

Course Code: LG 421 Course Title: Philosophy of Linguistics

L3 T0 P0 CH3 CR3

Course Objectives:

The objective of this course is to give some basic ideas about the philosophical underpinnings of modern linguistics. The course also aims at introducing to the students the classical Indian linguistic thought.

Course Outcomes:

CO1. A deeper understanding of language to analyze or deal with linguistic theories

CO2. An enhanced capability to apply linguistic theories more appropriately

CO3. An enhanced capability to deal with linguistic issues more meaningfully

Course Content:

1. Philosophical underpinning of modern linguistics: Empiricism vs Rationalism: Language as a natural object and contemporary debates
2. Logic and linguistics
3. Ordinary language philosophy
4. Experiential realism: The Metaphor-focused Cognitive Approach
5. The Indian tradition: Words and Their Meanings; Names and Things: Universals. Knowledge from Linguistic Utterance; The *Sphota* Theory: Patanjali, Bhartrhari, Later Grammarians. Bhartrhari's Concept of Language (*Sabda*). Cognition and Language.

Text Book(s):

Chapman, Siobhan. 2000. *Philosophy for Linguistics*. London: Routledge.

Essential Readings:

Lakoff, G., and Mark Johnson. 1980. *Metaphors We Live By*. (Chicago: Chicago University Press).

Matilal, B. K. 1990. *The Word and the World: India's Contribution to the Study of Language*. (Delhi: Oxford University Press).

Pinker, Steven. 1995. *The Language Instinct*. (London: Penguin).

Sampson, Geoffrey. 2005. *The Language Instinct Debate*. London: Continuum.

Course Code: LG 422 Course Title: Phonetics and Phonology I

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 Outcomes:

CO1. a knowledge of the basics of phonetic transcription;

CO2. ability to apply the knowledge of IPA symbols to collect and then elicit and analyze linguistic data collected from languages to be studied or described;

CO3. ability to devise phonological rules both language-internally and crosslinguistically;

CO4. ability to use the phonetic and phonological knowledge to analyze bigger morphosyntactic and semantic level linguistic units;

CO5. expertise to develop computer programming tools for speech recognition, speech pathology and speech enhancement, which are immediately applicable in the fields of clinical and forensic linguistics, coding and machine translation and in animation and dubbing used in cinema, advertising and cartoon films;

CO6. ability to develop phonetic dictionaries of languages.

Course Content:

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.

Course Code: LG 423 Course Title: Morphology

L3 T0 P0 CH3 CR3

Course objectives

- This course will teach the basic concepts of morphology and their operations found in various languages of the world.
- At the end of the semester, the students are also expected to do morphological analysis of any language.

Course Outcomes:

CO1. a better understanding of the word structures of languages facilitating acquiring of a better speaking and a writing skill;

CO2. ability to apply the knowledge of morphology in correctly analyzing and documenting a language;

CO3. acquiring the competence of a better content writer for any purpose.

Course Contents:

1. Word Classes and Morphemes Classes
Grammatical category, inflection and derivation
2. Analysing Morphological Structure, complex words
3. Variation in Morphology: Types of variation
4. The Hierarchical Structure of Words
Trees and labelled brackets; heads and hierarchy
5. Word Formation Processes
6. The Status of Words
Word boundaries and clitics; the lexicon.
7. Problems in Morphological Analysis
Zero derivation; unmarked forms; discontinuous morphemes
8. Morphology and Typology
Syntactic word order and morpheme order

Textbooks:

Fromkin, V. (ed.) 2000. *Linguistics: An Introduction to Linguistics*. Cambridge: Blackwell.
Lieber, Rochelle. 2009. *Introducing Morphology*, Cambridge.

Essential Readings:

Aronoff, M. 1976. *Word Formation in Generative Grammar*. Cambridge, Massachusetts: MIT Press.
Aronoff, M., and Kirsten Fudeman. 2010. *What is Morphology*. (Oxford: Blackwell.
Booij, G E. 2007. *The Grammr of Words: An Introduction to Linguistic Morphology*. Oxford: OUP.

Course Outcomes:

CO1. ability to identify different grammatical categories (PoS categories) for linguistic analysis (for documenting languages);

CO2. ability to examine and identify different types of verbs (viz., intransitive, transitive and ditransitive) and sentences for linguistic analysis (towards documenting languages);

CO3. ability to understand various modern grammatical theories and apply them in linguistic analysis (towards documenting languages).

Course Contents:

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. *Grammar*. (second edition). Penguin Books.

Course Code: LG 425

Course Title: Introduction to Computational Linguistics

L3 T0 P0 CH3 CR3 Course

Outcomes:

CO1. expertise to apply computer applications in natural human languages;
CO2. capability to contribute the theoretical understanding of NLP and allied branches;

CO3. capability to draw connections between linguistic computation and the human mind.

Course Contents:

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.

Course Code: LG 426 Course Title: Phonetics and Phonology II

L3 T0 P0 CH3 CR3

Prerequisites of the course: Basic cognizance of concepts such as articulatory phonetics, Structuralism-Generativism, phoneme-allophone distinction, phonological contrast, phonemic inventory, distinctive features, SPE rules, processes and sound change and suprasegmental phonology etc. are anticipated before taking up this course.

The purpose of this course is to introduce the current research questions in phonological theory. The course discusses the phonological patterning of languages as an object of investigation.

Course Objectives: Objective of this course is to impart basic understanding of certain themes and concepts pertaining to the phonological structure of world languages such as

- Phonological theories and their developments.
- Phonological processes; universals in phonology
- Phonological data analysis

Course Outcomes:

CO1. a sound knowledge of the basic nature of sound patterning, distinctive features, natural classes, phonological processes, universal and typological nature of phonemic inventories;

CO2. ability to apply the knowledge of these basic concepts to understand different theoretical frameworks;

CO3. ability to apply theoretical assumptions to build language-specific analyses;

CO4. ability to extend the analytic procedure whereby paradigms with phonological alternations are reduced to underlying representations and phonological rules designated within the higher-level morphophonemic analysis;

CO5. expertise to document and describe the phonetic data from lesser-known or under-studied languages; ability to develop teaching materials and computer tools for learners of those languages;

CO6 expertise to preserve linguistic resources digitally for further and future

use of the speakers and researchers. **Course Contents:**

1. The production of speech (revision) 2.

Phonological processes:

3. Syllable, Syllabification
 - Distinctive features (revision)
 - Motivation
 - Feature values
4. Feature geometry
5. Redundant vs. Contrastive features
 - Universal and implicational relations
 - Marked/unmarked distinctions
 - Process of nativization
6. Articulator theory; feature tree; characterizing phonological rules; spreading, delinking, insertion and deletion; spreading of terminal features; consonantvowel interaction.
7. Quantitative approach to syllable; moraic theory; compensatory lengthening; timing tier
8. Cyclic phonology, Derived environment rules, strict cycle; lexical phonology; elsewhere condition; structure preservations; multistrata rules; word-level

Text books:

Rocca, I and W Johnson. 1999. *A course in Phonology*. Oxford: Blackwell.

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

Essential readings:

Goldsmith, John. 1999. *Phonological theory: The essential readings*. Cambridge: Blackwell.

Goldsmith, John. 1995. *The handbook of phonological theory*. Cambridge: Blackwell.

Kenstowicz, M. 1994. *Phonology in generative grammar*. Cambridge: Blackwell.

Course Outcomes:

CO1. a sound knowledge of syntactic processes;

CO2. ability to analyze the constituents of phrase structures, viz., NP, VP, AdjP, AdvP, etc. and related linguistic data of a given language;

CO3. ability to linguistically explain grammatical errors;

CO4. ability to formulate solutions to learners' errors in L2 learning.

Course Contents:

1. Phrase Structure

X-bar theory (head, complement, specifier) -binary branching - S as IP, S-bar as CP- the DP- analysis of Noun Phrases - the head-complement parameter.

2. Some Syntactic Operations and Constructions

Movement and trace - NP Movement (passive, raising) - long distance movement: wh movement (questions, relativization), topicalization - scrambling - adjunction and substitution: head-to-head movement (X^0 movement), movement to SPEC - deletion (VP deletion, Gapping) - ECM (exceptional case-marking) constructions, small clauses, clefts, pseudo-clefts.

3. Some Principles of Grammar

Move alpha - constraints on movement: the Ross constraints explained in terms of subjacency - government - proper government, ECP (empty category principle) - Case theory, Case as motivation for movement - binding theory (Principles A, B and C) - strong and weak crossover - theta theory, theta marking - PRO as subject of infinitives - small pro, the pro-drop parameter - quantifiers, quantifier raising, scope ambiguity.

4. Some Recent Developments

Minimalism - the computational system: Merge, the extension condition, Spell-Out, PF and LF - "split IP", AGR phrases - copy theory of movement, shortest move constraint, procrastinate.

Text book:

Ouhalla, Jamal. 1994. *Introduction to Transformational Grammar*. Arnold Publishers, Britain.

Essential Readings:

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

Haegeman, L. 1992. *Introducing to Government and Binding Theory* (2nd edition). Oxford: Blackwell.

Webelhuth, G. ed. 1995. *Government and Binding Theory and the Minimalist Program*. Oxford: Blackwell.

Course Objectives:

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

Course Outcomes:

CO1. a sound understanding of the fundamental issues of linguistic meaning and pragmatics;

CO2. ability to translate natural language into semantic metalanguage using logical expressions and predicate logic by making as explicit as possible both the relations between logical symbols and their representational effects;

CO3. ability to import into linguistics the economy and formality of the traditional discipline of logic and mathematics to add the important advantage of precision;

CO4. expertise in POS tagging and parsing used in machine translation;

CO5. expertise in meaning manipulation in content developing and advertising.

Course Contents:

1 Semantics in Linguistics

2 Meaning, Thought and Reality: Reference; Reference as a Theory of Meaning; Mental Representations; Words, Concepts and Thinking

3 Word Meaning: Words and Grammatical Categories; Problems with Pinning Down Word Meaning; Words and Lexical Items; Lexical Relations; Derivational Relations; Lexical Universals.

4 Sentence Relations and Truth: Logic and Truth; Necessary Truth; Necessary Truth; Entailment; Presupposition

5 Sentence Semantics I: Situations; Classifying Situations; Modality and Evidentiality

6 Sentence Semantics 2: Participants; Classifying Participants; Thematic Roles; Grammatical Relations and Thematic Roles; Verbs and Thematic Role Grids; Problems with Thematic Roles; the Motivation for Identifying Thematic Roles; Voice; Classifiers and Noun Classes

7 Context and Inference: Deixis; Reference and Context; Knowledge as Context; Information Structure; Inference; Conversational Implicature

8 Functions of Language: Speech as Action: Austin's Speech Act Theory; Categorizing Speech Acts; Indirect Speech Acts; Sentence Types

9 Meaning Components: Lexical Relations in CA; Katz's Semantic Theory; Grammatical Rules and Semantic Components; Components and Conflation Patterns; Jackendoff's Conceptual Structure; Pustejovsky's Generative Lexicon; Problems with Components of Meaning

10 Formal Semantics: Model-Theoretical Semantics; Translating English into a Logical Metalanguage; the Semantics of the Logical Metalanguage; Word Meaning: Meaning Postulates; Natural Language Quantifiers and Higher Order Logic; Dynamic Approaches to Discourse

11. Cognitive semantics: Metaphor Metonymy; image schemas; Polysemy; mental spaces; Langackers' Cognitive Grammar. 358

Textbook:

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

Essential Readings:

Cruse, Alan. 2000. *Meaning in Language*. Oxford: Oxford University Press.

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

Keith, Allan. 2013. *Natural Language Semantics*. Oxford: Blackwell.

Koerner, E.F.K. and R.E. Asher, ed. 2014. *Concise History of the Language Sciences: From the Sumerians to the Cognitivists*. New York, Pergamon.

Course Code: LG 429
Course Title: Field Linguistics

L3 T0 P0 CH3 CR3

Course objectives:

At the end of the semester students are expected to understand various grammatical aspects of any given language.

Aim

In this course, a language which is relatively under described or so far completely un-described is chosen for linguistic analysis. Students are first introduced to the basic techniques of the data collection and transcription. They then collect data from an informant(s) on various aspects of language being investigated such as phonology, morphology and syntax and work out the basic structural patterns in the language. Students also examine the pragmatic and sociolinguistic aspects of the language being analyzed.

Course Outcomes:

CO1. expertise to analyze and document languages, especially the endangered and lesser-known languages of the Northeast;

CO2. a better understanding of such a speech community in all its aspects through the field trip as part of the course of study;

CO3. A renewed interest in studying and documenting our (endangered) languages as response to NEP's emphasis on preservation and development of Indian languages.

Course Contents:

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

Text book:

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

Essential Readings:

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

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

Course Objectives

The course aims at introducing to the students the basics of Cognitive Linguistics and Construction Grammar as one of the latest developments within the framework.

Course Outcomes:

CO1. a clear understanding of the claim that grammar is not autonomous, but based on human experience and hence meaningful;

CO2. a clear understanding of various aspects of cognitive linguistics approach to language;

CO3. ability to apply the knowledge of the cognitive approach to describe and document languages.

Course Contents:

1. Background

Cognitive Grammar and cognitive Linguistics: the cognitive turn; non-cognitive linguistics; Chomskyan linguistics as 'cognitive linguistics'; what's cognitive about Cognitive Linguistics?; neurocognitive linguistics. Cognitive Grammar: An Overview: language as a symbolic system; some general characteristics of Cognitive Grammar: cognitive grammar is used-based; the importance of semantics; the Chomskyan revolution; controversies; subsequent developments. A bit of history: The symbolic thesis: Saussurean roots; icon, index, and symbol; language as symbolic; symbolic, phonological, and semantic units: strict Saussureanism; abandoning strict Saussureanism. The Symbolic thesis: Four objections and answers. Phonological Structure in Cognitive Grammar: phonology in Cognitive Grammar; phonological units; phonological constraints, alias phonological schemas; 'pure' phonology'. Semantic structure in Cognitive Grammar: compositionality; accommodation and active zones; mental spaces: the case of indefinite and definite articles; why (strict) compositionality fails.

2. Basic Concepts

Schema and instance: schema and instance; polysemy networks; non-nominal concepts. Schema and instance in phonology: segments and schema-instance relation; more on phonological segments; features. Schema and instance in symbolic units: words and word classes; distributional criteria for word classes; [WORD] as a symbolic unit; semantic criteria for word classes; a phonological characterization of noun and verb. Meaning: Profile, base, and domain: approaches to the study of meaning; profile

and base; domains; designation and connotation. Nominal and relational profiles: relational profiles; relational nouns; temporal profiles; more on trajectors and landmarks; more on relations adjectives and adverbs; characterizing the word classes. Syntagmatic relations: Combining semantic units; autonomy and dependence; conceptual combinations; apposition; parallaxes. Syntagmatic relations in phonology: phonological autonomy and phonological dependence; valence relations in phonology; phonological constructions: more on the filled-onset requirement.

3. Morphology

Morphology: morphemic analysis; schema strength. Analysability and productivity: analysability; coercion and boundness; productivity. Schema competition: regular plurals; the irregulars; rules and lists; product-oriented rules; schema competition vs. dual processing. Kinds of symbolic units: contentful vs. schematic; dependence vs. autonomy valence (choosiness vs. promiscuity); coerciveness a boundness internal complexity; established vs. innovative; inflection classes and the problems of 'meaningless morphology'.

4. Nouns, Verbs, and Clauses

Nouns and nominals: nominals; some basic concept: grounding; instantiation; and specification; determiners and quantifiers; ungrounded nouns. Count nouns and mass nouns: count nouns and mass nouns; refining the count-mass distinction; representing the count-mass distinction; numeral- classifier languages. Tense and aspect: tense and grounding; tense and aspect; modals. Clause structure types of situation: number of participants; participant roles and grammatical relations; clauses types; complementation. .

5. More on meaning

Domains: the domain matrix and encyclopaedic semantics; semantic flexibility; adjective-noun combinations; other approaches. Network and complex categories: meaning variation; category extension; issues in polysemy; the case of 'over'; phonological networks.

6. Approaches to metaphor

Metaphor: The Lakovian approach: Lakoff and conceptual metaphor; conceptual metaphors as schemas. Jakendoff and Langacker on 'go': Jakendoff and the 'Thematic Relations Hypothesis'; Langacker and 'abstract motion'. Alternatives to metaphor: Image schemas; Talmy and 'force dynamics'; metaphors without mapping; conceptual blending.

7. Idioms and Constructions

Idioms, formulas, and fixed expressions: idioms in the grammar; the scope of phenomenon; semantic and formal characteristics of idioms; the idiomatic vs. the predictable.

Constructions: Constructions and constructional schemas; constructional idioms; constructional idioms in the grammar at large; the ecology of constructions.

Text book:

Taylor, John R. 2003. *Cognitive Grammar*. Oxford: Oxford University Press.

Essential Readings:

Radden, G., and Rene Dirven. 2007. *Cognitive Grammar of English*. Amsterdam: John Benjamins.

Taylor, John R. 2004. *Linguistic Categorization* (3rd ed). Oxford: Oxford University Press.

Ungere, F., H J Schmid. 2006. *An Introduction to Cognitive Linguistics*. (2nd ed). London: Pearson Longman .

Course Code: LG 501
Course Title: Language Typology and Language Universals

L4 T0 P0 CH4 CR4

Course Outcomes:

CO1. ability to analyze and explain different word-orders;

CO3. ability to examine the order of the constituents within a phrase;

CO4. ability to conduct comparative studies of languages within the same geographical areas as well as the same language family;

CO4. ability to apply the knowledge of language typology in describing and documenting (lesser-known) languages more accurately.

Course Contents:

1. Language universals and language typology

Language typology and language universals; types of universals; genetic, typological and typological classifications of language; formal and substantive universals; implicational and non-implication universals. Morphological universals. Morphological types of languages- agglutinative, analytical (isolating), synthetic fusional (inflecting), infixing and polysynthetic (incorporating) languages. Aspiration; nasalization; retroflexion; Trubetzkey's typology of the vowel systems; person; number; gender; case; aspect and tense. Contribution of typological research to Linguistic theory.

(Comrie 1981, pp. 1-29, 39-50; Subbarao & Saxena 1987; Butt et al. 1994)

2. Inductive vs. Deductive Approaches

Chomsky's concept of language universals and parametric variations; word order typology. Greenburg's word order universals for verb-final and verb-medial languages and related features in terms of South Asian languages.

(Lehman 1978, pp. 57-138, 169-222)

3. Syntactic Typology

Word order within a sentence and a noun phrase. Anaphora, monomorphemic vs polymorphemic anaphors, emphatics, verbal reflexives and reciprocals; long distance binding; pronouns: inclusive-exclusive. The Principles of Binding of Chomsky; relativecorrelative clauses; complementation and the quotative; verb be; pro-drop; agreement; conjunctive participles; the identical subject constraint on CP formation;

lexical subjects in CPs; scope of the negative in the CP Construction; ergativity, dative-genitive subjects.

(Gair et al. 2000; Subbarao et al. 1989; Bhaskararao 2001; Masica 1974; Masica 1991)

4. Phonological and Morphological Typology

An in-depth study of retroflexion; vowel harmony; aspiration; nasalization; reduplication; echo formation; onomatopoeia; morphological, lexical and periphrastic causatives. (Abbi 2001; Masica 1991)

5. Convergence and Typology

Linguistic Area, a critical evaluation of the evidence in support of „India as a Linguistic Area“ (with special reference to the notion developed by Chatterjee, Emeneau, Hock); the verb say construction; 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 IndoAryan, Dravidian, Austro-Asiatic and Tibeto-Burman language families of South Asia.

(Bhaskararao & Subbarao 2001; Arora & Subbarao 1989; Subbarao & Arora 1989; Emeneau 1964; Hock 1975)

Text book:

Croft, W. 1990. *Typology and Universals*. Cambridge: Cambridge University Press.

Essential Readings:

Abbi, A. 1994. *Semantic Universals in Indian Languages*. Shimla: Indian Institute of Advanced Studies.

Comrie, B. 1981. *Language Universals and Linguistic Typology*. Oxford: Basil Blackwell.

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

Course Code: LG 502 Course Title: 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 Outcomes:

CO1. a sound understanding of the relationship between language and society;

CO2. a sound understanding of language as identity (e.g. class, caste, gender, rural, urban); and also language as power;

CO3. ability to objectively analyze sociolinguistic issues, language conflicts in the society;

CO4. ability to form and express informed opinions on these sociolinguistic issues, including language policies, and contribute towards practical solutions to them.

Course Contents:

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 nonwestern 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. *Linguistics Imperialism*. Oxford: Oxford University Press.

Course Code: LG 503 Course Title: Natural Language Processing

L4 T0 P0 CH4 CR4

Course Outcomes:

CO1. ability to examine, analyze and explain the major concerns of natural language and apply the (theoretical) knowledge (of core linguistics) in machine learning;

CO2. ability to extend the technical knowledge in order to handle different tools and software for NLP related tasks;

CO3. ability to develop linguistic tools in order to train and examine machine readable linguistic data;

CO4. ability to identify and address the theoretical gaps in machine learning and AI.

Course Contents:

A. Introduction to Natural Language Processing

- i. NLP: History and Purpose ii. NLP in India iii. NLP and AI: A brief Introduction

B. Computational Phonology and Text-to-Speech Processing

- i. Speech Sounds and Phonetic Transcription, ii. The Phoneme and Phonological Rules iii. Phonological Rules and Transducers iv. Mapping Learning of Phonological Rules v. Mapping Text to Phones for TTS
- vi. Advanced issues in Computational Phonology: Harmony, Templatic Morphology, vii. Acoustic aspects of Prosody, Prosody in Speech Synthesis

C. Morphology and Finite-State Transducers

- i. Introduction to finite-state automata ii. Analysis of morphemes; Finite-State Morphological Parsing iii. The Lexicon and Morphotactics iv. Morphological Parsing with Finite-State Transducers
- v. Statistical morph analyzer, FST based morph analyzer
- vi. Analysis of morpheme using various tools
- vii. Morphological analyzer- application of morph analysis in NLP

D. PoS Tagging in NLP

- i. Basic concept of *tagging*- historical development of PoS taggers
- ii. Issues related to PoS tagging
- iii. Preparing Tagsets for Indian Languages: Issues and Challenges
- iv. BIS tagsets for Indian languages
- v. Preparing tagsets for (North-East Indian) languages (practical)

E. Tree Banks

- i. NLP and syntactic trees
- ii. Tree banks: design and issues
- iii. The purpose and application of tree banks.

Textbook

Jurafsky, D. and Martin, J.H. 2012. *Speech and Language Processing: An Introduction to*

Essential Reading

Grishman, R. 1986. *Computational Linguistics*. Cambridge: CUP.

Sproat, Richard. 1992. *Morphology and Computation*. Cambridge, Mass: MIT Press.

Course Code: LG 509 Course Title: Historical Linguistics

L4 T0 P0 CH4 CR4

Course Objectives:

The purpose of this course is to introduce the study of languages and language families from a diachronic perspective using both comparative and internal methods of reconstruction.

Objective of this course is to acquaint students with the prominent findings and methodologies of historical linguistics to understand concepts such as

- Kinds of sound change and sound laws through relative chronology • Analogical change, semantic change and grammatical change
- Language contact phenomena: Borrowing etc.
- Reconstruction and its implication to linguistic classification

Course Outcomes:

CO1. understanding of the causes and consequences of language change;

CO2. ability to apply comparative as well as internal methods to dig into the history of a language to arrive at the unattested forms;

CO3. ability to group languages into families and establish genetic relationship and establish typological and areal similarities;

CO4. ability to apply the methods and techniques of Historical Linguistics (HL) to find the non-linguistic cultural history of a society and their migration routes.

CO5. ability to apply the knowledge of HL to analyze the structures of pidgin and creoles

CO6. understanding of the causes of language death; ability to formulate solutions.

Course Contents:

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 codemixing; 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. 1994. *Principles of Linguistics Change*. Oxford: Blackwell.

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

Course Code: LG 510 Course Title: Advanced Computational Linguistics

L4 T0 P0 CH4 CR4

Abstract: This course is in a continuation of the earlier courses taught in 1st semester (LG 425: *Introduction to Computational Linguistics*) and 3rd semester (LG 503: *Natural Language Processing*) of MA in Linguistics and Language Technology.

Objective: This course seeks to broaden the theoretical and practical applications of Computational linguistics with specific focus in *Corpus Generation, corpus analysis, role of semantics, Ontology, parsing and context free grammars, unification based grammar* and finally to train the students to develop interactive dictionaries with the help of freely available software. Students are expected to develop the theoretical knowledge of computation and develop a small database (pronunciation dictionaries) as part of their practical exercises.

Prerequisites of the course: This is core course taught in the 4th semester of MA in *Linguistics and Language Technology* program. Students are expected to complete the previous courses till 3rd semester.

Course Outcomes:

CO1. a theoretical understanding of the various spectrum of computational linguistics;

CO2. ability to apply the theoretical knowledge to develop database and pronunciation dictionaries of lesser-known languages of north-east India;

CO3. ability to apply the technical knowledge to prepare large-scale corpus using freely available software and tools as part of the process of documenting and archiving the lesser-known and endangered languages (of NE region);

CO4. strong motivation for valuable speech technology and NLP related research. **Course Contents:**

i. **Computation and Corpus Analysis**

Corpus based computation,

Types of corpus

Annotation; Type-Token analysis

Application and limitations of corpus linguistics

ii. **Semantics and language technology**

Basic concept: meaning and computation

Knowledge Representation and Reasoning

Ontology and lexical semantics

WordNet and FrameNet: application in NLP and the differences between the two
Application of WordNet and FrameNet in WSD iii. **Parsing with Context-Free**

Grammars

Basic concept

Parsing and Chunking

Shallow parsing, Top-down and bottom-up parsing

Problems with Basic Top-down Parser: Left Recursion, Ambiguity

Finite-State Parsing Methods

Application and Limitations iv.

Features and Unification

Feature Structures

Unification of Feature Structures

Features Structures in the Grammar: Agreement, Head Features, Long Distance Dependencies

Unification-based Grammars: Lexical Functional Grammar (LFG), Head-driven Phrase Structure Grammar (HPSG), Generalized-Phrase Structure Grammar (GPSG), Functional Unification Grammar (FUG).

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 and ELAN

Text-Book

Jurafsky, D. and Martin, J.H. 2012. *Speech and Language Processing: An Introduction to Natural Processing, Computational Linguistics and Speech Recognition*. London: Prentice Hall.

Essential Reading

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

Christiane Fellbaum. ed. 1998. *WordNet: An Electronic Lexical Database*. Cambridge, MA: MIT Press

- Kempen, G. ed. 1987. *Natural Language Generation*. Martinus Nijhoff Publishers, Dordrecht, Holland.
- Biber, Douglas, Susan Conrad and Randy Reppen. 1998. *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press.
- Dash, Niladri Sekhar. 2005. *Corpus Linguistics and Language Technology: With Reference to Indian Languages*. New Delhi: Mittal Publications.

Course Code: LG 511 Course Title: Research Methodology

L3 T0 P0 CH3 CR3

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 Outcomes:

CO1. motivation for making original contributions to the field of linguistics through painstaking research;

CO2. knowledge of how to start a research (in the field of linguistics); the philosophy and ethics of research;

CO3. ability to develop their own research agenda.

Course Contents:

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, InternationalBook 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 Outcomes:

CO1. ability to explain the theoretical insights of the Minimalist program;

CO2. ability to explain the chronological developments of syntactic theories;

CO3. ability to use the theoretical knowledge in analyzing syntactic data (for language description and documentation).

Course Contents:

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.

Course Code: LG 513 Course Title: 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 Outcomes:

CO1. a clear understanding of how Cognitive Linguistics radically differs from the Chomskyan approach to language;

CO2. a clear understanding of the tenets of Construction Grammar as a new cognitive syntactic theory of natural language;

CO3. A clear understanding of all aspects of Cognitive Linguistics;

CO4. ability to apply this knowledge to describe and document (lesser-known) languages; in L2 teaching.

Course Contents:

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*. (Edinburg: Edinburg University Press, 2006).

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, Geofrye S. 2008. *Phonology: A Cognitive Grammar Introduction*. Amsterdam: John Benjamins.

Turner, Mark. 1996. *The Literary Mind*. Oxford: OUP.

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 Outcomes:

CO1. ability to explain language structure, language use and the cultural aspects of language;

CO2. ability to explain the global linguistic ecology and offer solutions; **CO3** ability to incorporate modern linguistic tools to document a given language.

Course Contents:

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.

Course Code: LG 518 Course Title: Psycholinguistics

L3 T0 P0 CH3 CR3

Abstract: Psycholinguistics is the scientific study of language from a psychological point of view. This course would enlighten the students about the way brain functions in delivering linguistic activities.

Objective: 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.

Course Outcomes:

CO1. sound knowledge of the way people produce and perceive language and ability to do sketch experimental designs to investigate those processes;

CO2. sound knowledge of the basic areas of the brain involved in speech production and perception and the functions carried out by these areas;

CO3. expertise in speech and language therapy. **Course**

Contents:

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.

LG521: Dissertation

Course Outcomes:

CO1. ability to do research in linguistics and allied areas and produce a dissertation as part of the curriculum;

CO2. ability to write research papers and share research ideas with the scientific communities;

CO3. ability to expand the research acumen and develop critical thinking to carry out independent research in future in a specific domain and continue the process of self-learning.