

M.A in Linguistics and Endangered Languages

Total Credit required for the award of the degree of M.A in Linguistics and Language Technology – 73
16 credits (1st semester) + 19 credits (2nd semester, 3 credits for open elective) +19 credits (3rd semester, 3 credits for open elective) + 19 Credits (4th Semester)

| Semester I | | | | | Skill Based Courses (Yes/No) | |
|--------------------|---|----------|----------|----------|---|-----|
| CBCT | | | | | <u>L</u> <u>T</u> <u>P</u> <u>CH</u> <u>CR</u> 3 0 0 3 3 | |
| <u>Course code</u> | <u>Course name</u> | <u>L</u> | <u>T</u> | <u>P</u> | <u>CH</u> <u>CR</u> | |
| LE 401 | Phonetics and Phonology | 4 | 0 | 0 | 4 4 | Yes |
| LE 403 | Basic Morphology | 4 | 0 | 0 | 4 4 | Yes |
| LE 405 | Basic Semantics and Pragmatics | 4 | 0 | 0 | 4 4 | Yes |
| LE 407 | Basic Syntax | 4 | 0 | 0 | 4 4 | Yes |
| LE 409 | Introduction to Computational Linguistics | 3 | 0 | 0 | 3 3 | Yes |
| Semester II | | | | | | |
| CBCT | | | | | <u>L</u> <u>T</u> <u>P</u> <u>CH</u> <u>CR</u> 3 0 0 3 3 | |
| <u>Course code</u> | <u>Course name</u> | <u>L</u> | <u>T</u> | <u>P</u> | <u>CH</u> <u>CR</u> | |
| LE 402 | Descriptive Syntax | 4 | 0 | 0 | 4 4 | No |
| LE 404 | Linguistic Theories | 4 | 0 | 0 | 4 4 | No |
| LE 406 | Field Linguistics and Archiving | 4 | 0 | 0 | 4 4 | Yes |
| LE 408 | Language Endangerment and Revitalization | 4 | 0 | 0 | 4 4 | No |

| Semester III | | | | | | | |
|--|---|----------|----------|----------|-----------|-----------|----------------------------|
| CBCT | | <u>L</u> | <u>T</u> | <u>P</u> | <u>CH</u> | <u>CR</u> | |
| | | 3 | 0 | 0 | 3 | 3 | |
| <u>Course code</u> | <u>Course name</u> | <u>L</u> | <u>T</u> | <u>P</u> | <u>CH</u> | <u>CR</u> | |
| LE 501 | Sociolinguistics | 4 | 0 | 0 | 4 | 4 | |
| LE 503 | Language Typology and Language Universals | 4 | 0 | 0 | 4 | 4 | |
| LE 505 | Structure of Indian Languages | 4 | 0 | 0 | 4 | 4 | |
| <i>Elective Courses (any one of the following to be opted for)</i> | | | | | | | |
| <u>Course code</u> | <u>Course name</u> | <u>L</u> | <u>T</u> | <u>P</u> | <u>CH</u> | <u>CR</u> | Skill Based Courses |
| LE 507 | Lexicography | 4 | 0 | 0 | 4 | 4 | Yes |
| LE 509 | Multilingualism and Language Policy | 4 | 0 | 0 | 4 | 4 | No |
| LE 511 | Language Documentation and Grammar Writing | 4 | 0 | 0 | 4 | 4 | Yes |
| LE 513 | Acoustic Phonetics: Instrumental Techniques and Data Analysis | 4 | 0 | 0 | 4 | 4 | Yes |
| LE 515 | Generative Syntax | 4 | 0 | 0 | 4 | 4 | No |
| LE 517 | Advanced Cognitive Linguistics -I | 4 | 0 | 0 | 4 | 4 | No |

| Semester IV | | | | | | | |
|--|------------------------------------|----------|----------|----------|-----------|-----------|----------------------------|
| CBCT | | <u>L</u> | <u>T</u> | <u>P</u> | <u>CH</u> | <u>CR</u> | |
| | | 3 | 0 | 0 | 3 | 3 | |
| <u>Course code</u> | <u>Course name</u> | <u>L</u> | <u>T</u> | <u>P</u> | <u>CH</u> | <u>CR</u> | |
| LE 502 | Research Methodology | 4 | 0 | 0 | 4 | 4 | |
| LE 504 | Historical Linguistics | 4 | 0 | 0 | 4 | 4 | |
| LE 506 | Analysis of Endangered Languages | 4 | 0 | 0 | 4 | 4 | |
| LE 522 | Introduction to Psycholinguistics* | 3 | 0 | 0 | 3 | 3 | |
| <i>Elective Courses (any one of the following to be opted for)</i> | | | | | | | |
| <u>Course code</u> | <u>Course name</u> | <u>L</u> | <u>T</u> | <u>P</u> | <u>CH</u> | <u>CR</u> | Skill Based Courses |

| | | | | | | | |
|--------|--|---|---|---|---|---|-----|
| LE 508 | Developing Writing System | 4 | 0 | 0 | 4 | 4 | Yes |
| LE 510 | Ethnolinguistics and Language Endangerment | 4 | 0 | 0 | 4 | 4 | No |
| LE 512 | Advanced Field Linguistics and Archiving | 4 | 0 | 0 | 4 | 4 | Yes |
| LE 514 | Experimental Phonology | 4 | 0 | 0 | 4 | 4 | No |
| LE 516 | Minimalist Syntax | 4 | 0 | 0 | 4 | 4 | No |
| LE 518 | Formal Semantics | 4 | 0 | 0 | 4 | 4 | Yes |
| LE 520 | Advanced Cognitive Linguistics-II | 4 | 0 | 0 | 4 | 4 | No |

| CBCT/CBCS courses offered by the Centre | | <u>L</u> | <u>T</u> | <u>P</u> | <u>CH</u> | <u>CR</u> | |
|---|--|----------|----------|----------|-----------|-----------|----|
| LE423 | Language, Society and Endangerment | 3 | 0 | 0 | 3 | 3 | No |
| LE424 | Language Policy, Education and Language Revitalization | 3 | 0 | 0 | 3 | 3 | No |

Semester I

LE 401: Phonetics and Phonology

L4 T0 P0 CH4 CR4

Course objectives

The purpose of this course is to introduce the scientific study of sounds and sound patterns of world languages. This course provides answers to some basic questions about the nature and patterning of sounds used in human language and the intricate system that governs a language's phonology.

Objective of this course is to acquaint students with various concepts of phonetics and phonology such as

- Structuralism and Generativism
- Distinctive features/ natural class
- Phone, phonemes and allophones
- Free variation, complementary distribution and minimal pairs
- Phonological analysis: Phonemic inventory of languages
- Suprasegmental phonology: stress, tone and intonation
- Phonological rules and representation
- Phonotactics

Course outline

Phonetics

1. The Anatomy and Physiology of Speech
2. Speech Sounds and articulation
3. Suprasegmentals
4. Multiple Articulation and Co-articulation
Double articulation; secondary articulation; co-articulation; parametric phonetics
5. Phonetic Transcription
Principles and method; terminology related to transcription; learning skills; phonemic and phonetic transcription; practice on transcription on data from English, native languages and another selected language spoken in NE region
6. Acoustic Characteristics of Speech
Transmission; frequency; pitch; amplitude; resonance; measuring frequency; pitch

Textbook:

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

Essential Readings:

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

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

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

Phonology

1. Speech sounds
Sounds; natural classes; distinctive features; stricture; major class features; laryngeal features; secondary articulation; prosodic features
2. Distinctive features and the Phonemic Principle
Phonemicization; formalization; minimal pairs; complementary distribution
3. Natural Classes
The psychological reality of the phoneme; phonetic similarity; variation
4. Archiphonemes and Morphophonology
Connection to morphology; neutralization
5. Rule Ordering
Rule writing; rule ordering

Textbook:

Gussenhoven, Carlos and H Jacobs. 2011 (2nd Edition). *Understanding Phonology*. UK: OUP

Essential Readings:

Foley, J. 2008. *Foundation of Theoretical Phonology*. Cambridge: Cambridge University Press.

Goldsmith, J. (ed). 1999. *Phonological Theory: The Essential Readings*. Cambridge: Blackwell.

Goldsmith, J. (ed). 1995. *The Handbook of Phonological Theory*. Cambridge: Blackwell.

LE 403: Basic Morphology

L4 T0 P0 CH4 CR4

Course Objectives

The objective of the course is to introduce the concepts and data that we looked for in morphology, to have a better understanding of the internal structure of word. It also focuses on morphological analysis so as to enable students to formulate morphological rules. A detailed study of word formation processes would be made. An introduction to typological and theoretical issues in morphology is also laid out.

Course outline

- i. Introduction to Morphology
What is Morphology? Concept and Data we look for.
- ii. Word vs Morpheme
What is a word? What is a morpheme? Relation and differences between words and morphemes
- iii. Morphological concepts
Morphemes vs allomorphs; affixes; root, stem and base
- iv. Inflection vs Derivation
Inflecting properties of word classes; nature and behavior of inflecting categories; derivational morphemes; nature and behavior of derivational morphemes
- v. Word vs Phrases
Relation and differences between words and phrases; nature and behavior of words and phrases
- vi. Word Formation
Compounding; reduplication; derivational processes
- vii. Problems in Morphological Analysis
Zero derivation; unmarked forms; discontinuous morphemes
- viii. Morphology and Typology
Syntactic word order and morpheme order

Textbook

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

Essential Readings

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

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

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

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

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

LE 405: Basic Semantics and Pragmatics

L4 T0 P0 CH4 CR4

Course Objectives

The course aims at introducing to the students the fundamental issues of linguistic meaning and also pragmatics. The course includes from semantics as well as the basics of cognitive semantics.

Course outline

1. Preliminaries
Semantics in Linguistics; Meaning, Thought, and Reality
2. Semantic Description
Word meaning; Sentence Relations and Truth; Sentence Semantics: Situations.
3. Semantics
Participants; Context and Inference; Function of Language: Speech as Action
4. Theoretical Approaches
Meaning Components; Formal Semantics
5. Pragmatics
What is pragmatics? Meaning and context
6. Society and Meaning: Meaning, cognition and culture

Textbooks

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

Grundy, Peter. 2013. (3rd ed). *Doing Pragmatics*. London: Routledge.

Essential Readings

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

Goddard, Cliff. 1988. *Semantic Analysis*. Oxford: OUP.

Griffiths, P. 2006. *An Introduction to English Semantics and Pragmatics*. Edinburgh Textbooks on the English Language

Keith, Allan. 2007. *Natural Language Semantics*. Oxford: Blackwell.

Keith, Allan. 2013. *The Oxford Handbook of the History of Linguistics*. Oxford: Oxford University Press.

Course Objectives

The paper on Basic Syntax will introduce the students to the new approaches and theories pertaining to the study of syntax. Starting with the four dichotomies of Ferdinand de Saussure (1857- 1913) to the Immediate Constituent analysis of Leonard Bloomfield (1887-1949) and the Generativist School of Noam Chomsky from 1956 onwards. In syntax it is vital for the students to know and understand the similarities and variations of the structure of their first language L1, normally, mother tongue and the second language L2 usually English. This comparative study will prepare the students to get into the depth of the core syntactic theories.

Course outline**1. Background**

- i. Traditional versus Modern linguistics
- ii. The four dichotomies of Ferdinand de Saussure
- iii. Immediate Constituent (IC) Analysis and Problems of IC Analysis

2. Syntax as a Cognitive Science

- i. Syntax as Science – The Scientific Method
- ii. Learning versus Acquisition
- iii. Innateness : Language as Instinct
- iv. The Logical Problem of Language Acquisition

3. Parts of Speech

- i. Determining Part of Speech
- ii. Major Parts of Speech: N, V, Adj, Adv
- iii. Open vs Closed, Lexical vs Functional
- iv. Subcategories and Features of Nouns and Verbs

4. Constituency, Trees and Rules

- i. Rules and Trees: NPs, AdjPs, AdvPs, PPs, VPs
- ii. Clauses
- iii. How to draw a tree
- iv. Modification and Ambiguity
- v. Constituency Test

Textbook:

Carnie, Andrew. 2006. *Syntax: a Generative Introduction*. Second Edition. Blackwell Publishing.

Essential Readings:

- Culicover, P. W. 1997. *Principles and Parameters: An Introduction to Syntactic Theory*. Oxford: Oxford University Press.
- Haegeman, L. & J. Gueron. 1991. *English Grammar: A Generative Perspective*. London: Blackwell.
- Riemsdijk, H. Van & E Williams. 1986. *Introduction to the Theory of Grammar*. Cambridge: Cambridge University Press.
- Crystal, D. 1990. *Linguistics*. Penguin Books.
- Palmer, F. R. 1972. (second edition). *Grammar*. Penguin Books.

LG 409: Introduction to Computational Linguistics

L3 T0 P0 CH3 CR3

Course outline

Unit 1:

- (i) Background, What is Computational Linguistics
- (ii) Ambiguity and Uncertainty in Language
- (iii) Rule Based vs Data-Driven System
- (iv) Basics of Natural Language Processing (NLP), Relationship between Linguistics and NLP

Unit 2:

- (i) Machine Translation
- (ii) Lexical and Textual Analysis
- (iii) Information Retrieval
- (iv) Speech Synthesis
- (v) Sentiment Analysis
- (vi) Information attraction and query processing
- (vii) Speech Recognition

Unit 3:

- (i) Morphological Analysis: Basic concepts, issues and applications
- (ii) PoS (Grammatical categories) Tagging: types and design of tagging, application
- (iii) Concepts of Semantics in CL
- (iv) ACQUILEX
- (v) Princetor Wordnet
- (vi) Frame Net
- (vii) ARGOT

Unit 4:

- (i) Linguistic Computation and Human mind
- (ii) Context-free grammars; context-sensitive grammars; unification-based grammars
- (iii) Types of parsing: top-down; bottom-up and unification-based
- (iv) Applications and Limitations of syntactic parsers
- (v) Construction Grammar and Frame Semantics

Textbook:

Jurafsky D, and J.H. Martin, 2012. *Speech and Language Processing*

Essential Readings:

Hauser, R. 1994. *Foundations of Computational Linguistics*

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

Semester II

**LE 402: Descriptive Syntax
CR4**

L4 T0 P0 CH4

Course outline

- i. What is syntax? Sentence vs clause; different types of clauses.
- ii. Syntactic units and constituents
 - Noun phrase; verb phrase; adjective phrase; quantifiers and qualifiers; adpositions, adverbials
- iii. Different types of sentences
 - Types of sentences; nature and structures of different kinds of sentences; morphological or syntactic behavior of sentence structures
- iv. Expression and exposition of syntactic units
 - Case marking; agreement and concord; number and gender markings on nouns
- v. Tense, Aspect and Mood
- vi. Non predicate versus predicate clauses
- vii. Relative clauses
- viii. Causatives and Passives
- ix. Nominalization and nominalized clauses

Textbook

Tallerman, Maggie. 2011. *Understanding Syntax*. London: Hodder

Essential Readings:

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

Lehmann, W.P. (Ed), 1978. *Syntactic Typology*. Austin: U of Texas Press.

Lust, Barbara C., Kashi Wali, James W. Gair, K. V. Subbarao (eds). 1999. *Lexical Anaphors and Pronouns in Selected South Asian Languages*.

Masica, C. P. 1976. *South Asia as a Linguistic Area*. Chicago. Chicago University Press.

Masica, C. P. 1991. *Indo-Aryan Languages*. Cambridge: Cambridge University Press.

Payne, Thomas. 1997. *Describing morphosyntax: A guide for field linguistics*. Cambridge: Cambridge University Press.

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

Shopen, Timothy. 2007. *Language Typology and Syntactic Description*. Vol. I-III. Cambridge: Cambridge University Press.

LE 404: Linguistic Theories

L4 T0 P0 CH4 CR4

Aims This course seeks to provide a good knowledge of the prevalent linguistic theories from different branches of Linguistics. It seeks to bring forth an awareness of the scope of linguistic theories in understanding, its development and scope. The course also includes Panini's grammar and the 'theory neutral', "basic linguistic theory" developed by R.W. Dixon.

Course Objectives

- To provide an understanding of the basic linguistic theories
- To study different approaches and theories based on formalism and functionalism.
- To study both the ancient and modern linguistic theories from Panini and the western theories.

Course outline

- i. Traditional Grammar
- ii. Structuralism
- iii. Chomsky's generative grammar and later developments
- iv. Halliday's Systemic-Functional Grammar
- v. Cognitive Linguistics
- vi. Construction Grammar
- vii. Basic linguistic theory
- viii. Panini's Grammar

Textbooks

Sampson, Geoffrey. 1980. *School of Linguistics*. Stanford: Stanford University Press.

Seuren, Pieter A M. 1998. *Western Linguistics: A Historical Introduction*. Oxford: Blackwell Publishers.

Essential Readings:

Koerner, E.F.K. and R.E. Asher, ed. 1995 *Concise History of the Language Sciences: From the Sumerians to the Cognitivists*. New York, Pergamon.

Keith, Allan. 2013. *The Oxford Handbook of the History of Linguistics*. Oxford: Oxford University Press.

Halliday, M. A. K. and Matthiessen, Christian. 2014. 4th edition *Halliday's Introduction to Functional Grammar*. (Fourth Edition). London: Routledge.

Evans, Vyvyan and Green, Melanie. 2006. *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.

Hudson, Richard. 2010. *An Introduction to Word Grammar*. Cambridge: Cambridge University Press.

Dixon, R. M. W. 2009. *Basic Linguistic Theory*. Vols 1-3. Oxford: Oxford University Press.

Kapoor, K. 2005. *Dimensions of Panini Grammar: The Indian Grammatical System*. Delhi: D.K. Print World Ltd.

LE 406: Field Linguistics and Archiving

L4 T0 P0 CH4 CR4

Aims The course seeks to guide the fresh MA students in Endangered Languages in field linguistics with a brief background of Indian language families and contact situation.

Course Objectives This course serves to give them background knowledge of the Indian language families and contact situation as well as guides them in using the methods and skills required during linguistic fieldwork. It provides them a basic linguistic knowledge such as, transcribing data, morphology and word formation, syntax and semantics and sociolinguistic aspects, as a beginner field linguist.

Course outline

i. What is Field Linguistics

What does it involve?

Objectives of field linguistics

ii. Language families in India

General background of different language families in India

Contact languages and areal universals

iii. Fieldwork preparation

Methodology, participatory character, selection of language and area, informants and consultants

Bilingual and monolingual fieldwork

Preparing questionnaire, equipment handling, budgeting and luggage,

Leipzig Glossing Rules

iv. Data collection and analysis

Elicitation and various methods, interrogation techniques with informants

Transcription of data, collection of wordlist for making dictionary, narratives, folk songs, and others, glossing the data using Leipzig glossing rules

Data analysis, morphology and syntax, semantics and social aspects

v. Data backup

Making CDs, typing, digitizing data

vi. Use of Language Technology

Machine Translation; Text processing; Tagging and annotation;

vii. Equipment for audio recording

Use of software for Language analysis

Praat; Goldwave; Speech Synthesis and identification

Lexicography and Language Tools: Toolbox; Flex and other tools

Textbook

Abbi, Anvita. 2001. *A manual of linguistic fieldwork and structures of Indian Languages*. Munich: LINCOM Europa.

Essential Readings

Briggs, Charles L. 1986. *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge: Cambridge University Press.

Burling, Robbins. 2000. *Learning a Field Language*. Prospect Heights, Illinois: Waveland Press.

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

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

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

LE 408: Language Endangerment and Revitalization

L4 T0 P0 CH4 CR4

Course outline

i) Language Endangerment:

Language Vitality & Endangerment; Language Vitality Assessment; EGIDS, Endangerment situation etc.; Relationship between language endangerment and society; The role of the Speech Community; Language Attitudes and Policies; Assessing Language Endangerment and Urgency for Documentation.

ii) What is Revitalization? Why is it necessary? How can a linguist help?

iii) Education Policy

What is education policy?; Language policy and planning; resolution for language Revitalization etc.

- iv) Language Attitudes
Attitude of community members towards their language; attitude of other communities Towards their language etc.
- v. Role of Community Participation
Why we need community participation? How community member can help us? Etc.
- vi. Curriculum Development
For whom the curriculum? Motivation; Objectives
- vii. Material Development
- viii. Script Development
- ix. Assessment of the revitalization
- x. Capacity Building for awareness of Endangered Language Communities
- xi. Analyzing Census Reports

Textbook

Hinton, Leanne and Ken Hale. (ed.). 2001. *The Green Book of Language Revitalization in Practice*. San Diego: Academic Press.

Essential Readings

Austin, Peter K. (ed.). 2007. *Language Documentation and Description*, Vol. 1-11. SOAS, University of London, UK

Dwyer, A.M. 2009. Tools and techniques for endangered-language assessment and revitalization. In *Vitality and Viability of Minority Languages*. October 23-24, 2009. New York: Trace Foundation Lecture Series Proceedings.

Hinton, L. 2003. Language revitalization. *Annual Review of Applied Linguistics*. Vol. 23: 44-57.

Other relevant materials will be provided to the class.

Semester III

LE 501: Sociolinguistics

L4 T0 P0 CH4 CR4

Course objectives

- To familiarize the sociolinguistic concepts so that students can relate them in relation to a particular speech community.
- The objective of the course is to give the students a clear theoretical understanding of the relation between language and society, as to how the two interact with each other, so that they can address sociolinguistic issues with the knowledge.

Course outline

1. What do sociolinguists study?

What is a sociolinguist? – Why do we say the same thing in different ways? – What are the different ways we say things? – Social factors, dimensions, and explanations

2. Multilingual speech communities

Language choice in multilingual communities: choosing one's variety or code – diglossia – code switching and code mixing

Language maintenance and shift: language shift in different communities – language death and language loss – factors contributing to language shift – how can a minority language be maintained – language revival

Linguistic varieties and multilingual nations: vernacular languages – standard languages – lingua francas – pidgins and creoles

National languages and language planning: national and official languages – planning for a national official language – the linguist's role in language planning

3. Language variation: focus on users

Regional and social dialects: regional variation – social variation – social dialects

Gender and age: gender exclusive speech differences: highly structured communities – gender preferential speech features: social dialect research – gender and social class – explanations of woman's linguistic behavior – age graded features of speech – age and social dialect data – age grading and language change

Ethnicity and social networks: ethnicity – social networks

Language change: variation and change – how do changes spread? – how do we study language change? – Reasons for language change

4. Language variation: focus on uses

Style, context, and register: addressee as an influence on style – accommodation theory – context, style and class – style in non-western societies

Speech functions, politeness and cross-cultural communication: the functions of speech – politeness and address forms – linguistic politeness in different cultures

Gender, politeness and stereotypes: women's language and confidence – interaction – gossip – the construction of gender – sexist language

Language, cognition and culture: language and perception – Sapir and Whorf – linguistic categories and cultures – discourse patterns and cultures – language, social class and cognition

Analyzing discourse: pragmatics and politeness theory – ethnography of speaking – interactional sociolinguistics – conversation analysis (CA) – critical discourse analysis (CDA) Attitude and application: attitudes to language – sociolinguistics and education – Sociolinguistic competence – dimension of sociolinguistic analysis – sociolinguistic universal

Textbook:

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

Essential Readings:

Aitchison, J. 2000. *Language Change: Progress or Decay?* (3rd ed). Cambridge: CUP.

Cameron, D. 2007. *The Myth of Mars and Venus*. Oxford: OUP.

Phillipson, Robert. 1992. *Linguistic Imperialism*. Oxford: Oxford University Press.

LE 503: Language Typology and Language Universals

L4 T0 P0 CH4 CR4

Aims This course seeks to impart the theoretical knowledge of language universal and language typology for the study of word order, phrase structure and sentence structures of human languages.

Course Objectives This course intends to train the students to work on sentence structures of different languages and to identify the typological features of the languages under study and to classify them into the various language families that exist in the world. This is an introductory course offered for the fresh students of MA Linguistics. Students are expected to have completed their graduation with some basic knowledge on Linguistics.

Course outline

- i. Language Typology
Classification, taxonomy and typology; Comparative Study of languages; History of Language typology.
- ii. Language Universals
Different types of Universals; Chomskyan Universals; substantive and formal universals; Greenberg's Universals; implicational universals, universals and tendencies; statistical universals.
- iii. Morphological Typology
Isolating, agglutinating, inflecting, polysynthetic
- iv. Word Order Typology
 - a. Word order within a sentence and a noun phrase
 - b. Anaphora, monomorphemic vs polymorphemic anaphors, emphatics, verbal reflexives and reciprocals; long distance binding; pro-drop; The Principles of Binding of Chomsky
 - c. Pronouns: inclusive-exclusive and others.

- d. Interface between morphology and syntax: relative-correlative clauses; complementation and the quotative; verb Be; pro-drop; agreement; conjunctive participles or converbs; Explicator compound verbs and other complex predicate constructions; ergativity, Non canonical subjects.
- v. Typology and Convergence
Linguistic Area, a critical evaluation of the evidence in support of 'India as a Linguistic Area' (with special reference to the notions developed by Chatterji, Emeneau, Hock); the verb say construction; reduplication; synchronic evidence for diachronic evidence problems. Convergence: constraints on convergence; constraints in syntactic change in linguistic contact situations; phonetic, phonological, morphological and syntactic features of all seven language families of India viz., Indo-Aryan, Dravidian, AustroAsiatic and Tibeto-Burman, Tai-Kadai, Great Andamanese and Austronesian (Angan languages).

Textbook

- Comrie, B. 1981. *Language Universals and Linguistic Typology*. Oxford: Basil Blackwell.
Croft, W. 1990. *Typology and Universals*. Cambridge: Cambridge University Press

Essential Readings

- Abbi, A. 1991. *Reduplication in South Asian languages. An Areal, Typological and Historical Study*. Delhi. Allied Publishers.
- Abbi, A. 1994. *Semantic Universals in Indian Languages*. Shimla: Indian Institute of Advanced Studies.
- Dryer, M.S. 1989. Large linguistic areas and language sampling. *Studies in Language* 13, 257-292
- Greenberg, J. H. (ed) 1966. *Universals of language*, Vols 1-2. Cambridge, MA: MIT Press
- Hawkins, J. A. 1983. *Word Order Universals*. New York: Academic Press
- Hawkins, J. A. 1990. A Parsing theory of word order universals. *Linguistic Inquiry* 21, 223-261.
- Krishnamurti, Bh., Colin Masica, and Anjani Sinha, eds. 1986. *South Asian Languages: Structure, Convergence and Diglossia*. New Delhi: Motilal Banarasidass.
- Lehmann, W.P. (Ed), 1978. *Syntactic Typology*. Austin: U of Texas Press.
- Lust, Barbara C., Kashi Wali, James W. Gair, K. V. Subbarao (eds). 1999. *Lexical Anaphors and Pronouns in Selected South Asian Languages*.
- Masica, C. P. 1976. *South Asia as a Linguistic Area*. Chicago. Chicago University Press.
- Masica, C. P. 1991. *Indo-Aryan Languages*. Cambridge: Cambridge University Press.
- Rijkhoff, J., D. Bakker, K. Hengeveld, & P. Kahrel. 1993. A method of language sampling. *Studies in Language* 17, 169-203

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

LE 505: Structure of Indian Languages

L4 T0 P0 CH4 CR4

Aims This course provides the students, knowledge of advanced descriptive linguistics with an understanding of the phonology and morphosyntax of Indian languages. It seeks to give them an insight into deeper knowledge of understanding linguistic structures in different language families.

Course Objectives This course intends to give the students a thorough understanding of phonology and morphosyntax and semantic-pragmatic features present in languages with reference to the various Indian language families in terms of descriptive linguistics and areal typology. This course serves to be a field linguist's guide and will shape their knowledge for doing fieldwork and research in the next semester.

Course outline

1. Sound System
 - Sounds and syllables
 - Suprasegmental phonology
2. Morphological features
 - Grammatical categories (nouns, verbs, adjectives and adverbs)
 - Functional categories (case, gender, classifiers, tense, aspect, mood and others)
 - Derivational processes (word formation processes, compounding and others)
3. Morphological types (isolating, agglutinative, inflectional, polysynthetic)
4. Phrase and Clause structure
 - NP, VP, Clause structure
5. Valency and grammatical relations (causatives, passives, antipassives and others)
6. Word order
7. Areal features

Textbooks

Bhat, D.N.S. 1999. *The prominence of tense, aspect and mood*. Amsterdam/Philadelphia, John Benjamins.

Bhat, D.N.S. 2004. *Pronouns*. Oxford, Oxford University Press.

Essential Readings

- Abbi, Anvita. 1992. *Reduplication in South Asian Languages: An aerial, typological and historical study*. New Delhi, Allied Publishers.
- Abbi, Anvita. 2001. *A Manual of linguistic fieldwork and structures of Indian Languages*. Munich: LINCOM Europa.
- Bhat, D.N.S. 1994. *The Adjectival Category*. Amsterdam/Philadelphia, John-Benjamins.
- Payne, Thomas. 1997. *Describing Morphosyntax: A guide for field linguistics*. Cambridge: Cambridge University Press.
- Shopen, Timothy. 2007. *Language Typology and Syntactic Description, Vol. I-III*. Cambridge, Cambridge University Press.
- Subbarao, K.V. 2012. *South Asian Languages: A Syntactic Typology*. Cambridge and New Delhi, Cambridge University Press.

Elective Courses [LE 507 to LE 515] (any one of the following to be opted)

LE 507: Lexicography

L4 T0 P0 CH4 CR4

Course Outline:

- 1) What is a dictionary- importance of dictionary and for whom?
- 2) Lexeme: word, lexeme, lexicon, glossary
- 3) Functions and types of dictionary: Monolingual, bilingual, multilingual, encyclopaedia and thesaurus, visual dictionary, Etymological dictionary, Valency dictionary, Dictionary of proper names, Frequency dictionary, Basic vocabulary, Retrograde dictionary, Terminological dictionary, Onomasiological dictionary, Bilingual dictionary
- 4) Scope of dictionary: general dictionary, dialect dictionary, sociolect dictionary (e.g. colloquial language, adolescent language ...), individual dictionary (e.g. dictionary of Cicero's or Chaucer's language), technical (terminological) dictionary (German *Fachsprachenwörterbuch*)
- 4) The art and craft of dictionary:
- 5). Collecting data for a dictionary: Undertaking Field work, glossing, elicitation, ordering, corpora for lexicography, Corpus processing etc.
- 6). Descriptive Dictionary: Phonological, Morphological and Syntactic specification in a dictionary, Pragmatic specification, Onomasiological specifications, Morphology in dictionary.
- 7). Design, development and realization of a dictionary: codification, production, software- such as toolbox, Flex, LexiquePro etc.

Textbook:

Sterkenburg, Piet van (ed.) 2003. *A Practical Guide to Lexicography*, John Benjamin Publication, Amsterdam/Philadelphia

Essential Readings:

Hartmann, R.R.K. and James, G. 1998. *Dictionary of Lexicography*, Routledge, London.

Granger, Sylviane and Paquot, Magali (ed.) 2012. *Electronic Lexicography*, Oxford University Press.

R.R.K. Teaching and Researching Lexicography <http://visuwords.com/>

Abbi, Anvita. 2012. *Dictionary of the Great Andamanese Language*. Delhi, India, Ratna Sagar.

Course objectives

This course examines the study of Multilingualism from a number of angles: language acquisition, sentence processing, speech perception, neurolinguistics and sociolinguistics. It focuses on language choice, both in the individual and in society. Language choice can affect the acquisition path – whether an individual becomes and remains bilingual or multilingual is impacted by external sociocultural pressure. Code-switching, or using one or more languages simultaneously, can be a by-product of multilingualism, but so can language attrition, or eroded competence in one or more languages. Language contact is a fact of multilingual society, and various outcomes are possible: stable bilingualism, the development of pidgins, creoles or mixed languages, or language death. The course also emphasizes on language policy of India. Societies make official decisions about language use, known as language planning or language policy. Some languages are promoted as official languages, while minority languages may or may not be supported, and in some cases are oppressed. Language planning impacts education and literacy in fundamental ways; societal attitudes towards multilingualism help foster or hinder bilingual education.

Course outline

i. Multilingualism-Basic concepts

Monolingualism, bilingualism and multilingualism; individual, social and social psychological aspects of multilingualism; multilingualism and the human brain; ethnographic perspectives.

ii. Multilingual societies

Simultaneous acquisition of several language; language in education and the multilingual classroom; patterns of language use and language dominance configuration; language ethnicity and race; researching multilingual societies.

iii. Linguistic aspects

Process of selecting a standard language: codification and elaboration; academy based and free enterprise standardization; interference; code-mixing and code-switching.

iv. Language attitudes and social stereotypes

Language and identity; measurement of social and linguistic attitudes; social stereotypes; language proficiency and language attitudes; evaluating proficiency levels in multilingual settings.

v. Language policy of India

What is Language policy?

Language Policy of India

Types of language Planning
Corpus planning; graphization, modernization and standardization Status planning
Typologies of Language Policy:
Typologies given by Kloss and Schiffman

Textbook:

Weber, J. J. , & Horner, K. 2012. *Introducing multilingualism: A social approach*. NY: Routledge.

Essential Readings:

- Agnihotri, R.K. 2002. Sociolinguistic theory and practice: The Indian counterpoint. In Singh, R. ed. 2003. *The Yearbook of South Asian Languages and Linguistics*. New Delhi: Sage, 11-26.
- Alisjahbana, S.T. 1970. *The Modernization of Languages in Asia*. Kuala Lumpur: The Malaysian Society for Asian Studies.
- Annamalai, E. 2001. *Managing Multilingualism in India: Political and Linguistic Manifestations*. Series on Language & Development) New Delhi: Sage.
- Brass, P.R. 1975. *Language, religion and Politics in North India*. Delhi: Vikas Publishing House.
- Coupland, N. and Jaworski, A. ed. 1997. *Sociolinguistics: A Reader and a Course Book*. London: Macmillian.
- Fishman, J.A. ed. 1974. *Advances in Language Planning*. The Hague: Mouton.
- Hudson, R.A. 1985. *Sociolinguistics*. Cambridge: Cambridge University Press.
- Hasnain, I.S. ed. 1995. *Standardization and Modernization: Dynamics of Language Planning*. New Delhi: Bahri Publication.
- Jessner, U. 2006. *Linguistic Awareness in Multilinguals*. Edinburgh: Edinburgh University Press.
- Jhingran, D. 2005. *Language Disadvantage: The Learning Challenges in Primary Education*. New Delhi: APH Publishing Corporation.
- Pattanayak, D.P. 1981. *Multilingualism and Mother tongue Education*. Delhi: Oxford University Press.
- Sharma, P.G. and S. Kumar. ed. 1977. *Indian Bilingualism*. Agra: Kendriya Hindi Sansthan.

LE 511 Language Documentation and Grammar Writing L4 T0 P0 CH4 CR4

Course Objectives:

- Through this course, students will learn about language documentation as an interdisciplinary field of linguistic inquiry and practice, which deals primarily with endangered languages.
- An important aspect of this course is the integration of the study of language structure, language use and the culture of language.
- State of the art tools for recording, processing and archiving digital data will also be learned.

The aim of this course is to teach students to use new technologies to document languages as a way to deal with language endangerment. It will appraise students with the present linguistic state of affairs and its consequences for global linguistic ecology.

Course outline

i. Language Documentation

What is Language Documentation? Structuralism vs. Present-day Language documentation.

ii. Language Description

What is language description? Language documentation and language description;

iii. Writing Grammar

iv. Phonetics and Phonology

Description of consonants and vowels; Distribution of sounds; syllable and syllabic structure; word structure; Phonological rules and environments.

v. Lexical categories

Word Classes; Identification of word classes; morphological and syntactic criteria for identification of word classes; constituency test and other tests.

vi. Word formation

Compounding; reduplication; morphological rule formation; other word formation processes

vii. Syntax

Clause; verbal and non-verbal clauses; declaratives, imperatives; interrogatives; negatives, direct vs indirect speech; complex and coordinated sentences.

Textbook

Payne, Thomas .E. 1997. *Describing Morphosyntax: A Guide for Field Linguists*, CUP

Essential Readings

Austin, Peter K. ed. 2007. *Language Documentation and Description* vol. 1-11. SOAS, University of London, UK

Austin, Peter K., Oliver Bond & David Nathan, eds. 2007. *Language Documentation & Linguistic Theory: Proceedings of a Conference*, SOAS, London.

Grenoble, Lenore A. 2010. *Language Documentation: Practices & Values*. John Benjamins Publishing [Language Arts & Disciplines Series]

Saxena, Anju and Lars Borin. eds. 2006. *Lesser-Known Languages of South Asia: Status and Policies, Case Studies and Applications of Information Technology*. John Benjamins.

LE 513: Acoustic Phonetics: Instrumental Techniques and Data Analysis L4 T0 P0 CH4 CR4

Course objectives

- To examine which sounds are present in a language's sound inventory, which combinations (sound clusters) are allowed in a language's phonology, how the sounds combine together according to a language-specific rules within and across morpheme-boundary.

- To understand and examine the acoustic components of speech sounds i.e., consonants and vowels.
- To examine the suprasegmental and prosodic properties using controlled experiments
- To understand the nature and patterning of sounds used in human language and the intricate system that governs a language's phonology.

Course outline

1. Recording the sounds of a language

- ii. Deciding what to record
- iii. Finding speakers and recording systems
- iv. Digital recording
- v. Listening to recordings
- vi. Making Field notes
- vii. Instrumental Phonetic Techniques: observing sound waves

2. Pitch, Loudness and Length

- i. Pitch analysis
- ii. Interpreting pitch curves
- iii. Phonological considerations
- iv. Loudness, intensity and stress
- v. Waveforms and the measurement of duration

3. Acoustic analysis of vowels

- i. Sound Spectrograms
- ii. Spectra
- iii. Analysis formants, duration and fundamental frequencies of vowels
- iv. Preparing Vowel charts and normalizing formant values
- v. Analysis nasalized and voiceless vowels

4. Acoustic analysis of consonants

- i. Waveforms, spectrograms and duration measurements
- ii. Spectral characteristics of nasals, laterals, approximants and trills
- iii. Fricatives and stop bursts
- iv. Spectrograms, place of articulation and articulatory movements

Textbook

Ladefoged, Peter. 2010. *Phonetic Data Analysis: An Introduction to Fieldwork and Instrumental Techniques*. Blackwell Publishing.

Essential Readings

Ashby, P. 2005. *Speech Sounds*. London: Routledge

Audio CD for Fundamentals of Phonetics: A Practical Guide for Students (The Allyn & Bacon Communication... by Larry H. Small CD-ROM
 Johnson, Keith. 1996. *Acoustics and Auditory Phonetics*. Wiley-Blackwell.
 Ladefoged, Peter. 1996. *Elements of Acoustic Phonetics*, The University of Chicago Press.
 Ladefoged, P and Keith Johnson. 2010. *A course in Phonetics*. New York: Cengage Learning.
 Rocca, Iggy. 1994. *Generative Phonology*. New York: Routledge
 Schane, S.A. 1978. *Generative Phonology*. New Jersey: Prentice Hall
 Small, Larry H. 2011. *Fundamentals of Phonetics: A Practical Guide for Students* (3rd Edition) (Allyn & Bacon Communication) paperback

LE 515: Generative Syntax

L4 T0 P0 CH4 CR4

Course objectives

The Course on Generative Syntax is optional. This Elective paper will introduce the students to the current Generative theory. Knowledge of this formal theory will facilitate the students in doing research in formal linguistics as well as help them in taking entrance exams in various academic institutions including NET exam.

1. X-bar Theory
 - i. Bar level projections
 - ii. Generalizing the Rules: X-bar Schema
 - iii. Complements, Adjuncts and Specifiers
 - iv. Parameters of Word Order
2. Extending X-bar Theory to Functional Categories
 - i. Determiner Phrase (DPs)
 - ii. Complementizer Phrases (CPs)
 - iii. Tense Phrases (TPs)
3. Constraining X-bar Theory: The Lexicon
 - i. Thematic Relations and Theta Roles
 - ii. The Lexicon
 - iii. Extended Projection Principle (EPP)
4. Movement
 - i. Head to Head Movement
 - ii. DP Movement
 - iii. Wh-movement
 - iv. A unified theory of Movement

Text Book:

Carnie, Andrew. 2006. *Syntax a Generative Introduction*. Second Edition. Blackwell Publishing.

Essential Readings:

- Culicover, P. W. 1997. *Principles and Parameters: An Introduction to Syntactic Theory*. Oxford: Oxford University Press.
- Haegeman, L. & J. Gueron. 1991. *English Grammar: A Generative Perspective*. London: Blackwell.
- Riemsdijk, H. Van & E Williams. 1986. *Introduction to the Theory of Grammar*. Cambridge: Cambridge University Press.
- Ouhalla, Jamal. 1999. *Introducing Transformational Grammar: From Principles and Parameter to Minimalism*. Second Edition. Arnold Publishers.

LE 517: Advanced Cognitive Linguistics-I

L4 T0 P0 CH4 CR4

Course Objectives

This course (Advanced Cognitive Linguistics I and II) introduces students to all aspects of cognitive linguistics, including construction grammar. On completion of this course, the student will be able to understand basic principles of cognitive linguistics and undertake more advanced work on theories of grammar. The course covers a range of topics, which are the following:

Course outline

Overview of the Cognitive Linguistics Enterprise

1 What does it mean to know a language?

What is language for? The systematic structure of language. What do linguists do? What it means to know a language.

2 The nature of cognitive linguistics: assumptions and commitments

Two key commitments: The 'Generalisation Commitment' and the 'Cognitive Commitment'. The embodied mind: Embodied experience, Embodied cognition, Experiential realism. Cognitive semantics and cognitive approaches to grammar.

3 Universals and variation in language, thought and experience

Universals in thought and language: Universals in formal and cognitive linguistics. Cross-linguistic patterns and variations in semantic systems: Time and Space. Linguistic relativity and cognitive linguistics.

4 Language in use: knowledge of language, language change and language acquisition

Language in use. Historical linguistics and language change. Cognitive Grammar. A usage-based approach to language change. The usage-based approach to language acquisition: Comparing the generative view of language acquisition.

Part II Cognitive Semantics

What is cognitive semantics? Guiding principles. Phenomena investigated within cognitive semantics. Methodology. Some comparisons with formal approaches to semantics.

6. Embodiment and conceptual structure

Image schemas: Properties of image schemas; Image schemas and linguistic meaning; A provisional list of image schemas; Image schemas and abstract thought. Conceptual structure; Semantic structure; Schematic systems.

7. The encyclopaedic view of meaning

Dictionaries versus encyclopaedias. Frame semantics. The theory of domains. The perceptual basis of knowledge representation.

8. Categorisation and idealised cognitive models

Categorisation and cognitive semantics. Prototype theory. The theory of idealised cognitive models. The structure of ICMs.

9 Metaphor and metonymy

Literal versus figurative language. What is metaphor?; Conceptual Metaphor Theory. Primary Metaphor Theory. What is metonymy? Conceptual metonymy. Metaphor-metonymy interaction.

10 Word meaning and radial categories

Polysemy as a conceptual phenomenon. Words as radial categories. The full-specification. Problems with the full-specification approach. The Principled Polysemy approach. The importance of context for polysemy.

11. Meaning construction and mental spaces

Sentence meaning in formal semantics. Meaning construction in cognitive semantics. Towards a cognitive theory of meaning construction. The architecture of mental space construction. The dynamic nature of meaning construction.

12. Conceptual blending

The origins of Blending Theory. Towards a theory of conceptual integration. The nature of blending Vital relations and compressions. A taxonomy of integration networks. Multiple blending. Constraining Blending Theory. Comparing Blending Theory with Conceptual Metaphor Theory.

13. Cognitive semantics in context

Truth-conditional semantics: Meaning, truth and reality; Object language versus metalanguage; The inconsistency of natural language; Sentences and propositions; Truth-conditional semantics and the generative enterprise; Compositionality of meaning; Translating natural language into a metalanguage; Semantic interpretation and matching; Comparison with cognitive semantics. Relevance Theory: Comparison with cognitive semantics.

Text book:

Vyvyan, E., Melanie Green. 2006. *Cognitive Linguistics*. (Edinburg: Edinburg University Press, 2006).

Essential Readings:

Abbi, Anvita. 2013. *A Grammar of the Great Andamanese Language: An Ethnolinguistic Study*. Brill.

- Hamawand, Z. 2011. Morphology in English: Word Formation in Cognitive Grammar. London: Continuum.
- Lakoff, George and Mark Johnson. 1999. Philosophy in the Flesh: The Embodied Mind and Its Challenge to Western Thought. Ny: Basic Books.
- Lakoff, George. 1987. Women, Fire, and dangerous Things: What Categories Reveal About the Mind. Chicago: Chicago University Press.
- Langacker, Ronald. 1987. Foundations of Cognitive Grammar, Vols 1 & 2. Stanford: CA: Stanford University Press.
- Nathan, Geoffrey S. 2008. Phonology: A Cognitive Grammar Introduction. Amsterdam: John Benjamins.
- Turner, Mark. 1996. The Literary Mind. Oxford: OUP.

Semester IV

LE 502: Research Methodology

L4 T0 P0 CH4 CR4

Course Objectives

The objective of the course is to give an overview of linguistic methods; general research methods as they are applied in linguistics, some more specific methods and ways of using methods. It presents an overview, place one's own methods in context, find other relevant methods, able to critically read studies that use different methods and take part in discussions/reviews of research. It could serve as basis for choosing specified methods and find more information on each method. Training students to become researchers in Applied Linguistics presents a challenge: how to encourage the development and acquisition of the critical skills, conceptual and analytical tools as well as the practical knowledge to enable students to navigate the research literature and develop their own research agenda. The teaching of research methods presents a particular challenge.

Course outline

1. Research Methodology-

Introduction, meaning and objectives of research, motivation for research, types of research, research approaches. Methods versus methodology. Research and Scientific methodology, research process, criteria for good research. Problem encounter in linguistics related research in India.

2. Research problem-

Nature and scope, selection of research problem or topic, defining a problem, techniques in defining problem, research design, concept of research design, features of good design, different research design, Qualitative and Quantitative, researches in linguistics.

3. Sample survey and its implications-

Criteria for selecting a sample procedure, different types of sample designs, random and complex samples, and characteristics of good sample design.

4. Hypothesis-

What is a Hypothesis? Criteria for Hypothesis construction, Nature of Hypothesis, Difference between a proposition , a hypothesis and a theory, Types of Hypothesis, difficulties in formulating hypothesis, characteristics of a useful hypothesis, Sources of Deriving Hypothesis, Functions or importance of Hypothesis, Testing Hypothesis, Criticism of Hypothesis.

5. Case Study.

Characteristics and principles of case study, purpose of case study, types of case studies, collection of data for case study, difference between case study and survey, advantages of case study in linguistics and its criticism.

6. Introduction of computer and computer technology in linguistics

Computer system, application to data analysis, the Binary number system, role of computer in linguistic studies, interpretation, machine translation, etc.

Textbook

Kothari C.R. 2011. *Research Methodology*. New Age International Publishers New Delhi.

Essential Readings

Ackoff, Russell L. 1961. *The Design of Social Research*. Chicago: University of Chicago Press.

Ackoff, Russell L. 1962. *Scientific Method*. New York: John Wiley & Sons.

Allen T. Harrell. 1978. *New Methods in social science Research* , New York: Praeger Publishers.

Bailey, Kenneth D. 1978. *Methods of Social Research*. New York.

Bartee, T.C. 1981. *Digital Computer Fundamentals*. McGraw-Hill, International Book Co.

Berdie, Douglas R., and Anderson, John F. 1974. *Questionnaires: Design and Use*. Metuchen

N.J.: The Scarecrow Press, Inc.

Ahuja Ram. 2011. *Research Methods*. Rawat Publications Jaipur.

Wilkinson, T.S. and Bhandarkar, P.L. 1974. *Methodology and Techniques of Social Research*.

Bombay: Himalaya Publishing House.

Gleason, H.A. 1962. *Work book in Descriptive Linguistics*. New York: Holt, Rinehart and Winston.

Langacker, R.S. 1972. *Fundamentals of Linguistic Analysis*. New York: Hartworth, Brace Javanovich Inc.

Course outline

1. What is Historical linguistics all about?
2. Sound Change: Kinds of sound change; Phonological Processes; merger and split. Sound shift: Sound Laws: Grimm's Law; Grassman's Law; Verner's Law; Dahl's Law; Fortunatov's Law; Natural Processes; Relative Chronology
3. Social motivations of sound change and lexical diffusion.
4. Reconstruction: External and Internal; Reality and Abstractness of reconstruction; Internal Reconstruction: Synchronic or Diachronic; Comparative reconstruction and its assumptions; Case studies
5. Analogical Change: Proportional analogy; Analogical leveling and extension; Analogical models
6. Language Contact Phenomena: Borrowing and Loanword identification, MAT borrowing and PAT borrowing; Pidgins and Creoles; code-switching and code-mixing; Grammatical Change; linguistic area with special reference to South Asia as a linguistic area
7. Semantic change: Causes and effects of semantic change; directions of semantic change.
8. Linguistic classification: The World's Language Families; Terminology; Glottochronology; the concept of Family Tree; the Wave Theory; Challenge from dialectology; Dialect geography and isoglosses

Textbook:

Campbell, Lyle. 1998. *Historical Linguistics: An Introduction*. Cambridge: The MIT Press.

Essential Readings:

Bhat, D.N.S. 2001. *Sound Change* (2nd edn). Delhi: Motilal Banarsidass.

Crowley, T. 1992. *An Introduction to Historical Linguistics* (2nd edn). Auckland: Oxford University Press.

Hock, H. H. 1986. *Principles of Historical Linguistics*. Berlin: Mouton de Gruyter. Labov, W. *Principles of Linguistics Change*. (Oxford: Blackwell, 1994).

Lehmann, Winfred P. 1962. *Historical Linguistics: An Introduction*. New York: Holt

LE 506: Analysis of Endangered Languages**Course Objectives**

- The great diversity in producing sounds for purposes of communication encompassed by the various languages portrays the natural creativity of mankind.
- The objectives of the course is to make a detailed analysis of endangered languages by studying different aspects of language-the phonology, morphology and syntax of a language.

Course outline

1. Phonetics- Identification of sounds and phonemes; allophonic variation; description of consonants and vowels; distribution of sounds
2. Phonology- Sound behaviour; Syllable and syllabic structure; phonological processes and rules; phonological rule-writing and notations.
3. Morphology- Identification of morphemes and allomorphs; affixation processes (prefix, suffix, infix, circumfix); inflectional vs derivational morphology; Word formation rules; roots, stem and base; bound roots vs. free roots
4. Syntax Sentence vs clause- different types of sentences and clauses; identification of syntactic units; words vs. phrases;
5. Semantics and Pragmatics -What is meaning? Lexical vs clausal meaning; contextual meaning; meaning in social context.

Textbook

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

Essential Readings

Payne, Thomas E. 2006. *Exploring Language Structure: A Student's Guide*. Cambridge: Cambridge University Press.

Shopen, Timothy. 2007. *Language Typology and Syntactic Description*. Vol. I-III. Cambridge: Cambridge University Press.

Course code: LE 522

L3 T0 P0 CH3 CR3

Course Title: Psycholinguistics

Course description and objectives

Psycholinguistics is the scientific study of language from a psychological point of view. This course serves as an introduction to psycholinguistics and it will address questions pertaining to the biological underpinning of language, language production and comprehension (including lexical access, word recognition, sentence and discourse processing, speech errors, speech perception), and language acquisition (first language and bilingual acquisition, second language acquisition for children and adults with reference to issues pertaining to learnability language development, later language development, learning multiple languages, language learnability and innateness (Generative perspective). In addition, this course will also focus on neuro-biological foundations of language including brain mechanisms and localization, brain pathology and language disorders.

Expected outcomes

Upon completion of this course, students should be able to:

- (i) Develop detailed knowledge about the way people produce and perceive language and sketch experimental designs to investigate those processes
- (ii) Identify the basic areas of the brain involved in speech production and perception and describe the functions carried out by these areas
- (iii) Formulate specific problems related to brain mechanisms, language pathology and language disorders.

Course outline

1. Introduction to psycholinguistics

Language and other signalling systems, biological bases of human language- experimental studies of teaching language to primates, brain-language relationship and its models, cerebral dominance and lateralization, bilingual brain, the critical period hypothesis, language and cognition -- linguistic relativity and universality. Brief introduction to psychology (perception, memory, attention and problem solving)

2. Language production and comprehension

Models of Spoken Language Production (Levelt etc.), word recognition, the internal lexicon, sentence and discourse comprehensions, relationship between comprehension and production, speech errors: analysis and classification

3. Language development: bilingualism and second language acquisition

Types of child language studies: diary, large sample and longitudinal, First language and bilingual acquisition, bilingualism and second language acquisition, role of input (i.e. *motherese*, teacher talk), impact of first language on second language learning, social and psychological factors in second language learning, the bilingual brain

4. Brain-language relationship: brain pathology and linguistic aphasiology

Issues in neurolinguistics and linguistic aphasiology, cerebral dominance, lateralization, the discoveries of Paul Broca: localization, models of brain-language relationship- Classical connectionist, hierarchical global and process models, brain pathology and language breakdown: the relationship between general cognition and language development: aphasia (Broca, Wernicke's), Specific Language Impairment, William and Downs Syndrome, dyslexia, phonological disorders: stuttering and cleft palate.

Textbook:

Warren, Paul. (2013). *Introducing Psycholinguistics*. Cambridge: CUP.

Suggested readings:

1. Aitchison, Jean. (2011). *The Articulate Mammal: An Introduction to Psycholinguistics*. London: Routledge.
2. Carroll, David. (2008). *Psychology of Language*.
3. Traxler, J. Matthew. (2012). *Introduction to Psycholinguistics: Understanding Language Science*. Wiley-Blackwell.
4. Trevor A Harley. (2014). *The Psychology of Language: From Data to Theory*.
5. Traxler, J. Matthew. & Gernsbacher, Morton Ann (eds). (2006). *Handbook of Psycholinguistics* (2nd edition). Academic Press: Elsevier.
6. Caplan, David. (1987). *Neurolinguistics and Linguistic Aphasiology: An Introduction*. Cambridge University Press.

Elective Courses [LE 508 to LE 518] (any one of the following to be opted)

LE 508: Developing Writing System

L4 T0 P0 CH4 CR4

Aims The course aims to introduce the writing systems across the world. It seeks to provide scope to understand writing systems as a tool for linguistic decipherment and language standardization.

Course Objectives

- To make aware of the various writing systems prevalent across the world
- To study the origin and kinds of different writing systems

To understand writing system as a tool for linguistic decipherment, language standardization for endangered languages.

Course outline

- i. History and Origin of writing systems
Sumerian, Mesopotamian, Chinese, etc.
- ii. Scripts and symbols across the world's languages
- iii. Traditional classification of scripts
Cuneiforms, hieroglyphs, pictographs, syllables, alphabets
- iv. Scope of writing systems
Linguistic decipherment, history and evolution, language standardisation

Textbook:

Rogers, Henry. 2005. *Writing systems: A linguistic approach*. Malden, MA: Blackwell.

Essential Readings

Coulmas, F. 1989. *Writing System of the World*. Oxford, Blackwell.

Daniels, P.T., and W. Bright. 1996. *The World's Writing Systems*. New York, Cambridge University Press.

Sampson, G. 1985. *Writing Systems: An Introduction*. London, Hutchinson.

International Phonetic Association. 1999. *Handbook of the International Phonetic Association: A guide to the use of the International Phonetic Alphabet*. Cambridge, England: Cambridge University Press.

Aim The course seeks to provide knowledge of the relation of language and culture and the scope. It instructs different aspects of ethnolinguistics to understand multilingualism, language attitude and contact situations.

Course Objectives

- To understand the aims and scope of ethnolinguistics and related fields
- To study ethnolinguistic aspects such as the interaction of language and culture
- To provide the significance of ethno-semantics and ethno-pragmatics in endangered languages
- To examine the multilingualism situation, language attitude and role of community participation in language endangerment

Course outline

- i. What is Ethnolinguistics?
Scope and objectives
Related fields of study
- ii. Linguistics and cultural relativity:
Language and culture, language and contact, etc.
- iii. Ethno-semantics:
Cognitive-semantic aspects, metaphors, colour, kinship, culture related items, semiotic aspects, grammatical relativity, etc.
- iv. Semiotic aspects
- v. Ethno-pragmatics
- vi. Ethno-styles, speech and writing, etc.
- vii. Bilingual and multilingual communities
- viii. Introduction to Language Endangerment
- ix. Language Attitude: Attitude of community members towards their language; attitude of other communities
- x. Role of Community Participation: Why we need community participation?; How community member can help us?

Textbook:

Kroskrity, P. V. 1993. *Language, History, and Identity: Ethnolinguistic Studies of the Arizona Tewa*. Tucson: University of Arizona Press, pp. 193-212.

Essential Readings

Abbi, Anvita. 2013. *A Grammar of the Great Andamanese Language: An Ethnolinguistic Study*.

Brill.

- Anzaldúa, G. 1990. "How to Tame a Wild Tongue," in R. Ferguson, M. Gever, T. T. Minh-ha, C. West (Eds.) *Out There: Marginalization and Contemporary Cultures*. The New Museum of Contemporary Art, N.Y. & MIT Press, pp. 203-11.
- Burling, Robbins. 2007. *The Talking Ape*. New York, Oxford University Press.
- Clyne, Michael, 2003. *The dynamics of Language Contact*. New York, Cambridge University Press.
- Comrie, John. 1981. *Language Universals and Linguistic Typology*. Oxford, Blackwell.
- Duranti, A. 1997. *Linguistic anthropology*. New York, Cambridge University Press.
- Evans, Nicholas. 2010. *Dying Words; Endangered Languages and What They have to tell us*. UK, Wiley-Blackwell.
- Idström, A. and Piirainen, E. eds. 2012. *Endangered Metaphors*. Amsterdam: John Benjamins Publishers.
- Kiesling Scott, Christina Bratt Paulston, 2005. *Intercultural Discourse and Communication*. Oxford, Blackwell.
- Lakoff, George and Johnsen, Mark. 2003. *Metaphors we live by*. London, The university of Chicago press.
- Nettle, Daniel and Romaine, Suzanne. 2000. *Vanishing Voices; The Extinction of the World's Languages*. New York, Oxford University Press.
- Palmer, Gary, 1996. *Towards a Theory of Cultural Linguistics*. University of Texas Press.
- Post, M.W; Morey, S. and De Lancey, S. eds. 2015. *Languages and culture in Northeast India and beyond*. Asia-Pacific Linguistics/ANU Press <http://hdl.handle.net/1885/38458>.
- Wierzbicka, Anna, 1991. *Cross-cultural Pragmatics*. Berlin, Mouton de Gruyter.
- Zentella, A.C. 1990. "Returned Migration, Language, and Identity: Puerto Rican Bilinguals in Dos Worlds/Two Mundos". *International Journal of the Sociology of Language*, pp. 84: 81-100.

LE 512: Advanced Field Linguistics and Archiving

L4 T0 P0 CH4 CR4

Aims This course seeks to provide good knowledge of Tibeto-Burman languages in terms of phonology, morphosyntax and areal typology, language endangerment and death, documentation of endangered languages and language policy and pedagogy. This paper will help the students for their assignments on areas of specialization throughout the semester programme.

Course Objectives

Good understanding of the Tibeto-Burman languages, especially the endangered languages and nearly extinct languages

- a) Proficiency in linguistic description during documentation of the endangered languages
- b) Understanding language endangerment and language death
- c) Understanding the need to study the steps taken during language policy making and language pedagogy

Course outline

- i. Advanced Field Linguistics: -What is Advanced Field Linguistics?- What does it involve?
- ii. Sino-Tibetan Languages
Structure of Sino-Tibetan Languages: Phonology, Morphology, Syntax, Areal Linguistics, Comparative Linguistics, and Typology
- iii. Tibeto-Burman languages
Lolo-Burmese languages, Lahu, Tibeto-Burman languages of northeast India; Garo, Meithei, Tani, Other Tibeto-Burman languages
- iv. Language Endangerment and Documentation
 - a. Language evolution, Languages and common source, co-evolution of language and culture.
 - b. Language death, Ecology of language, Language development and sustainability
 - c. Language Documentation, Multilingualism
- v. Language Policy and Pedagogy of endangered languages
 - a. Language practice, language ideology and language policy
 - b. Language demography and language in education, tribal languages in education, place of minority languages in education, the eighth schedule and the three language formula
 - c. Language standardisation, Romanization in India, comparative description and evaluation of writing systems
- v. Archiving and Computational Linguistics
Preparing *digital database*- issues, need and application
Preparing *digital database for North-Eastern Languages*
Preparing *pronunciation dictionary* (a minimum of 800 lexical entries)- for the north-east languages of India (Practical- compulsory for each student)
Software to be used: either FLeX or Lexique Pro

Textbook

Austin, Peter K, (ed.). 2004. *Language Documentation and Description, Vol.I-II*. SOAS, University of London, UK.

Essential Readings

- Abbi, Anvita. 2001. *A Manual of linguistic fieldwork and structures of Indian Languages*. Munich: LINCOM Europa.
- Crowley, T. 2007. *Field Linguistics: A Beginner's Guide*. Oxford: Oxford University Press.
- Evans, Nicholas. 2010. *Dying Words; Endangered Languages and What They have to tell us*. UK, Wiley-Blackwell.
- Gippert, J.et al. 2006. *Essentials of Language Documentation*. Berlin: Mouton De Gruyter.

- Hyslop, G; Morey, S. and Post, M.W. eds. 2013. *North East Indian Linguistics: Volume 5*. Delhi: Cambridge University Press.
- Lagefaged, Peter. 2003. *Phonetic Data Analysis: An Introduction to Fieldwork and Instrumental Techniques*. Oxford: Blackwell.
- Lambert, Richard D. and Shohamy, Elana. ed. 2000. *Language Policy and Pedagogy*. Amsterdam, John Benjamins.
- Masica, C.P. 1976. *South Asia as a Linguistic Area*. Chicago, Chicago University Press.
- Subbārāo, K.V. 2012. *South Asian Languages: A Syntactic Typology*. New Delhi: Cambridge University Press.
- Thurgood, Graham and LaPolla, Randy J. ed. 2007. *The Sino-Tibetan Languages*. New York, Routledge.

LE 514: Experimental Phonology

L4 T0 P0 CH4 CR4

This course is designed for the students of M.A in Linguistics and Language Technology and will be offered as an Elective course in the 4th semester of their M.A programme. This course is a continuation of **Acoustic Phonetics: Instrumental Techniques and Data Analysis**, taught in 3rd semester.

Course objectives

- To understand and examine the pitch variations used in speech
- To know the differences between lexical pitch variations and intonational pitch variations and examine their phonological properties
- To study the interactions between tone, intonation and other suprasegmental properties

Course outline

Unit-I: Pitch in Language I: Stress and Intonation

- i. Introduction and general background
- ii. Frequency of vocal fold vibration, fundamental frequency and pitch
- iii. Interpreting pitch tracks
- iv. Phonological understanding of stress and intonation

Unit-II: Pitch in Language II: Tone

- i. Understanding tone: acoustic components
- ii. Tone languages (of NE region)
- iii. Experimental design and methodologies to be adopted
- iv. Case studies
- v. Analyzing tone data: spectral measurements and normalization of speech data
- vi. Tonogenesis

Unit-III: Intonation and Language

- i. Acoustic and phonological properties of Intonation

- ii. Intonation and the design features of language
- iii. Experimental approaches towards establishing discreteness in intonation
- iv. Case studies

Textbooks

Gussenhoven, Carlos. 2004. *The Phonology of Tone and Intonation*. Cambridge University Press.

Essential Readings

Yip, M. 2004. *Tone*. Cambridge: Cambridge University Press.

LE 516: Minimalist Syntax

L4 T0 P0 CH4 CR4

Course Outline

1. Constituency and Theta Roles

- i. Fundamental notions
- ii. Determining the Head, predicting the head – theta roles and selectional features
- iii. Theta roles and Theta criterion
- iv. Unassigned Theta roles
- v. S-selectional features

2. Triggering Merge by feature checking

- i. The Structure of Phrases
- ii. C-Command
- iii. Di-Transitives
- iv. Linking

Subjects and Objects

- i. Subject movement
- ii. Case and EPP
- iii. Unaccusative subjects
- iv. Passives
- v. Adverbs

3. Functional Categories

- i. Determiner Phrase : D's as head, theta-role assignment in DP, little n and the low structure of DP, AP in DP
- ii. Complementizer Phrase: Complementizers, non-finite complementation

4. Wh-movement

- i. Elements that undergo wh-movement
- ii. Mechanics of wh-movement
- iii. Subject wh- questions
- iv. Long-distance wh-movement
- v. Wh-in-situ
- vi. Superiority

5. Locality

- i. Empirical evidence for local movement
- ii. 'Ensuring successive wh-movement
- iii. Island Phenomena
- iv. DP islands
- v. Subject Islands
- vi. Adjunct Islands

Textbook:

Adger, David. 2004. *Core Syntax: A Minimalist Approach*. Second Edition, Oxford University Press.

Essential Readings:

Carnie, Andrew. 2006. *Syntax a Generative Introduction*. Second Edition Blackwell Publishing.

Culicover, P. W. 1997. *Principles and Parameters: An Introduction to Syntactic Theory*. Oxford: Oxford University Press.

Haegman, L. & J. Gueron. 1991. *English Grammar: A Generative Perspective*. London: Blackwell.

Riemsdijk, H. Van & E Williams. 1986. *Introduction to the Theory of Grammar*. Cambridge: Cambridge University Press.

LE 518: Formal Semantics

L4 T0 P0 CH4 CR4

Prerequisites of the course: This course requires comprehensive knowledge of major components of Semantics such as theory of Meaning; lexical semantics, sentence relations and truth, situation types, modality and evidentiality, grammatical relations and thematic roles, context and inference, conversational implicature, Austin's speech act theory, propositional logic etc.

Course objectives

This course aims to familiarize the students with the tools and techniques of formal semantics and to review a range of fundamental research areas in which any contemporary linguist must be acquainted. The course is roughly divided into four major parts: the first part briefly recapitulates the approaches to semantics: componential theory, formal semantics and cognitive semantics. The second part extensively discusses the theory and practice of predicate logic. The third part discusses the semantics of tense and aspect and aktionsart. The following part will delve deep into generalized quantifier theory.

Objective of this course is to acquaint students with the major themes of this subject which is essentially interdisciplinary in nature:

- Predicate Logic: Argument Structure and Higher Order Logic
- The Semantics of the Logical Metalanguage
- Intentional logic and generalized quantifier theory
- Conversational implicature: theory of presupposition

- Verbal aspect: event-based Davidsonian semantic theories
- Adverbial quantification and the semantics of interrogatives

Course objectives

1. Semantics of tense and aspect
 - a. Tense/modal logic
 - b. Aktionsart
2. Predicate Logic
 - a. Argument Structure
3. Quantifiers
 - a. Universal quantifiers
 - b. Existential quantifiers
 - c. Non-standard quantifiers (Vague quantifiers such as 'many', 'some', 'few', 'most' etc)
4. Generalized quantifiers
 - a. Universal and existential quantifiers
 - b. The semantic value of NPs
 - c. Generalized quantifiers and empirical properties of language
5. Modal theory and modal operators
 - a. Possible world semantics – necessity and possibility operators
 - b. Truth-conditions
 - c. Extensions and possible worlds
6. Intensionality:
 - a. IPC: Elementary intensional logic
7. Lambda abstraction
 - a. Semantics via translation
 - b. VP structure
 - c. Scope of logical operators
8. Quantification of scope
 - a. Question
 - b. Negation
 - c. Wh-expressions
9. Semantic type theory
10. Semantics of plurality and definiteness
 - a. Definite and indefinite NPs

Textbook:

Chierchia, Gennaro and Sally McConnell-Ginet. 2000. *Meaning and Grammar: An Introduction to Semantics*. Cambridge: The MIT Press.

Essential Readings:

Cooper, R. 1983. *Quantification and Syntactic Theory*. Dordrecht: D. Reidel.

- Dowty, D. R. 1979. *Word Meaning and Montague Grammar: The Semantics of Verbs and Time in Generative Semantics and in Montague's Ptq*. Springer Science and Business Media.
- Dowty, D, R. Wall and S Peters. 1981. *Introduction to Montague Semantics*. Dordrecht: D, Reidel.
- Gutierrez-Rexach, Javier, ed. 2003. *Semantics: Critical Concepts in Linguistics (6 volumes)*. London and New York: Routledge.
- Heim, I. 1989. *The Semantics of definite and indefinite NPs*. New York: Garland.
- Katz, J.J., and J.A. Fodor. 1963. 'The Structure of a Semantic Theory'. In *Language* 39. 170-210.
- Kearns, Kate. 2011 (2nd Edition). *Semantics*. Palgrave Modern Linguistics.
- McConnell-Ginet, S. 1989. *The Construction of Meaning: Formal Semantics and Vagueness*. Cornell University. Ms.
- Partee, B and Portner. 2002. *Formal Semantics: The Essentials Readings*. Oxford and Somerset NJ: Wiley-Blackwell.
- Portner, Paul H. 2005. *What is Meaning? Fundamentals of Formal Semantics*. UK: Blackwell Publishing.
- Saeed. John I. 2003. *Semantics*. Blackwell Publishing.
- Szabolcsi, Anna. 2010. *Quantification*. Cambridge: CUP.
- Yoad Winter and Remko Scha. 2015. 'Plurals'. In *The Handbook of Contemporary Semantic Theory* (Edited by Salom Lappin and Chris Fox, 2nd Edition). Willey Blackwell Publishers

LE 520: Advanced Cognitive Linguistics II (continuation of Advanced Cognitive Linguistics I)

L4 T0 P0 CH4 CR4

Course Objectives

This course (Advanced Cognitive Linguistics I and II) introduces students to all aspects of cognitive linguistics, including construction grammar. On completion of this course, the student will be able to understand basic principles of cognitive linguistics and undertake more advanced work on theories of grammar. The course covers a range of topics, which are the following:

Course outline:

Cognitive Approaches to Grammar

1. What is a cognitive approach to grammar?

Guiding assumptions: The symbolic thesis; The usage-based thesis; The architecture of the model. Distinct cognitive approaches to grammar: The 'Conceptual Structuring System Model'; Cognitive Grammar; Constructional approaches to grammar; Cognitive approaches to grammaticalisation. Grammatical terminology: Grammar; Units of grammar; Word classes; Syntax; Grammatical functions; Agreement and case. Characteristics of the cognitive approach to grammar: Grammatical knowledge: a structured inventory of symbolic units; Features of the closed-class subsystem; Schemas and instances; Sanctioning and grammaticality.

2. The conceptual basis of grammar

The grammatical subsystem. Talmy's 'Conceptual Structuring System Model'. Langacker's theory of Cognitive Grammar. Categorisation and polysemy in grammar: the network conception.

3. Cognitive Grammar: word classes

Word classes: linguistic categorisation. Nominal predications: nouns. Nominal versus relational predications. Temporal versus atemporal relations. Nominal grounding predications

4. Cognitive Grammar: constructions

Phrase structure: Valence; Correspondence; Profile determinacy; Conceptual autonomy versus conceptual dependence; Constituency; The prototypical grammatical construction. Word structure: Phonological autonomy and dependence; Semantic autonomy and dependence; Prototypical stems and affixes; Composite structure; Constructional schemas; Grammatical morphemes and agreement. Clauses: Valence at the clause level; Grammatical functions and transitivity; Case; Marked coding: the passive construction.

5. Cognitive Grammar: tense, aspect, mood and voice

English verbs: form and function. The clausal head: The passive construction; The progressive construction; The perfect construction. The grounding predication: Mood; Tense. Situation aspect: Situation types; Perfective and imperfective; Aspect and the count/mass distinction.

6. Motivating a construction grammar

Constructions versus 'words and rules'. Exploring idiomatic expressions: Typology of idiomatic expressions; Case study I: the *let alone* construction; Case study II: the *what's X doing Y* construction. Construction Grammar: The Construction Grammar model; Construction Grammar: a 'broadly generative' model; Comparing Construction Grammar with Cognitive Grammar. The 'Generalisation Commitment'.

7. The architecture of construction grammars

Goldberg's construction grammar: Assumptions; Advantages of a constructional approach to verb argument structure; The relationship between verbs and constructions; Relationships between constructions; Case studies. Radical Construction Grammar. Embodied Construction Grammar. Comparing constructional approaches to grammar.

8. Grammaticalisation

The nature of grammaticalisation: Form change; Meaning change; Metaphorical extension approaches, Case study. Invited Inferencing Theory: Case study: the evolution of *must*. The subjectification approach; Case study: *be going to*; Case study: the evolution of auxiliaries from verbs of motion or posture. Comparison of the three approaches: *be going to*.

9. Cognitive approaches to grammar in context

Theories of grammar: assumptions, objectives, methodology: Cognitive approaches to grammar; Generative approaches to grammar; Cognitive versus generative models; Functional-typological approaches to grammar. Core issues in grammar: comparing cognitive and generative accounts: Word classes; Constituency: heads and dependents; The status of tree diagrams; Grammatical functions and case; The verb string: tense, aspect and mood; The passive construction.

Textbook:

Vyvyan, E., Melanie Green. 2006. *Cognitive Linguistics*. Edinburgh: Edinburgh University Press.

Essential Readings (for both I & II):

- Hamawand, Z. 2011. *Morphology in English: Word Formation in Cognitive Grammar*. London: Continuum.
- Lakoff, George and Mark Johnson. 1999. *Philosophy in the Flesh: The Embodied Mind and Its Challenge to Western Thought*. Ny: Basic Books.
- Lakoff, George. 1987. *Women, Fire, and dangerous Things: What Categories Reveal About the Mind*. Chicago: Chicago University Press.
- Langacker, Ronald. 1987. *Foundations of Cognitive Grammar*, Vols 1 & 2. Stanford: CA: Stanford University Press.
- Nathan, Geofrrye S. 2008. *Phonology: A Cognitive Grammar Introduction*. Amsterdam: John Benjamins.
- Turner, Mark. 1996. *The Literary Mind*. Oxford: OUP.

CBCT/CBCS courses offered by the Centre

LE223: Language, Society and Endangerment L3 T0 P0 CH3
CR3

Course Objectives

The objective of the course is to impart a thorough knowledge of

1. what language is and study the various components that constitutes a language
2. the relationship between language and society from a sociolinguistic perspective.
3. defining language endangerment and the role that society plays in it.

Course Outline

Language:

Defining Language;
 Communicative Function of Language;
 Characteristic Features of Language;
 Structure of Language;
 Relation between-
 Syntagmatic and Paradigmatic,
 Langue and Parole,
 Competence and Performance,
 Etic and Emic,
 Form and Substance.

Language and Society:

Defining Sociolinguistics;
 Language Variation- Accent, Dialect, Idiolect, Diglossia;
 Standard and Vernacular Language;

Monolingual, Bilingual, Multilingual;
Code Switching, Code Mixing;
Language and Ethnicity;
Language and Identity;
Language and Ideology;
Language and Power;

Language Endangerment:

Language Vitality & Endangerment;
Language Vitality Assessment;
Relationship between Language Endangerment and Society;
The Role of the Speech Community;
Language Attitudes and Policies;
Assessing Language Endangerment and Urgency for Documentation.

Textbook

Austin Peter K. 2004. Language documentation and description, Vol. 2, SOAS, London.

Essential Readings:

Christopher J Hall. 2008. An Introduction to Language and Linguistics. New York: Continuum
Fasold R. 1984. The sociolinguistics of Society. Oxford: Blackwell
Hudson, R.A. 1980. Sociolinguistics, Cambridge, Cambridge University Press.
Myers-Scotton, Carol. 2006. Multiple Voices. An Introduction to Bilingualism. Oxford: Blackwell
John Lyons. 1981. Language and Linguistics, an Introduction, Cambridge University Press.
Braj B. Kachru, Yamuna Kachru and S.N. Sridhar. 2008. Language in South Asia, Cambridge University Press.

LE424: Language Policy, Education and Language Revitalization L3 T0 P0 CH3 CR3

Course Objectives:

The objective of the course is to impart knowledge of the importance of language policy for every individual and the society as a whole; the need of language planning for adopting a proper language policy. It would broadly study the nature and function of language. The course also discusses the goals of language education from different perspectives. It also attempts to have an understanding of what language revitalization is. The need of preserving and revitalizing endangered language would also be emphasized.

Course Outline

Language Policy of India

What is Language policy?

Language Policy of India

Types of language Planning:

Corpus planning; graphization, modernization and standardization

Status planning

Typologies of Language Policy:

Typologies given by Kloss and Schiffman

Official Language vs National Language;

Majority Language vs Minority Language

Scheduled Language vs Unscheduled Language;

Education

Nature and functions of language

Goals of Language education

Multilingualism and language education

Mother tongue education

Second language education

Foreign language education

Politics and ideologies of language education

Language Revitalization

Introduction- What is Revitalization? Why is it necessary? How can a linguist help?

Language Situation- Vitality criteria; endangerment situation etc.

Language Attitude- Attitude of community members towards their language; attitude of other communities towards their language etc.

Role of Community Participation -Why we need community participation?; How community member can help us?

Text book:

Fishman, J. A. 1991. Reversing Language Shift. Clevedon, UK: Multilingual Matters.

References:

Hans R Dua. 2008. Language Education-The Mind of Society, Yashoda Publications, Mysore.

Khubchandani, L. M. 2003. Defining mother tongue education in plurilingual contexts. Language policy, 2(3), 239-254.

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

Braj B. Kachru, Yamuna Kachru and S.N. Sridhar. 2008. Language in South Asia, Cambridge University Press

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

Lambert, Richard D. and Shohamy, Elana. ed. 2000. Language Policy and Pedagogy

