedagogy Across ICT Integration** - Jayam Publications, Hyderabad, 2015, ISBN 978-98-85108 – 65 – 5
2. Padma Tulasi, G, B. Srilatha and N. Subbarayudu – **ICT for Enriching Teaching and Learning**, Jayam Publications, 2017, ISBN: 978-93-85108-18-1.
3. Ramesh Verma and Suresh K. Sharma, **Modern trends in Teaching Technology**, Anmol publications Pvt. Ltd. New-Delhi.
4. www.ucs.mun.ca/nemurphy/stemnet/cle.3html
5. www.lifecircles-inc.com/.../constructivism/...html
6. <http://en.wikipedia.org/wiki/constructivistteachingmethods>
7. <http://www.bie.org/about2/stcenturyskills>
8. project based learning-wikipedia, free encyclopedia
9. <http://www.lexiconreadingcenter.org/what.ismutisensoryteaching>.

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

1. Understand the concepts, importance and scope of ICT
2. Analyze computer networking and ICT enriched teaching & learning experiences.
3. Understand online teaching and learning experiences.

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3				3				1	2	2	2
CO2	3		1	2	3				1	2	2	2
CO3	3				3				1	2	2	2

Open Elective

LING: 305A Bilingualism

Objectives:

1. to understand speech as social interaction
2. To analyze theory, types and Measurement of Bilingualism
3. To understand Bilingual Education and Bilingualism and ethnocentrism

Unit - I.

Speech as social interaction: Speech functions and speech events; verbal and non-verbal behaviour, 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 Hylden 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
2. Analyze theory, types and Measurement of Bilingualism
3. Understand Bilingual Education and Bilingualism and ethnocentrism

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3			1	3				1			2
CO2	2				3	1			1			2
CO3	2		1		3				1			1

LING:305B. Mass Media Communication

Objectives:

1. To understand nature, Scope and Types of communication

- 2.To analyze communication process and models of communication
- 3.To understand theory of communication and Multimedia Technology

Unit - I

Communication – Nature and Scope of communication function of communication Types of communication, socio-psychological aspects of communication.

Unit-II

Communication Process – One step, two step and multi step flow of communication, verbal and non-verbal communication, different kinds of media, potentialities and limitations of media approach to communication, Media as instrument of social change education and environment.

Unit-III

Communication models, Laswell, Shannon and Weaver Osgood and Schnamm. Danca’s helical model, Newcomb’s ABX model, Gerbner model, innovation – Different models, uses and gratification of models.

Unit-IV

Communication Theories, normative theory, Selective exposure, Selective perception and selective retention, frame of reference, empathy, psychic mobility, bullet theory, theories of cognition and balance.

Unit -V

Multi media: Impact of convergence of Media, Telecommunications and Computer, Multi media opportunities for the broadcasting, multimedia and consumers expectations, multimedia technology critical to economic development. Role of Computer in the multimedia technology.

Suggested Readings:

- 1 .Dahama, O.P. & Bhatnagar,. 1989. O.P. **Education and communications for Development.** Oxford & IBH publishing co. New Delhi.
2. Kuppuswamy. **Communications and social development.** Delhi. Sterling publishers, 1976.
- 3..Yadava pradeepMatus, J.S. **Issues in Mass Communication. The Basic concepts.** New Delhi. Indian Institute of Mass Communication.
- 4.Richard A. Blum. **Television writing (from concept to contract).** London. Focal Press.
- 5.George A. Hough. **New writing.** The University of Georgia. Kanishka Publiers.New Delhi.
- 6.Mehta, D.H. 1979. **Mass communication and Journalism in India.** New Delhi. Allied Publishers, pvt. Ltd.

Course Out Comes:After completion of the course students will be ableto

- 1.Understand nature, Scope and Types of communication
- 2.Analyze communication process and models of communication
- 3.Understand theory of communication and Multimedia Technology

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3			1	3				1	3		3
CO2	3			2	3				1	3		3
CO3	3				3				1	3		2

Sri Venkateswara University: Tirupati

SVU College of Arts

Department of Foreign Languages and Linguistics

Programme M.A.LINGUISTICS

CBCS Pattern (With effect from 2021-22)

The Programme of study and the Scheme of Examinations

Semester-IV

S.No	Course Code	Components of Study	Title of the Course		Credit Hrs./ Week	No. of Credits	IA Marks	Sem. End Exam Marks	Total Marks	
1	401	Core	1	Language Universals and Linguistic Typology	Mandatory	6	4	20	80	100
2	402		2	Research Methodology		6	4	20	80	100
3	403A	Generic Elective	3a	Lexicography	Opt-2	6	4	20	80	100
	403B		3b	Language Teaching		6	4	20	80	100
	403C		3c	Language Planning						
	403D		3d	Translation						
4	404	Multidisciplinary Course	4	Multidisciplinary Capacity Building	Mandatory	6	4	20	80	100
5	405A	Open Elective	5a	Branches of Linguistics	Opt-1	6	4	20	80	100
	405B		5b	Dictionary Making						
		Total				36	24	120	480	600

* All Core papers are Mandatory

* Generic Elective – Choose Two papers

* Multidisciplinary Course is Mandatory

* Open Electives are for the Students of other Departments. Minimum One paper should be Opted. Extra Credits may be earned by opting for more number of Open Electives depending on the interest of the student through self study.

* Interested students may register for MOOC with the approval of the concerned DDC

LING:401 Language Universals and Linguistic Typology

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. fissional (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, relativity, conjunctive, participle construction, compound verb construction, etc.

Suggested Readings:

1. Bernard Comrie. **Language Universals and Linguistic Typology**. Oxford. Basil Blackwell.
2. Joseph 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](https://doi.org/10.1017/9780521004993)
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.

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1		3		3		1			2			3
CO2			3			2			3			3
CO3				3	3	1			3	1	3	2

CoreLING:402 Research Methodology

Objectives:

1. To understand purpose, scope, methods and tools of research
2. To understand problem identification, methods of study and scientific methods in field work of research
3. To analyze research work convert to PDF

Unit -I

Research: its meaning, purpose and scope - Methods and tools in research – Scientific objectivity-Inductive and Deductive procedures. Research methods in Social Sciences, Humanities, Language and Literature.

Unit –II

Identification of the problem and selection of the topic for research-The reasons for selecting the problem-Its relevance and importance from the point of view of theory or application or contribution to knowledge in general.

Unit–III

Methods in the study and collection of the material-The sources of material- collection of source material. Methods of collecting source material.

Unit–IV

Scientific methods in fieldwork: preparation of questionnaire, Scheme of elicitation, interviews, etc. Monolingual (direct) and bilingual methods of collection of material –Participant observation, selection of informants: Bio-data-speech recording- Phonetic phonemic transcription.The need for a pilot survey and the collection of sample data. The recording of Language material. Types and purposes of field translation: Analyzing the data. Preparation of the research report. References and bibliography.

Unit-V

Research work convert to PDF: MS word to PDF, EXCEL to PDF, Power point to PDF, Paint to PDF.

Suggested Readings:

1. Gopal, M. H. **Introduction to Research procedure in social sciences.**
2. Margerett Stracy. **Methods of Research.**
3. Cambel, W. B. **Form and style in thesis writing.**
4. Tharmalingom, N. **Research Methodology.** Mumbai. Himalaya publishing House.
5. Kothari, C. R. **Research Methodology (Methods and Techniques).** New Delhi. New Age International Publishers.
6. Petyt, K. M. **The study of dialect and introduction to Dialectology.** London. Andre Deutsch Limited.
7. Longcker, Ronald W. 1972. **Fundamentals of Linguistic Analysis.** New York. Barcourt Brace Jovanovich, Inc.
8. Francis, W. N. and Longman. **Dialectology – An introduction.** London.
9. Radha Krishna Gali and Nukala Subbarayudu, 2021 – **Research Work convert to PDF, SRK Publications, Tirupati.**

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

1. Understand purpose, scope, methods and tools of research
2. Understand problem identification, methods of study and scientific methods in field work of research
3. Analyze research work convert to PDF

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3			3	3					1		3
CO2	3			3	3	1				2		3
Co3	3			3	3	1				2		3

Generic Elective

LING:403A. Lexicography

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. ing, 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](https://www.oxfordup.com/9780198299516)

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

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	2	3		3	1							3
CO2	2			3	3	3					3	2
CO3	2			3	1			3	3			3

LING:403B. Language Teaching

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 aid 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 methodscontrastive 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. Reliabilityand 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 ableto

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 aide language teaching

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1		3	2			2				1		3
CO2			3	3		2				1	3	2
CO3			3		3	3			3	1		2

LING: 403C Language Planning

Objectives:

1. To understand Nature and Scope of language planning and communication technology
2. To analyze process and problems of language planning
3. To understand types and treatment of language planning

Unit-I:

Nature and Scope: Sociology of language and the notion of planning. The necessity of language planning. Basic premises of language planning. Linguistics and language Planning .Language Problems of developing nations. Language problems in political and administrative process; language problems in society: seeking solutions and making decisions. Variables and planning: Planning sensitive variables: Types of variables: Organizational attitudinal. Demographic and implementation.

Unit-II:

Communication Technology: Language use in Electronics and Mass Media. Basics of Communication. Language movements in India and abroad.

Unit-III :

Process of Language Planning: Major types of language planning. Corpus and status planning. Selection/Policy decision, stability/codification, expansion/elaboration, differentiation/cultivation, code selection. National/Official language. Standardization and writing reform, elaboration, modernization of languages, promotion of language styles and registers, language policy in education, Comparative study of language planning, impact of nationalism on language planning, Agencies of language planning and their role. Implementation process and evaluation procedures. Providing information and feed back for language planning.

Unit-IV:

Problems of Language planning: Non-communication. Orthography, Evaluation of the variations within the standardized form. Limitations of language planning.

Unit-V:

Types and Treatment: A Short survey of basic types of language conflict and language planning with special reference to the developing nations. Evaluation of language planning in India.

Suggested Readings:

1. Joshua A. Fishman. 1974. Advances in language planning. The Hague, Mouton
2. Fishman, J.A. Ferguson, C.A. and Gupta, J.D. Language problems of developing nations. New York. John Wiley and sons, Inc.
3. Omkar N. Koul. 1994. Language development and Administration. New Delhi. Creative books.
4. Donna Christian, Linguistics: The Cambridge Survey (Vol. iv), Language Planning: The View from Linguistics. New York. Cambridge University Press
5. Boris I. Kluyev. India national and language problems. New Delhi. Sterling publishers Pvt. Ltd.

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

1. Understand Nature and Scope of language planning and communication technology
2. Analyze process and problems of language planning
3. Understand types and treatment of language planning

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		3			2			1			2
CO2			3			2			1			2
CO3			3			2						1

LING:403D. Translation

Objectives:

1. To understand the concept of translation
2. To understand principles and analysis of translation
3. To solve the exercises of translation

Unit –I

The concept of Translation, types of translation, word and sense, equivalence, word level and above word level, grammatical equivalence, formal and dynamic equivalence, loss and gain, untranslatability, Machine translation. Is translation an art or Science? Translations interpretation, free vs. literal Translation.

Unit – II

Principles of translation, Catford, Nida, etc. Translation procedures: literal, paraphrasing, transcription, Transliteration, borrowing, Transference, neutralization; equivalent: cultural, functional, descriptive; reduction or expansion; thumb rules.

Unit – III

Analysis: word and text. Criteria for analysis, text types. Semantic and communicative translation. Varieties of general meaning, lexical vs. grammatical meaning, componential analysis. Business language and advertisement, abbreviations and acronyms, coinage and acceptability; speed and adhoc solutions.

Unit – IV

Language development, term planning-challenges, principles in term planning. Metaphor translation. Translation of proper names, types of proper names, role of script in proper names translation. Evaluation and Testing. Role of translation in second language learning/teaching.

Unit – V

Translation exercises: Business letters, official letters, G.Os, Reports, Poetry and Fiction, etc. from English to Telugu, and from Telugu to English.

Suggested Readings:

1. Baker, M. 1992. **In Other words: A Course book on Translation**. London and New York: Routledge
2. Baker, M. (ed) 1998 Rout ledge, **Encyclopedia of Translation Studies**, London and New York. Rout ledge.
3. Catford, John C. 1965. **A Linguistics Theory of Translation**, London Oxford University Press.
4. Newmark, Peter. 1988. **‘Translation Theory Practice – Hall**
5. Bassnett-McGuire, Susan 1980 **Translation Studies** London Methuen
6. Baker, Mona; Saldanha, Gabriela (2008). Routledge**Encyclopedia of Translation Studies**.New York: Routledge. [ISBN 9780415369305](https://doi.org/10.1080/09595930802548441).
7. [Parks, Tim](#) (2007). **Translating style: a literary approach to translation - a translationApproachto literature**. New York: Routledge. [ISBN 9781905763047](https://doi.org/10.1080/09595930701488441)

Course Out Comes:After completion of the course students will be ableto

- 1.Understand the concept of translation
- 2.Understand principles and analysis of translation
- 3.Solve the exercises of translation

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		3			2					1	2
CO2			3			2					1	2
CO3		2	3			2					1	2

Multidisciplinary Course

LING:404Multi-disciplinary Capacity Building

Objectives:

- 1.To understand Health and Environmental and Social Safety Studies

- 2.To analyze Physical and Health Education Studies
- 3.To understand Work Experience and Art Education

Unit-I:

Health and Environmental Studies: Personal hygiene, environmental cleanness(cleanness of hair, nails, teeth, eyes, skin, cloths, shoes, environment etc.), Factors affecting nutrition level of an individual, need of balanced diet,Importance of balanced diet,, communicable diseases – prevention and care.

Unit-II

Social Safety Studies: Concept of Social safety, Road rules and Traffic symbols, concept and definitions of First Aid, Types First Aid, First Tool Kit/Box, Precautions to be followed in giving First Aid, 104 and 108 services.

Unit-III

Physical and Health Educational Studies: What is Physical Education, Concept, Definition, Importance and Objectives of Physical Education, Role of Physical Education in the development of Psycho – Motor Domain, what is Health Education, Concept, Definition, Importance and objectives of Health Education, Factors affecting Health, difference between Physical and Health Education, Leadership Qualities, Character Building.

Unit-IV

Work Experience: Concept, Scope and Need of Work Experience: Specific Significance of Work Experience of Quality Education, Objectives and Specifications of Work Experience, Basis of Work Experience – Philosophical, Psychological, Socio-Economical basis of Work Experience, de-centralization of Work Experience, Role of Community and Parent-Teacher Association of Work Experience, Dignity of Labour, digging or cleaning of brains, washing or repairing or dying of cloths, clean and green.

Unit-V

Art Education: Art and Aesthetics, Art and Society, Art and Human Development, Place of Visual and Performing Arts in Teaching, Art and Craft Indian Festivals and its Artistic Significance.

Suggested Readings:

1. Dash, B.N. – **Health and Physical Education**, Neel Kamal Publications, Pvt. Ltd., Hyderabad,2010, ISBN: 8183161871,9788183161879.
2. JanakiRamiah,G., GaliRadha Krishna and N.Subbarayudu – **Pedagogy of EnvironmentalStudies at Primary Level**, Jayam Publications, Hyderabad,2019,ISBN: 978-93-87114-33-3.
3. Krishamacharyulu,V. – **Elements of Work Experience**, Neel Kamal Publications Pvt. Ltd., Hyderabad, ISBN:978-81-8316-667-6 .
4. Krishamacharyulu,V. K.Ramanachary and K.VijayaRao – **SamarthyalaPempudala Capacity Building**, Neel Kamal Publications, Pvt. Ltd., Hyderabad,2019, ISBN: 978-81-8316-131-2
5. NCERT, New Delhi - **Work Experience in School Education**, Guide Lines.
6. RadhaKrishna,G and N.Subbarayudu – **Art Education**, Jayam Publications, Hyderabad,ISBN:978-93-85108-56-3

Course Out Comes:After completion of the course students will be ableto

- 1.Understand Health and Environmental and Social Safety Studies
- 2.Analyze Physical and Health Education Studies
- 3.Understand Work Experience and Art Education

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3			2		3				1		2
CO2	3			2		3				1		2
CO3	3			2		3				1		3

Open Elective

LING 405A. Branches of Linguistics

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. Palmer, F.R. 1976. **Semantics: A new out line**. London. Cambridge University Press.
10. [Winfred P. Lehmann](#), **Historical Linguistics: An Introduction** (Second Edition) (Holt, 1973) [ISBN 0-03-078370-4](#)
11. [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 Linguistic

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		3			2				2		1
CO2	3		3						1	1		2
CO3	3		3						1	2		2

405B. Dictionary Making

Objectives:

1. To understand types of dictionaries
2. To analyze Monolingual Dictionary Making

3. To analyze Bilingual Dictionary Making.

Unit – I

Definition of Dictionary or Lexicon; **Types of Dictionaries:**Encyclopaedic vs. linguistic, Synchronic vs. Diachronic, General vs. restricted. General Dictionaries, Standard descriptive, overall descriptive.

Unit-II

Historical dictionaries; Special Dictionaries, Pronouncing vs spelling dictionaries. Indices and concordances. Dictionaries of synonymy, etc. Number of languages: monolingual, bilingual, multilingual. Size of the dictionaries: Academic dictionaries.

Unit –III

Monolingual Dictionary Making: Collection of material - excerption, - cleaning-Lexicographic context- scriptoria, use of informants; Selection of entries, Form of lexical units, Density of entries.

Unit – IV

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.

Unit-V:

Bilingual Dictionary Making: Collection of Material; Selection of entries Equivalent, translational and descriptive of explanatory equivalent, categorical equivalence. Form of entries: Lemma, spelling, pronunciation, grammatical information. Glosses and labels, examples.

Suggested Readings:

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

[ISBN 978-0-19-829951-6](https://www.amazon.in/dp/9780198299516)

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

- 1.Understand types of dictionaries
- 2.Analyze Monolingual Dictionary Making
- 3.Analyze Bilingual Dictionary Making.

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3		3	2					1	1		2
CO2			3	2	1					2		2
CO3	3		3			3			2	1		3